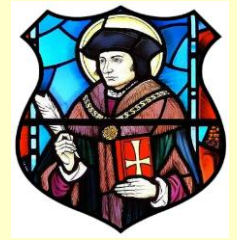




ST THOMAS MORE CATHOLIC PRIMARY SCHOOL

SEN INFORMATION REPORT 2025/2026



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 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.”

Appropriate and Effective Teaching and Learning

What kinds of SEND does St Thomas More School provide for?

Cognition and Learning – Children who find learning, thinking and understanding harder than most other children. Some of the things children with these difficulties might find challenging are:

- “ Take longer to learn important skills
- “ Find it difficult to remember things such as the important words for reading and times tables
- “ Find it hard to understand how to use letter sounds to read and spell words
- “ May need more time to think about their answers

Communication and Interaction – Children who have difficulties interacting with the people and world around them. Some of the things children with these difficulties might find challenging are:

- “ Talking to other adults and children, especially when in a group
- “ Talking about a topic they haven't chosen to talk about
- “ Making friends or keeping friends for a long time
- “ Following rules made by someone else
- “ Dealing with changes in the way they usually do things
- “ Dealing with noises, smells or other sensations around them
- “ Saying the things they are thinking
- “ Understanding what other people mean when they are talking

Social, Emotional and Mental Health difficulties – Children who find it difficult to manage their emotions and behaviour in a way that affects their daily life. Some of the things children with these difficulties might find challenging are:

- “ Following rules set by others
- “ Sitting still for a long time
- “ Listening to and following instructions
- “ Understanding how they are feeling
- “ Making friends
- “ Dealing with their difficulties in a way that does not cause harm to themselves or others
- “ Taking responsibility for the things they do

Sensory and/or physical needs – Children who have a disability that may make it difficult for them to manage their everyday life without changes or support. This may be because of hearing or visual difficulties, physical disabilities or other medical needs. Some of the things children with these difficulties might find challenging are:

- “ Hearing what others in the classroom or school setting are saying
- “ Reading words on books, worksheets or whiteboards that are not made bigger or changed to help them
- “ Moving around without the support of a walking aid or wheelchair
- “ Using pencils, scissors, knives and forks and other things that we need to use without changes or support
- “ Taking medication without adults helping them

Appropriate and Effective Teaching and Learning

What are the different types of support available for our learners with SEND at St Thomas More School?

- Our learners with SEND are supported within an ambitious and inclusive curriculum, ensuring that there is an equality of opportunity for all children including those with SEND
- We follow Birmingham Local Authority's Ordinarily Available Guidance to support whole class, high-quality provision for learners with SEND
- We follow the latest research and follow the Education Endowment Foundation's 'Five-a-day' principle to improve the progress of our learners with SEND
- We use approaches in the classroom which support long-term memory and acquisition of knowledge and skills
- We use pre and post tutoring to revisit previous learning and to prepare for new learning
- Appropriate 'scaffolding' of work ensures that our learners with SEND are mostly working towards the same outcomes as non-SEND children, and are challenged to reach their full potential in every lesson
- Teachers change what they are teaching or the way they are teaching to help children to learn alongside the rest of the class through reasonable adjustments/adaptations to the curriculum or teaching approach
- We use assistive technology to support our learners with SEND
- We have flexible groupings and mixed-ability pairings which are tailored to individual need

As part of a Graduated Response to need, we can offer:

- Extra support in a small groups to help your child learn the things they are finding difficult
- Extra 1:1 support by an adult where appropriate to support communication, learning or SEMH needs
- Individual Education Plans (IEPs) that are created to show what your child needs help with. These are continually updated throughout the year, and progress is reviewed with parents at least three times a year
- One Page Plans to support learners with SEND who have life-long disabilities as well as, but not restricted to, learning difficulties
- Advice from a specialist support teacher or other professionals if required
- Wider family support through our Pathfinder Family Support Worker, Rebecca Craig or our school-based Play Therapist

Appropriate and Effective Teaching and Learning

Our 'Curriculum for All'

Our learners with SEND access a full curriculum. We have a set of principles that we work within to ensure that our learners with SEND are supported effectively. These are as follows:

- **Overlearning** – our planning incorporates regular opportunities for our learners with SEND to 'overlearn' skills and knowledge and commit these to long-term memory
- **Independence** – we promote independence in all of our children and regularly plan academic, social and emotional opportunities to support this
- **Application of skills** – we regularly plan opportunities for our children to 'apply' the skills they have learnt – for our learners with SEND, this is planned more regularly
- **Long-term memory** – we promote the acquisition of long-term memory recall through planned activities. We encourage our children to remember more through effective planning, assessment and individualised support
- **Future learning** – we are learning about our children in every lesson we teach. We use this information to carefully plan the next stage of their learning, through the model of Accuracy, Fluency and Independence – leading to Transference and Generalisation

Following the research to improve outcomes for SEND

Research indicates that there are five particular approaches which can be integrated into day-to-day teaching practice to raise attainment among children with additional needs, as well as their peers.

Our teachers and teaching assistants follow the Education Endowment Foundation's 'Five-a-day' principle opposite.

High quality teaching benefits pupils with SEND

The 'Five-a-day' principle



The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



Appropriate and Effective Teaching and Learning

Rosenshine Principles



Many of the skills taught in classrooms can be conveyed by providing prompts, modelling use of the prompt, and then guiding students as they gain independence.

We use these principles to guide our practice, ensuring high-quality learning experiences for all our children.

See 'Our approach to planning for learners with SEND' and 'Following the Research' in the Special Needs section of our website.

<https://www.sttommor.bham.sch.uk>

Partnership Approach

How can I be involved in my child's learning and progress?

Our school has an 'Open Door' policy, so parents feel involved in the education of their child.

This is done in a variety of ways, including:

- Regular discussions/meetings with the class teacher and support staff
- Contacting Mrs Nicholls, our school SEND Co-ordinator
- Target setting through the Continuum for Language, Literacy and Maths so that parents can see what their child is working on next
- Regular curriculum overviews which are published on our school website
- Supporting your child with reading at home
- Supporting the completion of homework with your children
- Parental Consultations
- SEND Parent Workshops delivered by external agencies
- Attending 'Celebration of Work' events
- Attending parent workshops/Inspire events

Open and Honest Communication

Who can I contact about Special Educational Needs at St Thomas More Catholic Primary?

If you have concerns about your child's needs, speak with the class teacher in the first instance.

If you would like to talk with Mrs Nicholls, you can request an appointment at the school office or contact Mrs Nicholls by phone on 0121 743 3289.

How will the school let me know if they have any concerns about my child's learning in school?

- Liaison with the class teacher
- Scheduled Parents' Evenings
- Termly and Annual Progress Reviews
- Graduated response to need through identification on the Language, Literacy and Maths Continuums
- Open Door Policy
- Inclusion Lead advice and co-ordination

All children's progress, including those children with a Special Educational need, is tracked using the school's assessment tracking system. Children are assessed regularly using teacher marking, observations and questioning as well as more formal assessments such as curriculum tests and standardised tests. In Birmingham, we also use the Birmingham Language and Literacy and Maths Toolkits which support assessment of children who may potentially have a special educational need. In addition, for children with Special Educational Needs, we also set individual targets that are reviewed at least three times a year. This helps the school to monitor how well interventions are working. The progress each child is making is discussed at pupil progress meetings with the Class Teacher, Principal, Deputy Principal and the Inclusion Lead.

Appropriate and Effective Teaching and Learning

What examples of provision are available at St Thomas More School?

In our school we make provision for children with the following needs:

- Cognition and Learning needs
- Language and Communication needs
- Emotional and/or Behavioural needs
- Physical and/or Sensory needs
- In our school we make provision for pupils who are Looked After by the Local Authority and may have difficulties in the areas above
- We also offer a wider family support service through our Pathfinder Family Support and Play Therapy Service

We know that some children will have difficulties in more than one of these areas and we will always do our best to meet their needs. All children in school have support within lessons through High Quality Teaching and strategies that are known to be most effective for improving outcomes for our learners with SEND. This means that activities are planned according to the level the child is working at. This can include a variety of adaptations including changes to the physical environment, equipment, changes to teaching styles as well as levels of adult support.

Partnership Approach

Who are the other people providing services to children with SEN in the school?

Agency	How they support parents	How to contact them
Special Educational Needs and Disability Information Advice and Support Service	The Special Educational Needs Parent Partnership Service exists to provide advice and Information to parents and pupils in Birmingham. This information is designed to explain special educational needs procedures, to help you understand the law and procedures that affect you and your child, and to provide information on other issues that may be useful.	Information Advice and Support Service Special Educational Needs and Disability Information Advice and Support Service Opening hours: 8:45am to 5pm, Monday to Friday PO Box, 16270, Birmingham B2 2HN. Telephone: 0121 303 5004 email: sendiass@birmingham.gov.uk
Educational Psychology Service	The Educational Psychology Service provides professional psychological services for children, young people, educational and community settings. Educational Psychologists are professionally trained with specialist experience working with children and families in a wide range of learning and social contexts. They use the expertise of psychological theory and research in even the most complex situations, addressing a wide range of child and adolescent developmental concerns including SEN. They work with parents and families and understand that change is maximised through child centred planning, assessment and intervention.	Birmingham Educational Psychology Service Email: EducationalPsychology@birmingham.gov.uk
LSS Service Language, Learning and Strategic Support SEND Advisory & Inclusion Service	The Language, Learning and Strategic Support team works with schools to help pupils with language and learning difficulties progress and achieve to the best of their abilities. Following an assessment of pupil needs, they support schools through training and modelling to build both their capacity and their ability to provide access to the curriculum and appropriate support for pupils with special educational needs (SEN). LSS works with schools to support their development of SEN policies and procedures and to assist them in the identification of successful provision to match the needs of all their pupils. They advise and suggest actions to support schools to deliver quality SEN provision.	Language, Learning and Strategic Support Service Language, Learning and Strategic Support Service Directorate, Birmingham City Council Office: PO Box 17843, Birmingham, B2 2JR Birmingham Local Offer: www.localofferbirmingham.co.uk To contact PSS: LDParentEnquiries@birmingham.gov.uk

Behaviour Support Service City of Birmingham School	<p>At COBS pupils matter, every minute of every day. We aim to make every day a good day for our pupils and we guarantee that everyone who needs help will get it. We offer a great education full of exciting learning and experiences so that pupils can go on to lead healthy, happy and successful lives. We have high expectations of our pupils because we believe that anything is possible with the right help, guidance and support. We also aim to make things better for pupils experiencing difficulties in other schools in Birmingham.</p> <p>Working in close partnership with schools and settings, City of Birmingham School has a key role to play in reducing exclusion and ensuring schools are supported to meet the needs of a widening range of pupils with emotional, social, and behavioural difficulties.</p>	The Behaviour Support Service City of Birmingham School
Speech and Language Therapy	<p>The NHS Speech and Language Service works with pupils with speech and language difficulties from 0-19 years of age.</p> <p>They provide evidence-based specialist support to children (0-19) with a range of specific speech, language and communication difficulties and those with difficulties swallowing, eating and drinking.</p>	<p>Speech and Language Therapy Services</p> <p>Telephone: 0121 466 6231</p> <p>Speech and Language Therapy Services</p> <p>Children and Families Division</p> <p>Second Floor – Old Hall, Moseley Hall Hospital</p> <p>Alcester Road, Moseley</p> <p>Birmingham B13 8JL</p>
Occupational Therapists	<p>Paediatric occupational therapists work with children, families and carers in order to maximise their participation and independence in daily activities at home and at school or nursery. These activities include self care, play and leisure, and productivity at school or nursery. We teach families and carers about the condition the child presents with, and the programme of activities required to either maintain or to develop skills. Partnership with parents and school is essential. We also work in close partnership with other professionals from Health, Education and Social Care.</p>	<p>Paediatric Occupational Therapy Service</p> <p>Soho Health Centre</p> <p>247-251, Soho Road, Handsworth, Birmingham B21 9RY</p> <p>Telephone: 0121 466 5211</p> <p>Advice Line</p> <p>0121 683 2325 (Monday to Friday, 9.00 am to 4.00 pm)</p>
Pathfinder Family Support worker	<p>Pathfinder work as part of our Lumen Christi Mac supporting out pupils and families with any concerns/difficulties they have beyond school. Such support may involve, advice on housing, pensions, benefits and signposting to other services/agencies.</p> <p>Rebecca Craig, our Pathfinder Support Worker is based at school, and will meet with any parents who require support for a variety of issues.</p>	<p>Pathfinder Family Support Worker</p> <p>Rebecca Craig</p> <p>Email: enquiry@stm-lumenchristi.org.uk</p>

Communications and Autism Team	<p>The Communication and Autism Team are an educational service, part of Access to Education, working in schools and settings to support children and young people on the Autistic Spectrum (AS) and its associated difficulties, including the reduction of stress and anxiety amongst children and families with an AS.</p> <p>CAT also support families of Children and Young people on the Autism Spectrum through parent support groups, drop-in sessions, Cygnet Training and Youth Groups.</p>	<p>Communication and Autism Team</p> <p>Thornbury Centre</p> <p>30 Thornbury Rd, Birmingham B20 3DE</p> <p>0121 250 2508</p> <p>email: a2e@birmingham.gov.uk</p>
Forward Thinking Birmingham Child and Adolescent Mental Health Service	<p>Birmingham is a large city with a range of Child and Adolescent Mental Health Services that aim to support, help and intervene with children and young people who are experiencing emotional and mental health problems. Services are provided by a range of staff including Social Workers, Psychiatrists, Mental Health Nurses, Primary Care Mental Health Workers, Psychologists and other therapists.</p> <p>CAMHS supports children and young people with:</p> <ul style="list-style-type: none">· Emotional difficulties: e.g.: anxiety, depression, anger, mood swings, low self-esteem.· Behavioural difficulties: e.g.: violence, destructiveness, self-harm, over activity, sexualised behaviours, obsessive behaviours.· Relationship difficulties: e.g.: problems in the family, with peers, in school or the community, problems with attachment and loss.· Developmental / disability difficulties: e.g.: bedwetting, soiling, problems eating / sleeping, communicating.· Emotional difficulties associated with physical health problems, e.g.: difficulties in complying with treatment and psychological adjustment. <p>Services delivered are:</p> <ul style="list-style-type: none">· Specialist assessment, both comprehensive and multidisciplinary including diagnosis.· Therapy, including individual, family and group work.· Consultation to statutory professionals, and other key workers about concerns.· Co-working with key workers.· Contribution to multidisciplinary care planning.· Signposting to other services when a child needs can be more appropriately met by another service.· Training for other professionals, e.g. primary care staff, education staff, foster carers and residential carers.	<p>Forward Thinking Birmingham</p> <p><u>Tel:02078414470</u></p> <p>https://forwardthinkingbirmingham.nhs.uk/pause/</p>

Appropriate and Effective Teaching and Learning

How do we know that provision is effective?

Through:

- Pupil voice
- Attainment of child and progress made from EYFS baselines
- Attendance data
- Progress on the Language, Literacy and Maths Continuums
- Pupil consultations about learning
- Quality Assurance assessments completed by Mrs Nicholls
- Point to point entry and exit data from interventions
- Feedback from child, parents, teachers and external agencies
- Transferral of pupils' skills and knowledge into different learning contexts/areas of the curriculum

How are staff in school helped to work with children with SEND and what training do they have?

- In our school, we believe that all staff should be involved in supporting pupils with special educational needs, disabilities and medical needs so we make sure the staff have training to do this
- We believe that our SEND pupils should have a balance of teacher and teaching assistant support in their lessons
- Staff training needs are reviewed on a regular basis and whenever a need arises
- In-school and external training to support specific needs
- Learning Walks and 'Deep Dives' with appropriate subject leaders and support agencies
- External agencies may work specifically with your child, for example, Learning Mentors, Bereavement Counsellors, Dyslexia specialists, Think Family workers, Autism Key Workers, Educational Psychologists

How are staff in school helped to work with children with SEND and what training do they have?

Our staff receive regular training which is either face to face or online. For example:

- Autism Awareness
- Emotion Coaching
- Adverse Childhood Experiences
- Adaptive teaching
- Total Communication
- Dyslexia
- Attention Autism
- Intensive Interaction
- Positive Behaviour

This is not an exhaustive list, and all training is ongoing throughout the year and is specifically tailored to meet the needs of our children.

Appropriate and Effective Teaching and Learning

How will the teaching be adapted for my child with SEND?

- Class teachers plan lessons according to specific needs of all groups of children in their class, and will ensure your child's needs are met
- The curriculum for SEND will be ambitious and challenging and will be adapted to ensure that SEND children achieve their potential
- Teachers will plan to 'scaffold' your child's learning where appropriate so that they work towards the same outcomes of other children- this may mean adapting the approach to task for our SEND children
- Specially trained support staff can deliver specific strategies or interventions for your child
- Specific resources/equipment can be sourced to support your child individually and in groups

How will we measure the progress of your child at school?

- Attainment of child and progress made from EYFS baseline
- Attendance data
- Additional 1:1 assessments with Mrs Nicholls
- Progress on the Language, Literacy and Maths Continuums/Trackers
- Point-to-point entry and exit data from interventions
- Feedback from pupil consultations and own views on their progression
- Termly formal assessment and school tracking system
- Termly reviews of progress through IEPs, SEND Support Plans or EHCPs

See 'Our approach to planning for learners with SEND' in the 'Special Needs' section of our website.

<https://www.sttommor.bham.sch.uk>

A Partnership Approach

How will we involve your child in decisions about their education?

We aim to involve all children in our school in the evaluations and implementation of their own education. For our children with special educational needs, we use a variety of strategies to support this including:

- Class teacher discussions and consultations with children
- Supported discussions around child's target setting for the term/s
- Supported self-assessment at the beginning and end of learning
- Having a range of equipment available for your child to choose to use
- Ensuring your child works with a range of partners
- Ensuring your child has a designated adult/key worker to go to if they need help
- Membership of the School Council
- One-page profiles
- Table-top resources
- Visual Timetables
- Now & Next boards
- 'Choice' boards
- Prompt cards to promote independence
- Personalised Work-Stations
- Learning breaks

A Partnership Approach

What support do we have for you as a parent of a child with SEN?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used
- Mrs Nicholls is available to meet with you to discuss your child's progress or any concerns/worries you may have
- Consultation with external agencies where appropriate
- Your child's provision will be reviewed with you with class teacher and/or Mrs Nicholls
- Homework will be adjusted as needed to meet your child's needs
- Homework
- A Home/School Communication book may be used to support communication with you, when this has been agreed to be useful for you and your child
- There may be a family referral to other support agencies, for example, Pathfinder, Barnardo's, Think Family
- An 'Early Help Assessment' may be initiated by our Pathfinder worker which aims to bring together all relevant agencies which support the family, including Health and Social Care etc
- We hold parents' training courses, e.g. for parents of children with Autism
- Parent Counsellors in school to support parental mental health

Appropriate and Effective Teaching and Learning

How is the whole school day made accessible to children with SEND?

- Adaptations to the physical environment
- ‘Meet and Greet’ to support transition into school
- Adjustments made to the physical environment where necessary
- Integration assistants/121 support where appropriate
- Assistive Technology
- Specialist equipment
- Visual timetables
- Social story boards
- Additional adult support

Please find our [Accessibility Plan](#) on the [Special Educational Needs](#) page of our website

Open and Honest Communication/A Partnership Approach

How will we support your child when they are leaving this school or moving on to another class/school?

We aim to make times of transition as easy as possible for the children in our school.

If appropriate, when starting at our school, we:

- Make nursery visits prior to September intake to assess support needs and consult with staff
- Provide a graduated induction into EYFS where necessary, for children with complex needs
- Meet with the child and their parents to talk about their needs and answer any questions about our school
- Provide the child with a Transition Book
- Liaise with agencies already involved in child's development
- Prepare the environment/learning prior to admission
- Invite child to come into school to view and meet prospective class teacher and peers
- Invite secondary schools into school to meet with children who are moving on

When moving to a new school we:

- Invite staff from the receiving school to the review meeting prior to leaving
- Talk to key staff at the new school about things that help the child to learn well and be happy in school
- Ensure our Year 6 children have opportunities to attend transition sessions at receiving secondary school, especially for the more vulnerable
- For children with more complex needs, we may arrange a dual placement in summer term of transition
- Liaise with receiving Year 7 staff regarding any special needs
- Talk to the child and their family so we can answer any questions they may have about their new school

A Partnership Approach

How is the Governing Body involved with SEND provision?

In our school we have a Special Educational Needs and Disabilities' governor, Sarah Cahill, Her job is to meet with the Inclusion Lead regularly. In these meetings, the SEND governor makes sure that children and families are being supported by the right services from in and outside of school. The SEND Governor is involved in the whole school monitoring schedule. In addition, the Principal and Inclusion Lead must provide a report to the School Standards Committee, including the SEND Governor, every term. The School Standards Committee is aware of how special educational needs are being supported in the school and how well this support is working. The Committee will challenge, support and advise the Principal if appropriate provision isn't being made.

A Partnership Approach- What can I do if I am not happy with the provision for my child?

If you have a complaint about the school, please contact Mrs Nicholls in the first instance or the Deputy Principal, Principal or the Chair of the School Standards Committee.

Our Complaints Policy can be found in our 'Key Information/Policies' section on the school website.

A Partnership Approach- Where is Birmingham Authority's Local Offer?

The Birmingham Local Authority's Local Offer can be found at:

<https://www.localofferbirmingham.co.uk>