

ST THOMAS MORE CATHOLIC PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INCLUSION POLICY



THE MISSION OF OUR SCHOOL IS:

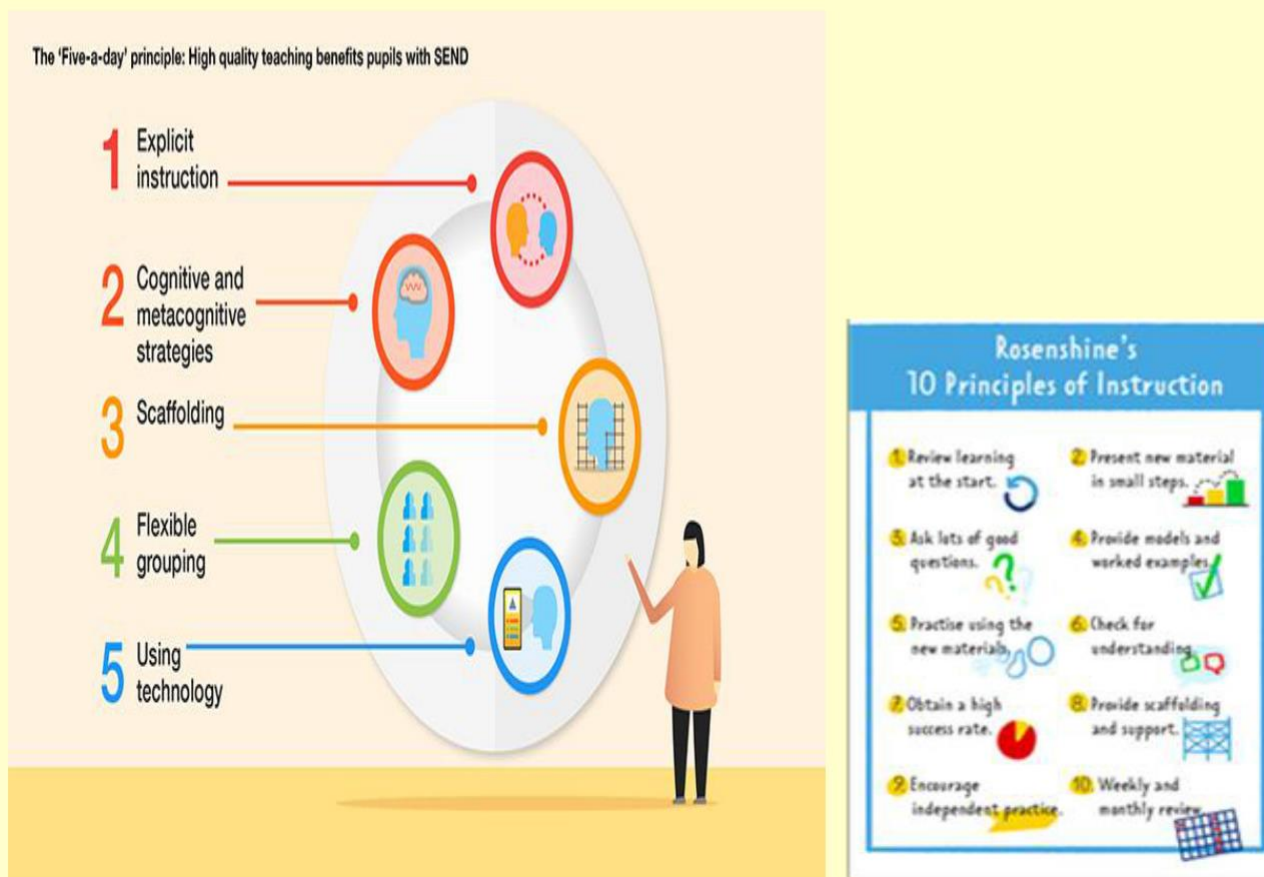
*Christ is the centre of our school community,
where we live, love and learn together.*

At St Thomas More School we aim to offer a high standard of Catholic education where children can grow in understanding of their faith. St Thomas More is a fully inclusive school. The life of St Thomas More School is centred on our Catholic faith and the living out of our Mission. We strive to promote values, virtues and ethics that shape our children's character and moral perspective, through the teachings of the Catholic Church. We are confident that our continued focus on the Diocesan Virtues will give our learners the necessary awareness of what it means to be a good citizen in Britain today and embed in them the building blocks of a future successful and productive life. We value and encourage the uniqueness of each child and recognise that everyone has a positive contribution to make to the life of the school community. We appreciate worshipping and celebrating together, sharing our Christian witness and building upon the foundations already established at home where parents are the first educators of their children.

What is it like to be a learner in our school?

At St Thomas More School, we value the abilities of all our learners, and we are committed to providing the best possible environment for learning for all children including those with special educational needs or disabilities. Our school provides a broad, balanced and ambitious curriculum for all children including those with SEND (See our Curriculum Statement for SEN/D). We promote a culture of independence through appropriate scaffolding and high-quality interactions within the classroom; promoting learners' curiosity through effective questioning; encouraging our learners to problem solve and supporting them to transfer their learning across all curriculum areas. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs through a balance of teacher and teaching assistant support (See 'How we plan for our learners with SEND').

We follow the EEF's 'Five-a-day' principles for teaching our learners with SEND and the Rosenshine Principles of Instruction to promote the effective teaching and independent learning of all our children.



All children receive high quality and aspirational teaching to support learning, however, some children may continue to have barriers to their learning which means they may need support that is different from, or additional to, other learners. These requirements are likely to arise where a child has special educational needs. Teachers take account of these requirements and make provision to support individuals or groups of learners and so enable them to participate effectively and fully in curriculum and assessment activities.

At our school, the personal development of children with SEND is paramount. We aim to build their resilience and support their learning behaviours. We work towards reducing dependence within learning by promoting a culture of self-reliance, self-reflection, curiosity and problem solving. We encourage and support our learners with SEND to think for themselves and practise key skills within a broad and unlimited curriculum; identifying opportunities where our SEND learners can overlearn, practise, consolidate and transfer their skills. Where learners with SEND are working outside of the classroom for short periods of time, their learning remains ambitious and aspirational. Our learners with SEND work towards the same outcomes, as far as possible, as our non-SEND learners.

The teaching of, and progress in reading, remains a significant focus in the curriculum of our SEND learners. We know that proficiency in language and reading is the gateway to successfully accessing, and attaching meaning, to other curriculum areas.

The Governors of St Thomas More School ensure that Special Educational Needs is a priority in our school and that all learners, including SEND, have equality of opportunity and a balance of teacher and teaching assistant support across the curriculum.

The Principal's report to Governors each term includes a section on Special Educational Needs.

This policy outlines the framework for St Thomas More School to meet its duty and obligation to provide a high quality education to all of its learners, including learners with special educational needs and/or disabilities (SEND), and to do everything we can to meet the needs of our learners with SEND.

St Thomas More School will work with Birmingham Authority, within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision making
- The identification of children and young people's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents over their support

AIMS

We recognise that the special educational needs of the children in our school are the responsibility of the Governors, the Head Teacher and all the staff and we aim:-

- To provide a caring environment in which each learner is happy and secure and able to develop a sense of self-worth
- To ensure that all learners receive a broad and balanced education that is responsive to their needs and will help them achieve their full potential
- To afford learners with special education needs access to the National Curriculum and to give them the opportunity to achieve realistic goals and to enrich their educational experience
- To offer learners with special educational needs (including gifted and talented children) a wide range of learning opportunities and experiences. (See Gifted and Talented Policy)
- To develop a strong partnership with the parents and to involve governors, parents and children with the necessary planning and decision making

LEGAL FRAMEWORK

This policy has due regard to legislation, including, but not limited to the following:

- The Children and Families Act 2014 (and related regulations)
- The Health and Social Care Act 2012
- The Equality Act 2010
- The Mental Capacity Act 2005
- The Children's Act 2004
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015

It will also take into account statutory and non-statutory related guidance, including, but not limited to the following:

- SEND Code of Practice 0-25 2014 (revised 2015)
- Supporting Learners at School with Medical Conditions 2014
- Keeping Children Safe in Education 2024
- Working Together to Safeguard Children 2023
- Schools Admissions Code of Practice 2021
- Reasonable Adjustments for Disabled Learners (Equality Act 2020)
- Birmingham Dyslexia Pathway Guidance

DEFINITION OF SPECIAL NEEDS

In this policy, SEN signifies special educational needs specifically, and SEND signifies special educational needs and/or disabilities.

The SEND Code of Practice states that a learner of compulsory school age has a special educational need if he/she has:

- **Significantly greater difficulty in learning than the majority of others of the same age**
- **A disability or health condition, which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.**

Under the Equality Act 2010, a disability is “a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities”.

Sensory impairments and long-term health conditions, such as diabetes, epilepsy and cancer, are included under the definition of disability, but children with such conditions do not necessarily have SEND.

A child with a disability is covered by the SEND definition if they require special educational provision.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. (New SEN Code of Practice 2015)

St Thomas More Catholic Primary School staff will have due regard for the **revised Special Needs Code of Practice 2015** which sets out our duties towards learners with special educational needs.

AIMS AND OBJECTIVES OF THIS POLICY

St Thomas More School plans to achieve the core aim of this policy by achieving the following strategic and measureable objectives:

- To follow the graduated approach outlined in the SEND Code of Practice
- To monitor the progress of all learners to support the earliest possible identification of SEND
- To reach high levels of achievement for all and promote the independence of all learners
- To be an inclusive school
- To ensure the identification of all learners requiring SEND provision as early as possible in their school career
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from learners, parent and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To provide curriculum access for all
- To work in partnership with other agencies and schools
- To achieve a level of staff expertise to meet learner need

We recognise that many children will have special needs at some time during their school life. In implementing this policy, we believe learners will be helped to overcome their difficulties.

ADMISSION ARRANGEMENTS

All children, including those with special needs, will be considered for a place at St Thomas More School in accordance with the criteria of admission and the standard number clearly defined in the school prospectus. St Thomas More School will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Considering applications from parents of children who have SEND but do not have an EHC plan
- Not refusing admission for a learner who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs
- Not refusing admission for a learner on the grounds that they do not have an EHC plan
- Adopting fair practices and arrangements in accordance with the Schools Admissions Code for the admission of children without an EHC plan

Arrangements for the fair admissions of learners with SEND are outlined in the Admissions Policy and it is published on our school website.

ROLES AND RESPONSIBILITIES

The Governing Body has a responsibility to:

- Fully engage learners with SEND and their parents when drawing up policies which affect them
- Identify, assess and make provision for all children and young people with SEND, whether or not they have an EHC plan
- Endeavour to secure the special educational provision called for by a learner's SEND
- Designate an appropriate member of staff to be the SEN coordinator (SENCO) and have responsibility for co-ordinating provision for learners with SEND
- Appoint a designated teacher for 'looked after children', where appropriate
- Make reasonable adjustments for learners with disabilities to help alleviate any substantial disadvantage they experience because of their disability
- Take necessary steps to ensure that learners with disabilities are not discriminated against, harassed or victimised
- Prepare the arrangements for the admission of learners with disabilities and the facilities provided to enable access to the school for learners with disabilities
- Prepare the accessibility plan showing how the school plans to progressively improve access over time
- Publish annual information, setting out the measures and facilities to assist access for learners with disabilities
- Publish annual information about the arrangements for the admission of learners with disabilities, the steps taken to prevent children being treated less favourably than others, the facilities provided to assist learners with disabilities, and the school's Accessibility Plan
- Develop complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents and learners through a single point of access
- Provide suitable, full-time education from the sixth day of a fixed permanent exclusion of a learner with SEND, in line with their EHC plan
- Ensure arrangements are in place to support learners at school with medical conditions
- Cooperate with the LA in drawing up and reviewing the Local Offer
- Appoint an individual governor or sub-committee to oversee the school's arrangements for SEND
- Prepare the SEND information report and publish it on the website

The Principal has a responsibility to:

- Ensure that those teaching or working with learners with SEND are aware of their needs, and have arrangements in place to meet them
- Ensure that teachers monitor and review SEND learners' progress during the academic year
- Cooperate with the LA during annual EHC plan reviews
- Ensure that the SENCO has sufficient time and resources to carry out their functions
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities, in a similar way to other important strategic roles within the school
- Appoint a designated teacher for looked after children, who will work closely with the SENCO to ensure that the needs of the learner are fully understood by relevant school staff
- Regularly and carefully review the quality of teaching for learners at risk of underachievement, as a core part of the school's performance management arrangements
- Ensure that teachers understand the strategies to identify and support vulnerable learners, and possess knowledge of the types of SEND most frequently encountered
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against learners with SEND
- Take steps to ensure that learners and parents are actively supported in contributing to needs assessments, and developing and reviewing EHC plans
- Establish and maintain a culture of high expectations and include young people with SEND in all opportunities available to other learners

- Consult health and social care professionals, learners and parents to ensure the needs of children with medical conditions are effectively supported
- Keep parents and relevant teachers up to date with any changes or concerns involving the learner
- Identify any patterns in the identification of SEND within the school and in comparison, with national data

The SENCO must:

- Be a qualified teacher
- Collaborate with the governing body and head teacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school
- Work with the school governors and the head teacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Undertake day-to-day responsibility for the operation of SEND policy
- Coordinate the specific provision made to support individual children with SEND, including those with EHC plans
- Liaise with the relevant, designated teacher where a looked after learner has SEND
- Advise on a graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet learners' needs effectively
- Liaise with the parents of learners with SEND
- Liaise with early year's providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Be a key point of contact with external agencies, especially the LA and LA support services
- Liaise with the potential future providers of education to ensure that the learner and their parents are informed about options and a smooth transition is planned
- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEND charities
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a supporting role to the family
- Ensure, as far as possible, that learners with SEND take part in activities run by the school, together with those who do not have SEND
- Identify any patterns in the identification of SEND within the school and in comparison, with national data
- Support the class/subject teacher in the further assessment of a learner's particular strengths and weaknesses, and advise on effective implementation of support

Class Teachers must:

- Plan and review support for their learners with SEND on a graduated basis, in collaboration with the learner, parents and with the SENCO where appropriate
- Be responsible and accountable for the progress and development of the learners in their class
- Set high expectations for every learner and aim to teach them the full curriculum, whatever their prior attainment
- Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every learner achieving, and every learner with SEND will be able to study the full national curriculum
- Be aware of the needs, outcomes sought, and support provided to any learners with SEND they are working with
- Keep Mr McLoughlin and the Senior Leadership Team up to date with any changes in behaviour, academic progress of any pupils and any causes of concern and complete and submit a SEND Concern Form to SENCo or member of SLT

INVOLVING PARENTS AND CHILDREN IN DECISION MAKING

Parents of children with SEND are encouraged to share their knowledge of their learner; the Head Teacher and the SENCO should give them the confidence that their views and contributions are valued and will be acted upon.

Parents will always be formally notified when St Thomas More School provides their child with SEND support.

Decisions on whether the school will commission added provisions will be discussed thoroughly with the LA, parents and, when/where appropriate, the learner involved.

- Decisions about education will not unnecessarily disrupt a learner's education or any health treatment underway

Effective planning should help parents; children and young people with SEND express their needs, wishes and goals, and should:

- Focus on the learner as an individual, not their SEND identification
- Be easy for children, young people and their parents to understand and use clear, ordinary language and images, rather than professional jargon
- Highlight the learner's strengths and capabilities
- Enable the learner, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future
- Tailor support to the needs of the individual
- Organise assessments to minimise demands on families
- Bring together relevant professionals to discuss and agree together the overall approach

The class teacher, supported by the SENCO where necessary, will meet with learners, and parents of learners receiving SEND support three times a year to set clear outcomes, review progress, discuss activities and support and identify parental responsibilities.

JOINT COMMISSIONING, PLANNING AND DELIVERY

St Thomas More will collaborate with the LA in the exercise of its duty to work together with health and social care providers by:

- Identifying improved system outcomes in consultation with learners and their parents by:
- Taking early steps to prevent discrimination and hardship.
- Ensuring early identification/recognition.
- Enabling access to services for learners and their families
- Establishing how transitions between life stages and settings will be managed, including from early years to primary education and primary to secondary; establishing how provision and support services will enable learners to prepare for their future life

St Thomas More School will draw on the wide range of local datasets about the likely education needs of children and young people with SEND to forecast future need, including:

- Population and demographic data
- Prevalence data for different kinds of SEND and disabilities among children and young people at the national level
- Numbers of local children with EHC plans and their main needs
- The numbers and types of settings locally that work with or educate children with SEND

- An analysis of local challenges/sources of health inequalities

St Thomas More School will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for children and young people with SEND
- Increasing the proportion of children with SEND whose needs are identified prior to school entry

Where learners with SEND also have a medical condition, their provision should be planned and delivered in coordination with the healthcare plan.

SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

FUNDING

St Thomas More School will allocate the appropriate amount of core per-learner funding and notional SEND budget outlined in the Local Offer for the SEND provision of its learners.

St Thomas More School will continue to make SEND provision from its own budgets, even if a learner has an EHC Plan.

LOCAL OFFER

St Thomas More School will cooperate generally with the LA and local partners in the development and review of the Local Offer. The current Local Offer can be found in the School 'SEN Information Report' on the School's website.

IDENTIFICATION AND ASSESSMENT

We accept the principle that learners' needs should be identified and met as early as possible and followed the 'Graduated Approach' to meeting learners' needs.

There are four areas of need as stated in the SEND Code of Practice, 2014:

- Communication and Interaction (C and I)
- Cognition (Cog)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical (S/P)

Whilst these four areas broadly identify the primary need of a learner we also consider the needs of the whole learner, which may also impact on a learner's progress:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium (PP)
- Being a Looked After Learner (LAC)
- Being a learner of a service woman/man

Class teachers, supported by the Senior Leadership Team, should seek to identify learners making progress:

- Significantly slower than their peers
- Which fails to match or better their previous rate of progress

- Which fails to close an attainment gap between the learner and their peers
- Which widens the attainment gap

Where a learner's progress meets the above criteria, or is less than expected, the class/subject teacher and the SENCO should assess whether the learner has SEND

The identification of SEND is also built into the overall approach to monitoring the progress and development of all learners.

If a parent believes their learner may have SEND, they should make St Thomas More School aware.

The school will provide extra support to learners falling behind or making inadequate progress given their age and starting point.

Where learners continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the school will assess whether a learner has a significant learning difficulty.

The SENCO works closely within the senior leadership team, using whole school tracking data as an early identification indicator.

We use a number of additional indicators of special educational needs:

- the analysis of data, including entry profiles at FS1 and end of FS, baseline at entry to key stage
- data, SATs, reading ages, annual and termly learner assessments
- the use of our local authority SEN criteria
- the following up of teacher concerns
- following up parental concerns
- tracking individual learner progress over time
- Information from previous schools on transfer
- Information from other services

The SENCO maintains a list of learners identified through the procedures listed; this is called the SEND Support list. This list is reviewed each term when a detailed analysis of the list takes place. For some learners a more in-depth individual assessment may be undertaken by the school or other educational or health professionals.

GRADUATED APPROACH

St Thomas More School will, once a potential SEND has been identified, employ the graduated approach to meeting the learner's needs by:

- Establishing a clear assessment of the learner's needs
- Planning with the learner's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review
- Implementing the interventions, with the support of the SENCO
- Reviewing the effectiveness of the interventions, and making any necessary revisions

CURRICULUM ACCESS AND PROVISION

At our school, we work towards reducing dependence within learning by promoting an ethos of self-reliance, self-reflection, curiosity and problem solving. We encourage and support our SEND learners to think for themselves and practise key skills within a broad and unlimited curriculum; identifying opportunities within a variety of curriculum lessons where our SEND learners can practise, consolidate and transfer their skills.

Where SEND learners are working outside of the classroom, their learning remains ambitious and aspirational through our culture of high-quality teaching and learners work towards the same outcomes, as far as possible, as our non-SEND learners.

The teaching of, and progress in reading remains a significant focus in the curriculum of our SEND learners. We know that proficiency in language and reading is the gateway to successfully accessing, and attaching meaning, to other curriculum areas.

In order to meet the learning needs of all learners, teachers know their children well. They know their strengths and area for development. They use a learner's Continuum for Language, Literacy and Mathematics to set daily tasks within lessons. They work to meet individual learning needs and mark work and plan homework effectively.

Where learners are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for learners is related specifically to their needs through a 'Graduated Approach'.

The range of provision may include:

- adjustment in High Quality Teaching through scaffolding and differentiation
- implementation of an ITP (SEN Progress Continuum) to support core skills on a daily basis
- in-class support for small groups with an additional teacher or Teaching Assistant (TA)
- small group withdrawal with TA, CT, or Learning Mentor LM.
- individual class support / individual withdrawal
- OT based support such as proprioceptive activities
- further differentiation of resources
- interventions
- provision of alternative learning materials/ special equipment
- group support within the classroom
- assistive technology
- provision of additional adult time in devising interventions and monitoring their effectiveness
- staff CPD on supporting learners with SEND to achieve best outcomes
- Access to Specialist Teaching and Educational Psychology Service Steps or other support services for advice on strategies, equipment, or staff training

MONITORING LEARNER PROGRESS

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between learner and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the learner's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the learner's behaviour

RECORD KEEPING

The school will record the steps taken to meet learners' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the learner's profile will include:

- Information from parents
- Information on progress

- Learner's own perceptions of difficulties
- Information from health/social services
- Information from other agencies

INDIVIDUAL CONTINUUM PLANS /SUPPORT PLANS

An IEP (Individual Education Plan) is implemented where a pupil has support needs. An IEP can be used in isolation or as part of a broader Support Plan for pupils with more complex needs, i.e. language disorders, visual/auditory impairment, behavioural needs, Autism, medical etc

Learners on the SEND Support list will have Individual Target Plans/Support Plans setting out targets and any provision made that is additional to, and different from, usual classroom provision. For learners with an EHCP, provision will meet the recommendations on the plan. Core subject targets for learners with SEN are taken from the SEN Progress Continuum for Speaking and Listening, Reading and Writing and from the Maths SEN Progress Continuum Toolkit. For children with Communication and Autism, targets will be taken from the Autism Progression Materials.

Individual Targets from a learner's IEP or Support Plan are used as a core basis upon which teachers plan effective, differentiated or scaffolded tasks in core and foundation subjects so that a SEND pupil may, where possible, work towards the same outcomes as non-SEND pupils. Teachers find alternative ways of including SEND pupils in feedback sessions and self-assessment.

The IEP/Support Plan will be discussed with parents and teachers, and parents will be encouraged to work collaboratively to support at home.

REVIEWING AN ITP/SUPPORT PLAN

Individual Education Plans/Support Plans will be reviewed at regular intervals during the academic year. Reviews for pupils with non-complex IEPs will form part of Parental Consultation feedback and any issues arising from these will be reported to the SENCo.

CODE OF PRACTICE GRADUATED RESPONSE

The school adopts the levels of intervention as described in the SEN Code of Practice. The Code of Practice advocates a graduated approach to meeting learners' needs. If the school decides, after consultation with parents, that a learner requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the learner and have an input in planning future support as part of a graduated response to need. Interventions would typically run for two terms to monitor progress and impact and thereafter, if progress is limited despite intervention, the learner may be placed on the SEN Support List.

The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be informed of progress by the class teacher. Placement of a learner on the SEND Support list will be made by the class teacher and SENCO after full consultation with parents and after a period of a 'graduated response' to need. External support services may advise on targets for a new IEP/Support Plan and provide specialist input to the support process. An Individual Education Plan will usually be implemented when, despite receiving differentiated teaching and a sustained level of support, a learner:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower than expected for a learner at a similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Parental consent is sought before any external agencies are involved. The resulting IEP/Support Plan may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

TOP UP FUNDING FOR INDIVIDUAL CHILDREN

The school can request top up funding to support individual children through a SEND Support Provision Plan. Parents will need to consent to Local Authority agency involvement and the plan will be written in conjunction with specialist LA agencies who will validate the plan before submission of funding application.

REQUEST FOR STATUTORY ASSESSMENT

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support, a child's progress remains limited. The school will work with LA agencies to make a request for statutory assessment.

A SEN Support Provision Plan (SSPP) would usually be in place prior to this request being made.

A Statutory Assessment might also be requested by a parent or by the school with parent/carers' consent. School is unable to commission external agency involvement in this process without consent from parents.

Consideration of whether SEND provision is required should start with the desired outcomes and the views of the parents and learner.

The school will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.

If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the LA regarding how the learner's outcomes can be met through the school's existing provision.

In tracking the learning and development of learners with SEND, St Thomas More School will:

- Base decisions on the insight of the learner and their parents
- Set challenging targets for SEND learners
- Track their progress towards these goals
- Review additional or different provision made for them
- Promote positive personal and social development outcomes
- Base approaches on the best possible evidence and ensure that they are having the required impact on progress.

Detailed assessments should identify the full range of the individual's needs, not just the primary need.

Where possible, learners' needs should be defined under the SEND Code of Practice broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Where a learner continually makes little or no progress, or is working substantially below expected levels, St Thomas More School will consult with parents before involving specialists and gain their consent.

EDUCATION, HEALTH AND CARE (EHC) PLANS

St Thomas More School will fully cooperate with the LA when research about the learner is being conducted.

- The school will provide the LA with any information or evidence needed
- All relevant teachers will be involved in contributing information to the LA

The school will meet its duty to respond to the LA within 15 days, if it is named on a learner's EHC plan.

The school will ensure that all those teaching or working with a learner named in an EHC plan are aware of the learner's needs and that arrangements are in place to meet them.

- All reasonable provisions will be taken by the school in order to provide a high standard of education
- Relevant staff members will keep up to date with any necessary training
- Staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations

The school will actively try to comply with any of the indicated recommendations, following an EHC needs assessment.

If a learner's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment.

- Thereafter, the governing body or principal of the school will request the LA to conduct a re-assessment of a learner whenever they feel it is necessary
- Following the re-assessment, a final EHC plan will be issued within 14 weeks from the request being made

The school will ensure that any EHC plan information is kept confidential and on a need-to-know basis.

Information regarding a learner's EHC plan will only be shared with other educational institutes if the learner is transferring there, in order for the receiving setting to develop an individual learning plan.

St Thomas More School will take steps to ensure that learners and parents are actively supported in developing and reviewing EHC plans.

- Where necessary, the school will provide support from an advocate to ensure the learner's views are heard and acknowledged
- The school will ensure that parents are consistently kept involved throughout the implementation of an EHC plan

REVIEWING AN EHC PLAN

St Thomas More School will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting

- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting
- Cooperate with the LA during annual reviews
- Lead the review of the EHC plan in order to engender the greatest confidence amongst learners and their family
- Seek advice and information about the learner prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, which sets out any recommendations and amendments to the EHC plan
- Provide the LA and parents with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations
- Clarify to the parents and learner that they have the right to appeal the decisions made in regards to the EHC plan
- Ensure that a review of a learner's EHC plan is undertaken at least seven months before transfer to another phase of education

SEND TRIBUNAL

All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the learner's education suffering.

In all cases, the schools written complaints procedure will be followed, allowing for a complaint to be considered informally at first.

Following a parent's serious complaint or disagreement about the SEND provisions being supplied to a learner, the school will contact the LA immediately to seek disagreement resolution advice, regardless of a EHC plan being place or not.

- Where necessary, the Principal will make the relevant parties aware of the disagreement resolution service
- Parents are made aware that Ofsted can consider complaints relating to whole school SEND early years provision, if the problem has not been resolved informally

St Thomas More School will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.

Following the use of informal resolutions, the case will be heard in front of three people, who are independent of the management and running of the school.

If disagreements are not resolved at a local level, the case will be referred to the Education Funding Agency.

The school will fully cooperate with the LA by providing any evidence or information that is relevant.

All staff involved in the care of the learner will cooperate with parents in order to provide the learner with the highest standard of support and education.

TRANSITIONS

For children who are transitioning into EYFS at St Thomas More school, Nursery visits and liaison with Nursery staff takes place in the year preceding September. Any children with special needs who are transitioning to St Thomas More school will be identified and supported from their entry into EYFS. SENCo will liaise with any agencies involved to ensure that the child's needs are identified promptly.

Our learners with SEND are prepared thoroughly for their transition between classes and to other educational settings. Through an ethos of promoting independence, our SEND children transition to other settings with growing resilience, self-reliance and curiosity about their learning. Parents have the opportunity to meet with receiving staff in their child's new school and express any concerns they may have regarding transition.

St Thomas More School will engage with secondary schools and transfer all relevant information about the learner to any educational institution that the child is transferring to. Receiving secondary school staff attend meetings to discuss any needs of our SEND and vulnerable pupils in the summer term preceding entry into Year 7 and facilitate additional sessions for our SEND at their school so that they are prepared for transition.

If the learner has been excluded, the school has a duty to arrange suitable, full-time education from the sixth day of a fixed period exclusion and to provide full details of any SEND provisions necessary.

If it is in the best interest of the learner, the school may commission alternative provision, in line with any EHC plans in place, for children who require specialist provision.

PARTNERSHIP WITH PARENTS/CARERS

The school aims to work in partnership with parents and carers.

We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- collaboratively writing SEND Support Provision Plans with parents
- making parents and carers feel welcome ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the learner may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the children's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- making parents and carers aware of SENDIASS services
- involving parents in decision making as to how a child's individual budget may be allocated to provide support for their child

INVOLVEMENT OF LEARNERS

We recognise that all children have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all children are involved in monitoring and reviewing their progress. We endeavour to fully involve all children by encouraging them to:

- state their views about their education and learning
- identify their own needs (self-assessment and self-evaluation, Assessment for Learning)
- share in individual target setting across the curriculum

- self-review their progress and set new targets

In addition, children who are identified as having SEND are invited to participate in:

- IEP /Support Plan reviews and setting of individual targets
- Regular meetings with named adults
- Where appropriate, working with learning mentors
- Annual reviews

DATA AND RECORD KEEPING

St Thomas More School will:

- Include details of SEND outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all learners
- Show all the provision the school makes which is different or additional to that offered through the school curriculum

St Thomas More School keeps data on the levels and types of need within the school and makes this available to the LA.

The SEN Information Report must be prepared by the Governing Body, and must be published on the school website; it must include all the information outlined in paragraph 6.79 and 6.80 of the SEND Code of Practice.

CONFIDENTIALITY

St Thomas More School will not disclose any EHC plan without the consent of the child's parents, with the exception of disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996
- On the order of any court for the purpose of any criminal proceedings
- For the purposes of investigations of maladministration under the Local Government Act 1974
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children's Act relating to safeguarding and promoting the welfare of children
- To Ofsted inspection teams as part of their inspections of schools and LAs
- To any person in connection with the learner's application for disabled student's allowance in advance of taking up a place in higher education
- To the Principal (or equivalent position) of the setting at which the learner is intending to start their next phase of education

SPECIALIST PROVISION

The school has the following special facilities:

Wheelchair access

Disabled toilets with handrails

Changing facilities in EYFS

All mainstream classrooms are: carpeted (excluding cloakroom and practical areas), and have rubber soled tables and chairs

Blinds and curtains in classrooms to reduce glare

Ramps to outside doors to allow for wheelchair access

Individual adaptations will be made for specific learners e.g. chair supports and individual work stations (see School's Accessibility Plan)

LINKS WITH EDUCATION SUPPORT SERVICES

We aim to maintain useful contact with support services in Children and Young People's Services. For children on our SEND Support list, any one or more of the following agencies may be involved:

Pupil and School Support Service, Educational Psychology Service, Communications and Autism Team, Forward Thinking (CAMHS), Sensory Support Service, Occupational Therapy Service, Community Paediatrics, School Nurse Service, Pathfinder and SENAR

RESOURCES

The provision for SEND is funded through the main revenue budget for the school. Funds are deployed to implement the SEND policy.

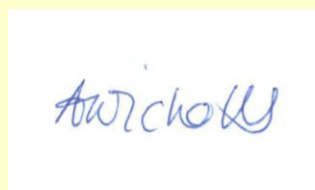
COMPLAINTS

If there are any complaints relating to the provision for learners with SEN these will be dealt with in the first instance by the Head teacher/SENCo. The chair of governors may be involved if necessary. In the case of an unresolved complaint, the LA may be involved. Please see the school's Complaints Procedure available on the school's website.

SEN POLICY REVIEW

The school considers the SEN Policy document to be important and the Governing Body undertakes a thorough review of both policy and the outcomes of which will be used to inform the School Development Plan.

Policy reviewed: February 2025

A handwritten signature in blue ink, appearing to read 'A. W. Cholly', is centered within a white rectangular box.