



A very warm welcome to St Thomas More Catholic Primary School's Special Educational Needs Information Report. Ambition can take our children anywhere. It's transformational and what makes extraordinary possible. But this is only the spark - passion, determination and commitment is what it takes to make it a reality. It takes creativity and innovation, resilience and courage.

That's why our committed teachers and teaching assistants nurture these essential skills; building on each child's individual strengths and passions. We create challenge in every lesson and activity so that our learners with SEND may continuously grow and learn. We offer unique experiences to provide new opportunities through a wide-ranging and inclusive 'Curriculum for All'.

My name is Anne-Marie Nicholls. I am the Inclusion Lead at St Thomas More Catholic Primary School. My role is to work with children, parents, teaching staff and other school leaders to support the identification of children with Special Educational Needs/Disabilities and to oversee the day-to-day implementation of the SEND and Inclusion Policy. I monitor the progress of our learners with SEND and work with external agencies in identifying the best pathway of support for these children.

Our school SEND and Inclusion Policy can be found on our website. <https://www.sttommor.bham.sch.uk>

How we identify children with special educational needs

Our principles:

- We work closely with parents—they know their children best
- We use a graduated response to identification of SEN
- We monitor the progress of our children regularly
- We monitor interventions to assess how effective they are in narrowing the gap
- If an approach is not working for a child, we change it
- We don't assume that just because a child is achieving below their age or making slower progress, that they have a special educational need
- Together, we look at the teaching approaches first before deciding if the identification process of SEN is appropriate
- We use a 'Matrix of influencing factors' to determine whether there may be other factors impacting on progress
- If a potential SEN need is identified, we will carry out more detailed assessment, increase the frequency of reviews, we will consult with those with expertise and create a more personalised program of learning
- A child's effort is taken into account as well as achievement" We have high aspirations for all of our learners so that they learn inclusively and meaningfully alongside their peers

"Inclusion is not giving each child the same thing.

Inclusion is giving each child what they need to succeed."