



Thomas More Catholic School Information Report

Special Educational Needs and Disabilities (SEND)

Thomas More Catholic School is an inclusive school with outstanding teaching and learning enabling all students to access a rich curriculum to become independent learners and develop life skills.

Work is differentiated for all students with the Special Educational Needs and Disability Department ensuring that teaching and learning is at the appropriate level for individual needs.

Students achieve at their best if they are safe, healthy, confident and happy and we support all our students to develop good self-esteem and personal fulfilment.

The Line Manager for SEND is Mr James Kearns, the Deputy Head. The SEND coordinator (SENDCO) for the school is Miss Rachel Tejera. She is responsible for the day to day operation of the SEN and Disability policies. The rest of the SEND department consists of a Senior Teaching Assistant and Learning Support Assistants. The Governor responsible for SEND at Thomas More Catholic School is Ms Stephanie Rennie.

Our SENDCO oversees the assessment of the needs of our students and plan appropriate support and interventions. The SENDCO liaises with a range of external professionals and ensure that recommendations and advice are implemented and reviewed. The SENDCO, in liaison with staff, also identifies students who may be eligible for additional support.

Support and Interventions for Students with SEND

Provision to facilitate access to the curriculum and independent learning

- Contact with Primary and previous schools to share information
- Sharing information at Secondary Transfer Day
- Induction programme to support effective mid-year admissions
- Setting aspirational targets and regularly reviewing progress through inclusion meetings/Progress Meetings/Academic Review Days and Parent's Evening's

Access to a supportive environment

Based on each student's individual needs we offer a range of resources:

- Information Communication Technology
- Visual aids
- Adaptive equipment
- Wheelchair accessibility

Strategies to support and develop Literacy (reading, writing, spelling)

Based on the individual needs of our students, we offer a range of targeted interventions that are additional to and different from our Quality First Teaching:

- In class, small group and individual support
- Phonics based programmes
- Writing frames



- Key word lists, word banks and personalised dictionaries
- Touch Typing - TTRS (Touch Type Read Spell) Programme
- Dyslexia friendly strategies and resources

Strategies to support and develop Numeracy

Based on the individual needs of our students, we offer a range of interventions that are additional to and different from our Quality First teaching:

- In class, small group and individual support
- Key Word lists and word banks
- Specific math's programmes e.g. MyMaths, Mathswatch
- Provision of concrete apparatus e.g. Numicon
- Maths Homework Club
- Maths Breakfast Club

Strategies to support positive behaviours, social skills, emotional development and mental health

- Consistent implementation of the school's behaviour policy
- Annual Reviews, Targeted meetings, e.g. Pastoral Support Plans, TAF.
- Individual or group support from SEND staff or a Learning Mentor
- Restorative Justice
- Peer mentoring
- Intervention spaces
- Referral to external professionals e.g. Educational Psychologists, Child and Adolescent Mental Health Service (CAMHS)
- Creative Therapies (dance, drama etc.)

Support and Supervision at unstructured times of the day including personal care

We have a range of resources and facilities to support students at unstructured times of the day including:

- Breakfast Club
- Break and Lunch Time Club
- Access to appropriate staff and drop in facilities

Strategies and Programmes to support Speech, Language and Communication Skills

Identification of students with speech and language difficulties is followed by referral to appropriate professionals, including educational psychologist, speech and language therapist, dyslexia specialist and school nurse. Advice and recommendations from those professionals are then implemented.

- Increased use of visual strategies in classroom
- Staff have access to all relevant information
- Staff have access to training from a range of providers



Strategies and Programmes to support students with Occupational Therapy and Physiotherapy Needs

- Assessment by and advice from an Occupational Therapist (OT)
- Implementation of individual OT and physiotherapy support programmes by allocated school staff for relevant students
- Provision of support resources such as writing wedges, scissors, pencil grips where required

Access to Medical Interventions

- Liaison with our School Nurse to draw up Care Plans for students with medical issues
- Staff training in the administration of support and/or medication for conditions such as EpiPen use, sickle cell, epilepsy
- Liaison with medical professionals e.g. GPs, hospital consultants and mental health practitioners, providing ongoing advice or treatment for students
- Training for staff based on the specific medical needs of students as these arise
- Photographs of the students, with details of their condition and, where relevant, required medication displayed in the staff rooms
- Individual protocols for students with significant medical needs
- Implementation of risk assessments
- Key staff throughout the school trained in First Aid
- Regular involvement with the MAPP team

Engagement with Parents and Carers

Thomas More Catholic School operates an open door policy where parents are welcome any time to make an appointment to meet with either the teacher or SENCO to discuss their children's progress. A student's education should be a partnership between parents, teachers and the students themselves. Therefore, we:

- Share professional reports with parents and carers
- Hold parent and carer workshops to promote learning
- Host regular social events e.g. Coffee Mornings
- Home-School books to help liaise closely with parents and carers
- Meet with parents and carers of children with a statement of SEND, an Education Health and Care Plan or other specific needs on a regular basis to discuss provision, support and progress

Arrangements for specialist expertise from outside the school

Our school has access to support from a range of external professionals and may source that support based on the individual needs of our students.

For further information, please also see the following links:



The SEND Code of Practice (2015)

This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Supporting pupils at school with medical conditions

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Support services for parents of pupils with SEN include

Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all children and young people with SEND. The nearest PPS can be located via
<http://www.parentpartnership.org.uk/>

Croydon's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. Croydon's Local Offer is available from the website

<https://www.croydon.gov.uk/education/special-educational-needs>

Admissions

Students with SEN are allocated places in two separate & distinct ways:

Those pupils with statements or EHCPs have a separate admissions procedure overseen by Croydon's SEN team. Those pupils who have SEN but do not have a statement or EHCP are admitted via the normal school admissions criteria. Detailed information and guidance of how to apply for a place at Thomas More Catholic School both if your daughter/son has statement of special educational needs, or if s/he has special needs but does not have a statement, can be found on the following link:

<https://www.croydon.gov.uk/education/schools-new/school-admissions>

As required by the Equality Act 2010, our school makes reasonable adjustments to ensure equal opportunity for all our students. This includes provision of auxiliary aids and services.

The information in this School's Information Report is correct at the time of publication and will be subject to change.

Reviewed October 2017