



St Thomas' SEND School offer (SEN information Report) **Questions and answers for parents and carers**

1. Who are the best people to talk to at St Thomas' school about my child's difficulties with learning, special educational needs or disability?

- In the first instance, it is always best to talk to your child's class teacher about your concerns.
- It is likely that the class teacher will have discussed your concerns with Alys Stephens the school SENCo. You may wish to arrange a meeting with her.
- If you continue to have concerns, you may wish to arrange to discuss these with a member of the Senior Leadership Team: Mr McDonald or Miss Bouette.

2. How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?

- Your child's class teacher may initially speak to you at the beginning or the end of a normal school day and/or arrange a further time to discuss the concerns.
- The class teacher may also talk to you about any issues at a parent/carer consultation meeting (these are held three times a year).
- The SENCo or another member of the leadership team may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.
- If the school are concerned about your child's learning, special educational needs or disability and are putting in some form of support to help your child access their learning, then the school will write to you on a termly basis to tell you about this support.

3. How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational needs or disabilities?

- At St Thomas' school we believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions. We believe, where appropriate, that your child's views on any difficulties they may experience with their learning form an essential part of the process.
- You will be able to share your views and discuss your child's progress at regular meetings with the class teacher and other professionals.
- If your child has an identified special educational need you will be invited to a termly meeting with your child's class teacher to discuss strengths, areas for development, current progress, support strategies being used and expected outcomes. The SENCo may be involved in some of these meetings.
- If your child has a *Statement* of special educational need or an *Education, Health and Care plan* (EHCP), you and your child will both be encouraged to share your views at the Annual Review.

4. How does St Thomas' school ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?

- At St Thomas' school we believe that your child's learning needs will first be met through the high quality teaching delivered by her/his class teacher. This will include quality assessment of your child's needs, planning to meet these needs and evaluation of these strategies and their success in supporting your child to do their best.
- The school staff (teaching and support staff) participate in a wide range of professional development to ensure there is the appropriate expertise to support children with SEND.
- The school uses expertise from professionals within the school, advice and support from professionals from outside organisations and providers and accesses a wide range of external training opportunities. These include:
 - Triborough Training
 - Training and Outreach team based at QE2 School
 - Speech and Language Therapy training
- In response to particular needs, individual training is arranged when necessary.

5. How will the curriculum and the school environment be matched to my child's needs?

- At St Thomas' school we believe that your child's learning needs will first be met through the high quality teaching delivered by her/his class teacher, who takes responsibility for planning an appropriate curriculum offer for your child.
- We carefully plan our curriculum to match the age, ability and needs and interests of all children.
- The class teacher will, whenever necessary, adapt lesson planning and teaching to match your child's special educational needs and/or disability.
- It may be appropriate to adopt different strategies, use specific resources and adapt outcomes to meet your child's learning needs and ensure they are successful.
- Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.
- St Thomas' school regularly reviews its Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible.
- All classrooms at St Thomas' are situated on the ground floor, making the school accessible for children with physical needs and disabilities. There is a lift to ensure access for all to the school hall.
- Large classrooms enable disabled access to be offered for wheelchair users.
- The school is able to make adaptations to the environment to cater for the needs of children with visual or hearing impairment.
- The school provides an extensive range of specialist resources which can be used to adapt and enrich the curriculum for children with SEND. These include: resources for the development of fine and gross motor control, resources to support speech and language, a range of games to support emotional and social needs and practical materials to support learning needs.

6. What types of support may be suitable and available for my child?

The school has a wealth of resources and support to offer. These are used to respond to the specific nature of the needs and difficulties that your child experiences with learning. We want to work with you to ensure that our education provision matches the needs of the four broad areas of need, as defined in the SEN Code of Practice 2014;

- **Communication and interaction**
- **Cognition and Learning**
- **Social, emotional and mental health**
- **Sensory and/or physical needs**
 - At St Thomas' school we have a 3 tiered approach to supporting a child's learning.
 - Universal** – this is the quality first teaching your child will receive from her/his class teacher and may include some very minor adaptations to match learning needs.
 - Targeted** - it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four part approach of a) **assessing** your child's needs, b) **planning** the most effective and appropriate intervention, c) **providing** this intervention and d) **reviewing** the impact on your child's progress towards individual learning outcomes.
 - Specific targeted one to one or small group interventions may be run outside the classroom. These will be limited to a number a weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.
 - Specialist** – it may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, sensory advisory teachers and the child development service. The school may need to prioritise referrals to these services. However, for a very small number of pupils access to these specialists may be through a Statement of SEN or an EHC Plan.
 - The current interventions provided at St Thomas' school include:
 - Reading, writing, spelling and maths interventions
 - Phonics catch up programmes
 - Speech and language support and word aware vocabulary interventions
 - Occupational Therapy support – fine and gross motor development
 - Social skills development through nurture groups, circle time and Lego club.
 - Support to manage emotions and behavioural difficulties from our Learning Mentor Christine De-Gallerie
 - Space2talk from a specialist trained therapist, Kate Lacy
 - Fine motor skills interventions

7. How will you support my child to reach his/her learning outcomes?

- The class teacher and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach these goals. The learning plan, strategies and progress will be reviewed regularly in response to your child's needs.
- External agencies and specialists may also be involved in the review of your child's progress and adapt their planning accordingly.
- At St Thomas' we believe that parents and children are at the centre of any provision that is made to support a child with their learning outcomes. We want to work with you to ensure that your child makes the best progress

8. What is an EHC Plan and who can request one for one for my child?

The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/her gets older, prepare for adulthood. An EHC Plan will contain;

- the views and aspirations of you and your child,
- a full description of his/her special educational needs and any health and social care needs,
- establish outcomes for your child's progress,
- specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes

You, your child (where appropriate and aged 16 and over) and/or the school, usually the SENCo or Headteacher, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan.

9. How will you help me to support my child's learning?

- We will provide you with home learning to help your child make the best possible progress, offering you support if you need this.
- In addition, we will offer suggested strategies or activities for you to do at home to support your child's learning and meet their needs.
- We sometimes run parent/carer workshops in school to help you understand the strategies used in school. In addition, we may be able to offer you individual training in specific support strategies relevant to your child.
- If your child has an identified special educational need, you will be invited to a termly meeting with your child's class teacher to discuss strengths, areas for development, current progress, support strategies being used and expected outcomes. The SENCo may be involved in some of these meetings.
- The SENCo may also support you with strategies, resources and ideas for supporting your child's learning at home.
- You may have an opportunity to meet with other professionals involved in supporting your child, ie: Educational Psychologist, Speech and Language Therapist, Occupational Therapist etc
- We actively encourage parents and carers to approach us if they feel more support is needed. This is a partnership.

10. How is support allocated to children and how do they move between the different levels of support in school?

- St Thomas' school receives funding from the Local Authority. These funds include money to support the learning of children with SEND
- The Head teacher, in consultation with the school Governors, decides the budget for SEN provision on the basis of the needs of the children in the school.
- The Head teacher, the Senior Leadership Team and the SENCo discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs.
- This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.

11. How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process?

- Your child's progress will be assessed both in terms of his/her regular learning within the class and with regard to specific intervention programmes.
- The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child.
- You and your child will be kept informed and encouraged to be actively involved at all stages of this support.

12. What support will there be for my child's happiness and well being at St Thomas' school?

- At St Thomas' school we believe that the happiness and well being of all our pupils is paramount. All members of staff take this aspect of school life very seriously.
- You can be confident that in particular your child's class teacher, the teaching assistants, Learning Mentor and the SENCo are available to provide support to match your child's needs.
- You should also feel free to contact your child's class teacher if you have any concerns.

13. How is my child included in all the same activities as his/her peers at school?

- St Thomas' school is an inclusive school and committed to providing equal opportunities for all children.
- School clubs, before and after school provision, educational visits and residential trips are available to all children.
- When necessary the school will make reasonable adjustments to ensure that children with SEND are included in all activities.
- You should also feel free to contact your child's class teacher if you have any concerns.

14. How will St Thomas' school support my child in transition stages?

- If your child has SEND, we liaise closely with the school or nursery your child is transferring from. We are able to discuss with the relevant teachers any individual needs and how best to support your child when they join St Thomas'.
- While your child is at St Thomas' school, we will take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils needs, learning progress and best support strategies. Handover meetings are conducted at transition points for smooth and thorough liaison to take place between staff members. Your child will have opportunities to spend time with new staff to ensure continuity and to build a rapport
- We make arrangements to ensure there is a smooth transition when your child transfers to his/her secondary school of choice.
- If your child has an EHC Plan, we will participate and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.

15. If I have any other questions about my child at St Thomas' school, who can I ask?

At St Thomas' school we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order;

- Your child's class teacher
- The SENCo – Alys Stephens
- A member of the Senior Leadership Team
- The Headteacher – Sarah Bouette

Parents' guide to St Thomas' school Interventions

