

SEN INFORMATION REPORT



St Thomas More Catholic Primary School 2024/2025

Type of school	Mainstream
Voluntary Aided One Form Entry Primary School	210 Places Admissions made via the Local Authority and School's Admissions Committee

All Greenwich maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/ or disabilities and are supported by the Local Authority to ensure that all pupils regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and/or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

Visit the Greenwich Special Educational Needs and Disabilities (SEND) Local Offer for children and young people with SEND
https://www.royalgreenwich.gov.uk/info/200236/children_with_additional_needs/1671/about_the_local_offer

A: PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL:

	<p>Head Teacher: Mrs Collins</p>	<ul style="list-style-type: none"> ➤ involved in reviewing how they are doing ➤ part of planning ahead for them • Liaising with all the external agencies who may be coming into school to help support your child's learning e.g: Speech and Language, Educational Psychology, Sensory outreach, ASD outreach. • Updating the school's SEND register, a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood and making sure that there are records of your child's progress and needs. • To provide specialist support for teachers and support staff in the school so they can help your child and other pupils with SEND to achieve their potential. • Supporting your child's class teacher to write Personal Learning Plans (PLP) that specify the targets set for your child to achieve. • Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school. • To make an appointment with the SENCO please call the school office or email at sao@stmprimary.org <p>Responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. She will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met. • Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND. <p>Responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date SEND Policy • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
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	SEND Governor: Mrs Little	<ul style="list-style-type: none"> • Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. • Making visits to understand and monitor the support given to children with SEND in the school
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B: HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in school will get support that is specific to their individual needs. This will be provided by the class teacher and other school staff such as Teaching Assistants and Learning Support Assistants. The school also has access to a wide range of **SEND Outreach Support Services** including:

- Speech and Language therapy (SALT) Service
- ASD Outreach Service (Autism Spectrum Disorder)
- Sensory support Service
- Education Psychology Service
- Visual Impairment support (VI)
- STEPS (Support Team for Education in Primary and Secondary)
- Behaviour Support
- CAMHS (Child and Adolescent Mental Health Service) Early Intervention Team (EIT)
- Occupational therapy
- Physiotherapy

	Types of support provided	What will this mean for your child?	Who will get this kind of support?
What are the different types of support available for children with	Quality First Teaching (QFT)		All children

SEN and /or disabilities in this school?	Class teacher input via good/outstanding classroom teaching.	<ul style="list-style-type: none"> ➤ The teacher will have the highest possible expectations for your child and all pupils in the class ➤ All teaching is based on building on what your child already knows, can do and can understand ➤ Putting in place different styles of teaching so that your child is fully involved in learning ➤ Practical learning or providing different resources ➤ Putting in place specific strategies and making reasonable adjustments to enable all children to access the learning 	
	<p>Specific group work and support from the Teaching Assistant (TA) Children will work in their class room and receive targeted support from the TA to access the QFT.</p> <p>Group Interventions Take place in the classroom or away from the class in a quiet space.</p>	<ul style="list-style-type: none"> ➤ Teacher will have carefully checked on your child's progress and noticed a gap in understanding/learning or difficulty accessing ➤ Your child may need to have the teaching broken down into smaller chunks ➤ Your child may need prompting to stay on task ➤ Resources may need reasonable adjustments ➤ Your child may take part in group, paired or one to one sessions ➤ Your child will have targets set to help them make more progress 	<p>Any child who has specific gaps in understanding of a subject/area of learning.</p> <p>Children who may require prompting to stay on task.</p> <p>Children who find it difficult to stay focussed.</p>

	Led by an adult, TA, LSA or teacher who has had training to run the groups.		Children whose progress needs to be monitored.
	<p>SEN Support Class teacher has worked with the SENCO to identify that a child may require external specialist support after having tried the above strategies in the classroom.</p> <p>Specialist groups run by outside agencies and trained school staff and/or Individual support for your child (up to 20 hours)</p>	<ul style="list-style-type: none"> ➤ Your child may receive direct support from any of the SEND Outreach Support Services listed at the beginning of this section ➤ You may receive advice from any of these ➤ If your child has been identified as needing more specialist input in addition to Quality First Teaching a referral to the appropriate service can be made ➤ Before a referral is made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward ➤ If it is agreed that the support of an outside agency is a way forward you will be asked to complete a consent form ➤ The specialist will likely observe and work with your child to understand their needs and make recommendations ➤ The school may make changes to the way your child is supported in class ➤ Your child may be involved, in a group run by a TA or LSA under the guidance of the specialist, 	<p>Children at SEN Support (SEND Code of Practice) which means they have been identified by the class teacher and SENCO as needing extra support in school</p> <p>Children with specific barriers to learning that cannot be overcome through whole class Quality First Teaching and intervention groups.</p>

		or a group directly run by a specialist from SEND Outreach Support	
	<p>Specified support of more than 20 hours. <i>This is provided via an Education, Health and Care Plan (EHCP).</i> This means your child will have been identified as needing a particularly high level of</p> <p>individual and/or small group teaching or one to one support (21 hours or more, in school) which cannot be provided from the resources already delegated to the school.</p> <p>If your child requires this high level of support they may also need specialist support in school from external professionals.</p>	<ul style="list-style-type: none"> ➤ The SENCO or parent can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more about this in the Greenwich Local Offer for children and young people with SEND ➤ The school will have been putting together a profile of your child's aspirations and needs over time, and you will have been involved in Team around the Child (TAC) meetings as part of this process. The school will then meet with you and other professionals involved, and decide if it would be helpful to apply for a statutory assessment, and agree any additional information and evidence that should be included from you, other involved professionals and them. ➤ After the school has sent in the request to the Local Authority they will decide whether your child's needs seem complex enough to need a statutory assessment. ➤ If this is the case they will look at the advice submitted and may ask you and any other professionals involved to provide further evidence. ➤ If your child does not require a needs assessment the school will continue with the support at SEN Support level. 	<p>Children whose learning needs are severe, complex and lifelong. Children who need 20 hours support or more in school.</p> <p>Children with an EHC Plan</p>

		<ul style="list-style-type: none"> ➤ If your child receives a needs assessment and needs are severe, complex and lifelong, they need 21 hours of support or more to make good progress an EHC Plan will be formulated. ➤ The EHC Plan will outline the level of funding the school will be allocated according to a banding system and how this support should be used. ➤ The additional funding may be used to support your child with whole class learning, provide individual programmes or small group interventions or to provide one to one support depending on the child's needs. 	
How will we support your child with identified special needs starting at school?	<ul style="list-style-type: none"> • We will first invite you to visit the school with your child to have a look around and meet our staff. • If other professionals are involved a team around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts. • Key staff and SENCO may make a home visit or visit your child if they are attending another setting. • SENCO and class teacher may suggest adaptations to the settling in period to help your child to settle more easily. 		
How can I let the school know I am concerned about my child's progress in school?	<ul style="list-style-type: none"> • If you have concerns about your child's progress you should speak to your child's class teacher initially. • If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO or Headteacher. • If you are still not happy you can speak to the school SEN Governor. 		
How will the school let me know if they have any concerns about my child's learning in school?	<ul style="list-style-type: none"> • When a teacher or a parent has raised concerns about your child's progress and targeted Quality First teaching has not met the child's needs, the teacher will raise this with the SENCO • All teachers have meetings each term with senior leaders to ensure children are making progress-these are called Pupil Progress meetings. • If your child is identified as not making progress the staff will make a decision about whether to monitor this or set up an intervention group and you will be kept informed. 		

	<ul style="list-style-type: none"> ● If your child is still not making expected progress school staff will discuss with you: <ul style="list-style-type: none"> ➤ ways we could work together to support your child at home and school ➤ any further interventions ➤ possible referrals to external professionals to support your child's learning
How is extra support allocated to children and how do they move between the different levels?	<ul style="list-style-type: none"> ● The school budget, received from RB Greenwich LA includes money for supporting children with SEND ● The Head Teacher and SENCO decide on the budget for Special Educational Needs in consultation with the Governing Body based on the needs of the children currently in school. ● The Head Teacher and the SENCO discuss all the information they have about SEND in the school including: children already receiving extra support, additional or new children who will need additional support, children who have been identified as not making as much progress as would be expected, current costs of external support purchased by the school eg Speech and Language; and then prioritise training and support based on need. ● All resources/training and support are reviewed regularly and adjustments are made as needed.

Who are the other people providing services to children with SEND in this school?	Directly funded by the school	<ul style="list-style-type: none"> ● Teaching Assistants ● Speech and Language Therapy (Oxleas NHS) ● Educational Psychology service ● Dyslexia assessments (via STEPs)
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	Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> • Autism Outreach Service • Educational Psychology Service (NA2) • Sensory Service for children with visual or hearing needs • STEPS (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia advice and support) • Speech and Language Therapy (provided by Health but paid for by the Local Authority). • Occupational Therapy • Physiotherapy • Professional training for school staff to deliver medical interventions • Waterside Behaviour advice service • Parent Partnership Service (to support families through the SEN processes and procedures). • CAMHs
	Provided and paid for by the Health Service (Oxleas NHS Trust) delivered in school	<ul style="list-style-type: none"> • School Nurse services • Occupational Therapy • Physiotherapy
	Voluntary agencies	<ul style="list-style-type: none"> • Greenwich Parent Voice • National Autistic Society
How are the adults in school helped to work with children with an SEND and what training do they have?	<ul style="list-style-type: none"> • The SENCO supports class teachers in planning provision for children with SEND. • The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. • This may include whole school training on SEND or to support identified groups of learners in school, ASD, ADHD, Speech and Language, dyslexia etc. • Whole staff training to disseminate knowledge, strategies and experience ensuring consistency of the school approach for children with SEND. 	

	<ul style="list-style-type: none"> • Individual teachers and support staff attend training courses run by outside agencies relevant to the needs of specific children, e.g from the ASD Outreach service, STEPS and Sensory service or medical /health training to support staff in implementing care plans. • Training takes place on a regular basis and meetings with SEND focus take place on a termly basis.
How will the teaching be adapted for my child with learning needs (SEN and/or disabilities)	<ul style="list-style-type: none"> • Class teachers plan lessons according to the specific needs of all groups of children in their class and ensure learning tasks are adjusted to enable all children to access Quality First Teaching as independently as possible. • Specially trained support staff implement teachers modified/adapted planning to support the needs of all children. • Specific resources and strategies are used to support your child individually or in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's needs and increase your child's access to Quality First Teaching.
How will we measure the progress of your child in school? And how will I know about this?	<ul style="list-style-type: none"> • Your child's progress is continually monitored by the class teacher. • Progress is reviewed formally every term and a National Curriculum level given in reading, writing, Maths and science as well as progress in other areas, such as attendance, engagement in learning and behaviour. • If your child is in Year 1 and above but is not yet at National Curriculum level, the Pre-Key Stage Standards are used to show smaller but significant steps of progress. • At the end of each Key Stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). • Children at SEN Support will have a Pupil Learning Plan which will be reviewed with your involvement every term. • The progress of children with an EHC Plan is continuously monitored and recorded. You will be invited to the Annual Review. • The SENCO will review progress and support staff will check that your child is making good progress within any individual work and in any group that they take part in. • A range of ways will be used to keep you informed, which may include: face to face meeting at the end of day, letters/certificates sent home, additional meetings as required, Parent evenings, interim and end of year reports.

How will we make arrangements to ensure that the social and emotional needs of your child are met in school?	<ul style="list-style-type: none"> • PSHE lessons • RE Lessons • Wellbeing focus activities • First Aid trained staff
How does our school make special arrangements for Children in our Care (CIOC) with SEND?	<ul style="list-style-type: none"> • We consult with the virtual school – Head Teacher and SENCO as appropriate for personalised support as required. • We liaise with the allocated social worker to ensure all agencies are working collaboratively to develop an appropriate support package (PEP). • We review the child's needs and progress regularly. • We ensure a smooth transition from previous setting and then at regular intervals. • SENCO ensures training and policies are supportive of looked after children with SEND • Designated Governor for SEND and CIOC works to ensure provision is enabling Children In Our Care with SEND to make good progress.
How have we made this school physically accessible to children with SEND?	<ul style="list-style-type: none"> • Sloped pathway area to access school from street • We ensure all resources and equipment are accessible to all children regardless of their needs.

How will we support your child when they are leaving this school? OR moving on to another class?	<p>We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.</p> <p>If your child is moving to another school:</p> <ul style="list-style-type: none"> ➤ We will contact the new school's SENCO and ensure they know about any special arrangements or support that is needed for your child. ➤ We will make sure that all records about your child are passed on. <p>When moving classes in school:</p> <ul style="list-style-type: none"> ➤ Information will be passed on to the new class teacher in advance and a handover meeting will take place with the new teacher.
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	<ul style="list-style-type: none"> ➤ If your child would be helped by a transition book to support them understand moving on then this will be provided. ➤ The SENCO will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school and the specialist session for any students with ASD or other needs as appropriate. ➤ Your child will attend a transition group in school to support their understanding of the changes ahead. ➤ Where possible your child will visit their new school and staff from the new school will visit your child in this school.
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SEN DATA: Autumn 2024	No. of pupils
SEN provision - Education Health and Care Plan (code E)	3
SEN provision - SEN support (code K)	17
Total number of pupils with SEN codes E and K	20

Watch & Monitor	10
SALT (active)	10
SALT (discharged in previous term)	2
SALT (requests for help)	1
SALT TOTAL	13
ASD diagnoses	9
ASD (assessment wait list)	2
ASD TOTAL	11
ADHD diagnoses	3
ADHD (assessment wait list)	0
ADHD TOTAL	3
Education Psychology involvement	9
Dyslexia diagnosis	2
Dyslexia assessment wait list	0
Pupil Premium	56

GLOSSARY OF TERMS

PLP	Personal Learning Plan
SEN Support	SEN Support Stage of the SEN Code of Practice
SEND	Special Educational Needs and Disabilities
SEN Code of Practice	The legal document that sets out the requirements for SEND
EHC Plan	Education Health and Care Plan
SEN	Special Educational Needs
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENCO	Special Educational Needs Coordinator
ASD	Autistic Spectrum Disorder
CIOC	Children In Our Care