

	Referrals to CAMHS, Children's Service, and other specialist organisations will be made as required	
Sensory and/or physical needs: Some children may have a hearing impairment, a visual impairment or a physical disability	<p>Access to specialist support from the Sensory Support Service, Chadsgrove Outreach Team</p> <p>Access to specialised equipment as needed</p> <p>The Year 4 residential trip currently offered is at an activity centre which has full wheel chair access</p>	<p>Good attendance and punctuality</p> <p>Making expected progress</p> <p>Access to all curriculum areas where possible</p> <p>This is not a fully accessible school – however children with wheelchairs and walking aids can access the ground floor. There is a lift in the main entrance</p>

How do we know our provisions work?

We check these through daily observations, termly reviews and assessments. Staff, parents and pupils are involved in the review process and their wishes and feelings are paramount.

2. How does our school identify and assess Special Educational Needs and Disabilities?

This is done through concerns of the pupil, the parent or the class teacher. Where a pupil is identified to benefit from additional provision, which is different from the provision made generally for others of the same age, we will follow the 4 Point Plan – Assess, Plan, Do, Review.

3. How do the school know how much progress is being made by pupils with Special Educational Needs and Disabilities?

At St Thomas More Catholic First School we strive to support all children to enable them to achieve at school.

In order to do this, many steps are taken to support them through their learning journey.

Quality teaching is vital; however, for some pupils there are occasions when they need further provision that different from and additional to that made generally for others of the same age.

This additional support is monitored in order that progress can be assessed.

4. What extra-curricular activities can a pupil with Special Educational Needs and Disabilities access at school?

Best endeavours are made to ensure that all pupils with SEND are included in extracurricular activities.

- Risk assessments are carried out and procedures are put in place to allow all pupils to participate in activities
- If additional adult support is required for an activity, then parents would be consulted and appropriate support put in place for that pupil
- If a pupil has transport arrangement provided by the authority, then best endeavours will be made to provide alternatives in negotiation with parents or carers

5. Who is the Special Educational Needs & Disability co-ordinator and how can someone get in touch with them?

St Thomas More Catholic First School, Redditch

SENDCO:

Mrs J Hicking

Please contact her:

When?

Any time during the school day and /or at Parents Evenings.

How?

Ask at the office for an appointment or through the class teacher.

Or by email

office@st-thomasmore.worcs.sch.uk

or telephone:01527 525821

6. What training do the staff in school have, in relation to pupils with Special Educational Needs and Disabilities?

- Annual training for identified medical needs
- Ongoing training around identification of children who need SEND support
- Training from outside agencies. (Eg Speech and Language Therapist, Educational Psychologist, Outreach Support staff)
- Intervention training for Lead TAs and other key individuals/groups appropriate to needs identified
- Updates from SENDCO around new initiatives and developments as needed
- All staff have completed Autism Education Trust (AET) levels 1 and 2 training
- TAs are trained to deliver specialist provisions such as Speech and Language support groups, Precision Teaching, Rapid Reading, Reading Recovery and Nurture

7. How do the school get more specialist help for pupils if they need it?

Agency	Who they work with	How to make contact.
Pupil and school support	Support staff in meeting needs of students Training for specific intervention. Some individual case work	Via SENDCO/Parent link /INCO
Educational Psychologist	Students whose needs are not met by internal interventions	Via SENDCO/Parent link / INCO
Autism Team (Chadsgrove)	Students with a diagnosis of autism	Via SENDCO/Parent link/INCO
Speech and Language (NHS)	Students with developmental delay in either expressive or receptive language	Via SENDCO/Parent link
Behaviour Support Team/The Beacon School	Students with social/emotional and mental health issues	Via SENDCO/Parent link/INCO
Children and Adolescent Mental Health Services	Social emotional and mental health issues (including self-harm)	Via SENDCO/Parent link/INCO
Sensory Support (Visual Impairment)	Specific needs related to visual impairment	Via SENDCO/Parent link

Sensory Support (Hearing Impairment)	Specific needs related to hearing impairment	Via SENDCO/Parent link
Occupational Therapy (NHS)	Students with fine/ gross motor issues related to a diagnosis of Dyspraxia Referral through School Nurse	Via SENDCO/Parent link
OUTREACH Teams (Chadsgrove)	Cerebral palsy Link to Physiotherapist/ Paediatric teams	Via SENDCO/Parent link / INCO
School Nurse (NHS)	Students with medical issues/ social emotional and mental health issues	Via SENDCO/Parent link / INCO
Social Services (Worcestershire)	Potential child protection issues and Team around family intervention	DSL/Headteacher/SENDCO
Looked After Children (LAC Worcestershire)	Looked after children	Via SENDCO/Parent link /LAC
Umbrella Pathway	Children with complex needs including social and emotional may be referred to the Umbrella Pathway (Paediatric doctors) via the GP or the School Nurse	Via SENDCO

8. How are parents of children and young people with Special Educational Needs and Disabilities involved in the education of their child?

- PLP review meetings - collaborative meetings with child/parent and teacher. SENDCO will attend if requested.
- Parent Information afternoons and evenings (reading, phonics)
- Parent consultation evenings
- Parent reports
- Liaison with class teacher, SENDCO, INCO as appropriate
- Through our open-door policy
- Communication books where necessary
- Outside agency involvement

9. How are pupils with SEND involved in their own education?

- Pupil Voice
- SEND Progress Reviews
- Assessment of Progress
- Personal Target setting
- Learning partners and peer assessment
- Personalised intervention

- Access to SENDCO/Parent link / INCO

10. If a parent of a child with Special Educational Needs and Disabilities has a complaint about the school, how does the Governing Body deal with the complaint?

We would like you to talk to us first, if you are not happy about any aspect of the support your child is receiving.

If you are not happy with this, please follow our complaints procedure.

We will listen to your concerns and aim to reach decisions in partnership with the students, staff and parents. However, school will follow the complaints policy as laid down in school complaints procedure.

11. How does the Governing Body involve other people in meeting the needs of pupils with Special Educational Needs and Disabilities including support for their families?

SENDCO provides an annual report to Governing Body and termly updates via the Head Teacher's report.

The Governing Body is aware of all external agencies involved in provision in school, along with what they do. (School offer on school website.)

The SEND Link Governor liaises termly with the SENDCO.

12. Who are the support services that can help parents with pupils who have Special Educational Needs and Disabilities?

- SENDIAS-Special Educational Needs and Disabilities Information, Advice and Support Service- see website or telephone 01905 610858
- The National Autistic Society: <http://www.autism.org.uk>
- Worcestershire SEN Info: <http://www.worcestershire.gov.uk/cms/special-educational-needs.aspx>

13. How does the school support pupils with SEND through transition?

Transition – all Key Stages

- SENDCO/ TA visit schools to meet with pupils in the term before moving to next stage
- Induction evenings for pupils and their parents and carers
- Induction days in July
- Pupils with specific needs may visit school on additional pre-arranged days
- Teaching Assistants may visit schools to work with pupils with SEND in preparation for transition
- Information shared about any additional needs with staff and records passed on
- Additional support such as photos may be used to relieve anxiety during long school holidays

If you have any further questions, please contact the school SENDCO Mrs Hicking by telephone on 01527 525821 or email the school office at office@st-thomasmore.worcs.sch.uk

Reviewed September 2019 by Mrs J Hicking
Next review: October 2020