



Special Educational Needs and Disabilities (SEND) Report

St Thomas CE Academy

Approved by:

Trust Board

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June 2025

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God's Love in Action

Our children are at the heart of everything we do through *Christian values and relationships*. *Living and learning together* we celebrate the uniqueness and diversity of everyone in our family. We nurture a sense of *self-belief, mutual respect and belonging* through Social Emotional Learning and academic excellence. We are dedicated to building the foundations for *happy and successful life-long learning*.



Faith



Friendship



Love



Trust

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs:

| Area of Need | Condition |
|-------------------------------------|--|
| Communication and interaction | Autism spectrum disorder |
| | Speech and language difficulties |
| Cognition and learning | Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia |
| | Moderate learning difficulties |
| | Severe learning difficulties |
| Social, emotional and mental health | Attention deficit hyperactive disorder (ADHD) |
| | Attention deficit disorder (ADD) |
| | Hearing impairments |
| | Visual impairment |
| | Multi-sensory impairment |
| | Physical impairment |
| Sensory and/or physical | Hearing impairments |
| | Visual impairment |
| | Multi-sensory impairment |
| | Physical impairment |

2. Which staff will support my child, and what training have they had?

Our Special Educational Needs and Disabilities Co-ordinator

Our SENDCO is **Sarah Williams** and can be contacted via email at s.williams@allsaintsmat.school.

She has 5 years experience in this role and has been teaching for 16 years as a qualified teacher.

She also achieved the National Award in Special Educational Needs Co-ordination in March 2023.



The Rainforest Room

The Rainforest Room is a provision that we offer for pupils that are currently unable to access a classroom environment because of their high level needs. The staff working with children in this provision are:



Miss Babbs-Hanley and **Mrs Cheng**

The provision is overseen by the SENDCO. The curriculum and teaching sequences are adapted to meet the needs of the individual child. The Rainforest Room provides pupils with a variety of experiences and a broad and balanced individual curriculum.

Class teachers

All of our teachers receive in-house SEND training, and are supported by the SENDCO to meet the needs of pupils who have SEND.

Teaching assistants (TAs) and Higher Level Teaching Assistants (HLTAs)

Our Teaching Assistants and Higher Level Teaching Assistants are trained to deliver interventions including:

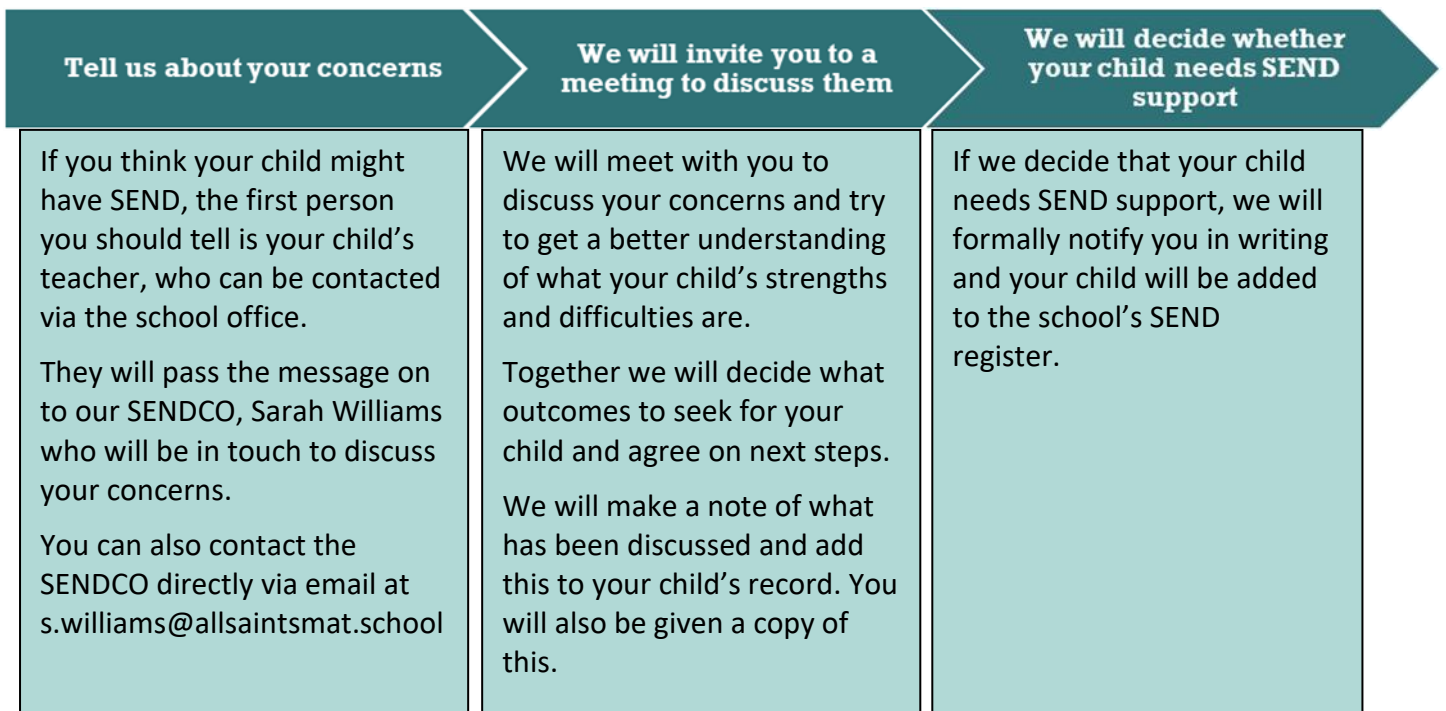
- Precision teaching
- Rapid catch up phonics
- Speech and language
- Number Sense
- Nesy
- Talk Boost
- Word Aware

External agencies and professionals

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Communication and autism team
- Pupil and school support
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

3. What should I do if I think my child has SEND?



4. How will the school know if my child needs SEND support?

All of our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, and will contact you to discuss the possibility that your child has SEND.

The SENDCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

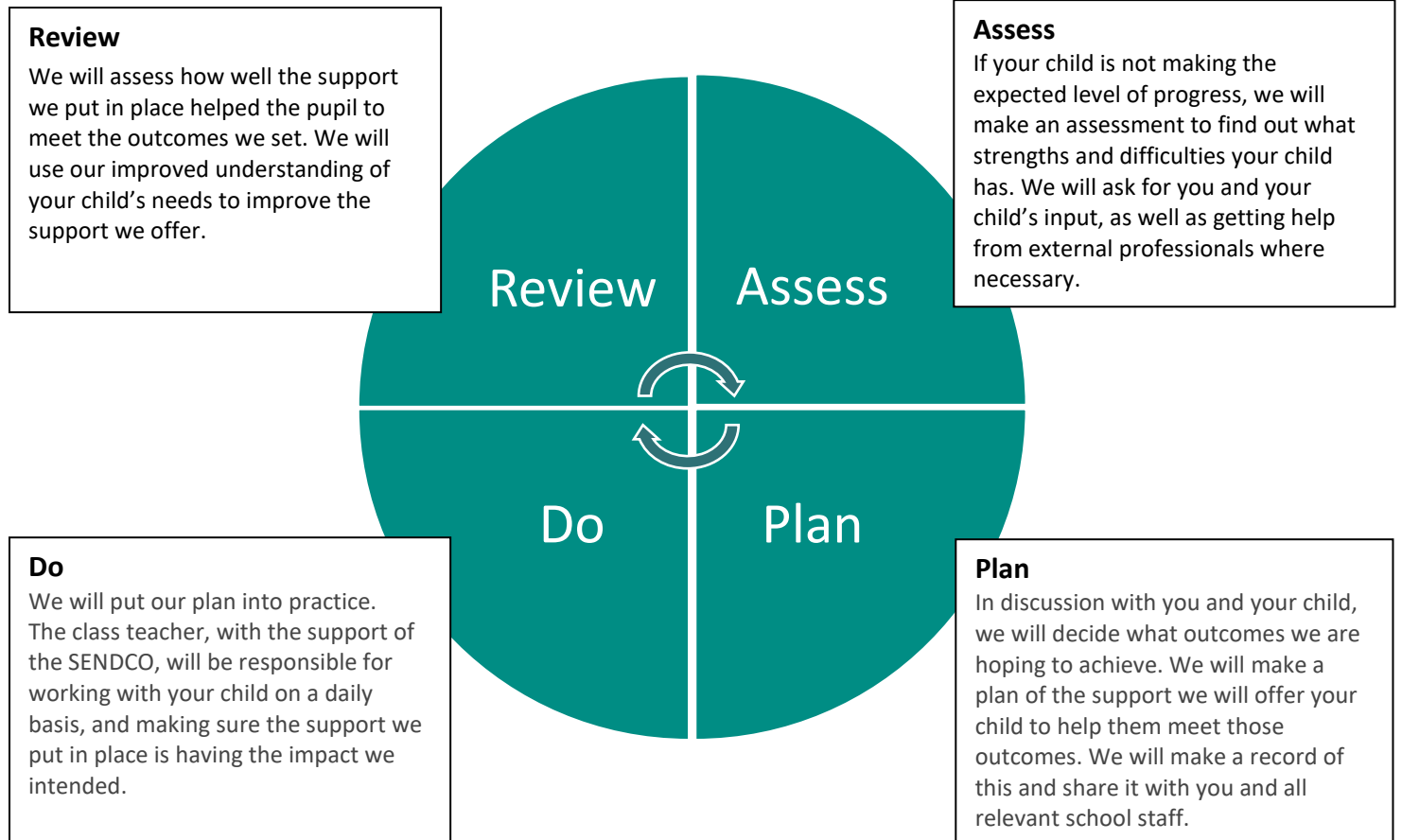
Based on all of this information, the SENDCO will decide whether your child needs SEND support. You will be told the outcome of the decision in writing.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCO will work with you to create a SEND support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide annual written reports on your child's progress.

Your child's class teacher will meet you 3 times per year (at learning review meetings), to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher through the school office.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum. We work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font
- Teaching assistants supporting pupils on a 1-1 basis or in small groups when appropriate

We may also provide the following interventions/support

- Rapid phonics catch up
- WellComm
- Speech and Language Therapy
- Precision teaching
- Visual timetables
- Social stories
- Writing slopes
- Workstations
- Nurture groups
- Nessy
- Number Sense
- Talk Boost
- Word Aware

These interventions are part of our contribution to Birmingham's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If this is the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips

All pupils are encouraged to take part in sports day, school performances and collective worship

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. What support will be available for my child as they transition between classes or setting?

Between years

To help pupils with SEND be prepared for a new school year we:

- Allow time for classteachers to meet during the Summer term to pass on information regarding children's needs
- Transition sessions are planned in the Summer term where children are taught by their new classteacher
- Meetings with SENDCO to discuss interventions that are in place

Between schools

When your child is moving on from our school, we will pass on documents and external reports to the new setting. The SENDCO will meet with the SENDCO of the new school to pass on important information.

Between phases

The SENDCO of the secondary school will meet with our SENDCO. They will discuss the needs of all the children who are receiving SEND support.

Pupils will be prepared for the transition by:

- Learning how to get organised independently
- Plugging any gaps in knowledge
- Visiting their new secondary school

13. What support is in place for looked after and previously looked after children with SEND?

Sarah Williams is our designated teacher for looked after and previously looked after children.

Sarah Williams will work with our Pastoral Manager, Sam Cheema, to make sure that all teachers understand how a looked after or previously looked after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked after or previously looked after will be supported much in the same way as any other child who has SEND. However, looked after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHCP plans are consistent and complement one another.

14. What should I do if I have a complaint about my child's SEND support?

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENDCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents/carers are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Executive Headteacher in the first instance. They will be handled in line with the school's complaints policy. If the parent or carer is not satisfied with the school's response, they can escalate the complaint. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

15. What support is available to me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Birmingham's local offer. There is information about the local offer on their website: [Local Offer Birmingham | SEND Advice, support and Information](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisation can be contacted via their website: [What is SENDIASS? | Local Offer Birmingham](#)

National charities that offer information and support to families of children with SEND are:

[IPSEA](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

16. Links with other policies and documents

This policy links to the following documents:

- SEND policy
- The local offer
- Accessibility plan
- Behaviour policy
- Medical policy
- Attendance policy
- Child protection and safeguarding policy
- Complaints policy

17. Glossary

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Adaptive Practice – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENDCO – the special educational needs and disabilities co-ordinator

SEND – special educational and disabilities needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEND information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEND support – special educational provision which meets the needs of pupils with SEND

Transition – when a pupil moves between years, phases, schools or institutions or life stages