



SEND INFORMATION REPORT 2024-25



OUR MISSION STATEMENT

God's love is at the heart of our Catholic School family. We show this in our respect, kindness and love for others and by treating other people as we wish to be treated ourselves. We will encourage everyone to be the best that we can be.

OUR AIMS

- To guide our children to grow in the love of God and build relationships that will enable them to make a positive contribution to the school and society.
- To develop an exciting, challenging and creative curriculum that produces confident and successful learners who are the best that they can be.
- To develop high quality learning that enables every child to flourish, to discover their talents and be lifelong learners.
- To establish a teaching and learning environment that encourages everyone to enjoy, to achieve, to be inclusive, to be healthy, and to stay safe.
- To nurture a strong partnership between home and school.
- To have respect and understanding for our school, our community and our world, helping our children to become responsible citizens and good role models.

What kinds of special education needs are provided for at our school?

We are a mainstream, inclusive school where everyone is encouraged to be the best they can be. We are committed to meeting the needs of each and every pupil ensuring that they make good progress during their time at St Thomas'.





In compliance with the Special Educational Needs and Disability Code of Practice 0- 25 (Department for Education, 2014) we regard pupils as having Special Educational Needs or Disability (SEND) if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
- b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

(A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)).

We promote early intervention wherever possible and we make provision for children with the following broad category of needs (as set out in the DfE Special Educational Needs and Disability Code of Practice (2014)).

- Communication and Interaction difficulties
- Cognition and Learning difficulties
- Social, Emotional and Mental health difficulties
- Sensory and Physical needs

All of our staff provide a high standard of pastoral support and, when needed, relevant staff are trained to support medical needs.

We offer a curriculum that is inclusive and designed to promote academic achievement for all pupils. At St Thomas' pupil's emotional wellbeing is at the heart of all we do. We offer individual and small group interventions/groups that support emotional well-being and we have a Home-School Link Worker (HSLW) and trained Emotional Literacy Support Assistants (ELSAs) who support our holistic approach.

Our school revolves around a core value that we call 'Making SPACE'. SPACE refers to **S**uccess = **P**erseverance + a positive **A**ttitude + **C**onfidence + **E**ffort. At St Thomas we make SPACE for our Learning, SPACE for Me (our well-being and mental health focus) and SPACE for Everyone (our inclusion and diversity focus). As part of this we have established a SPACE for Everyone pupil group. The group aim to meet every half term and are supportive environments for pupils to explore and understand neurodiversity. Currently the groups are open to pupils in Key Stage Two.

Alongside our pupil groups, we have established opportunities for parents to come together at Inclusion Coffee Mornings and discuss neurodiversity and what it means for our pupils and their families. The sessions involve a short input from The Inclusion Team or a visiting speaker as well as a chance to network and share ideas/resources. The groups are advertised in our school newsletter and there is a specific page on the school website.

In addition, St Thomas' hold the Angel Award, an acknowledgement of our approach to supporting young carers. Our 'STOC & Chill Club' for young carers meets regularly and is run by Jo Scott and Caroline McNiff.





What are the school policies for identifying children and young people with SEND and assessing their needs?

If parents have a concern about their child these should be raised with the teacher initially. Class teachers will arrange an appropriate time to discuss these concerns and will look into the issue raised; observing, assessing and monitoring. Information gathered will be shared with the parents and there will be a discussion about what to do next. This may involve close monitoring, specific interventions within class and/or the decision to involve a member of the Inclusion Team. We would consider this stage to be 'Monitoring' level. If, after the agreed action or the facilitation of intervention over an agreed period of time, the concern is alleviated, then no further additional action will need to be taken. Alternatively, it may be decided that further investigation/ more specialised strategies are required and the child will be placed on our SEND register while this takes place.

A pupil will be identified as needing additional and/or different provision if, despite receiving high quality teaching and differentiated learning opportunities they:

- make significantly slower progress than their peers;
- make little or no progress even with tailored approaches;
- present with persistent emotional or behavioural difficulties;
- have SEND or physical needs that require additional specialist equipment or regular advice/visits by specialist services;
- have communication and/or interaction difficulties that cause a barrier to the development of social relationships and to learning.

Progress of all children at St Thomas' is tracked carefully and regularly. Termly pupil progress meetings, scrutinising the individual progress of every child, involve the Head teacher, the Inclusion Lead and the class teachers. The data gathered is used to determine which interventions will be needed for the following term and identify which pupils who are not making the expected progress.

We undertake regular assessments to provide valuable information on individual attainment and what consolidation may be needed by groups or individuals. NFER assessments are used termly with all pupils from the Summer term in Year 1 (with the exception of Year 2 who are currently using past SATS papers for regular tracking).

Currently, we have access to some standardised assessments that cover analysis of phonological skills, mathematical skills, and vocabulary skills. These can be undertaken by one of the Inclusion Team, to build a profile of a pupil's strengths and/or development points.

In addition, we access a range of outside agencies that can carry out a range of more tailored and intricate assessments such as, Physical and Sensory Support, Surrey's mainstream Speech and Language therapy service, Occupational Therapists, Educational Psychologists, Learning and Language support and Behaviour Support.

What are the arrangements for consulting parents of children with SEND and involving them in their child's education?

At St Thomas' we value the role parents play in their child's learning and development and understand the impact of parental involvement in pupil progress.





Throughout the year there are two school wide parents' evenings, aimed at discussing children's learning and progress, and parents receive an annual end of year report. Additional meetings can and will be arranged as necessary. The Inclusion Lead will be available at both these meetings for parents to book an appointment with or to attend the meeting alongside the class team.

We have an open-door policy and encourage parents to share any concerns they have as they arise. Class teachers and members of the Inclusion Team are happy to meet with parents as needed.

When a child is identified as having SEND, the school will work closely with parents to ensure all paperwork reflects the child's story; strengths, weaknesses, strategies and progress.

In addition to the autumn and spring Term parent meetings, the Inclusion Team will offer all parents of a child with SEND the opportunity of an Inclusion meeting at the end of the summer term.

For children with an Educational, Health, Care Plan (EHCP), school will also host an annual review of the child's progress; inviting the child, parents, school staff and any involved outside profession. Parents can expect to be notified of the date for the annual review within the first half of the Autumn Term, with a formal invitation sent out six weeks prior to the meeting.

Our Inclusion Team includes:

Caroline McNiff Inclusion Lead and SENCo (senco@st-thomas.surrey.sch.uk)

Jo Scott School Link worker (HSLW) (hslw@st-thomas.surrey.sch.uk)

Alison Skobelski Emotional Literacy Support Assistant (ELSA) (mrsskobelski@st-thomas.surrey.sch.uk)

Liz Marshall Emotional Literacy Support Assistant (ELSA) (mrsmarshall@st-thomas.surrey.sch.uk)

Cherry Cooper Emotional Literacy Support Assistant (ELSA) (misscooper@st-thomas.surrey.sch.uk)

Appointments can be made by email or by telephoning the school office on 01483 888388

At the beginning of the school year parents are invited to a 'meet the teacher/curriculum evening'. Weekly newsletters and termly curriculum letters keep parents updated. Teachers are readily available to talk to parents and all parents can e-mail their child's teacher. The reading record book/homework diary is used to communicate on a daily basis between school and home.

What are the arrangements for young people for consulting with young people with SEND and involving them in their education?

The Inclusion team works closely with children, families and other school staff to offer planned support that will meet a child's individual needs.

One page profiles are used to gather the child's view point on their strengths and the support they feel they need to be successful in school. These are completed with every child at the start of the school year in September and shared/referred to throughout the academic year so that everyone working with a child has an overview of the whole child. The children are fully involved in completing their one page profile, where needed staff can scribe, use tailored questions and support a child in completing their own page profile. The Inclusion Team will then facilitate the one page profile being shared with parents for them to contribute as well.

All children identified as having SEND will have individual targets set and reviewed termly. These are recorded on the child's Learning plan (on Edukey Provision mapping software) and are explicitly shared with the child, parents and all key, relevant staff.





All children with Educational Health Care Plans have an Annual Review. Each child will be actively involved in this review process, attending part or the entire review meeting wherever possible and discussing their thoughts on their progress and their aspirations, with the support of school staff. A trusted adult will meet with the child and ensure they understand who will be attending the meeting, what will be discussed and support them in the process.

What are the arrangements for assessing and reviewing children and young people's progress towards outcomes including the opportunities available to work with parents and young people as part of this assessment and review?

Progress is reviewed formally each term when pupil progress meetings are held and each child's progress is discussed with the Headteacher, Inclusion Lead, Assessment Lead and relevant class teachers.

Children on the Special Educational Need and Disability register will each have an Individual Learning Plan on which the class teacher, in consultation with the Inclusion Leader, will set a small number of tailored, achievable targets and will detail what provision will be offered to support the child in achieving their targets. Individual Learning Plans are reviewed termly in October, February and June. Parents and children are engaged in reviewing targets and setting new ones at parent consultations and through meetings with class team and/or Inclusion Team.

St Thomas' participates fully in the National screening and testing arrangements across the Primary Phases. Children in Year 1 complete a phonics screening check in the June of that year. This is a National test designed to assess children's phonic understanding and application.

In addition, in June, all Year 4 pupils will undertake the timed, statutory online Multiplication times tables check.

At the end of each Key Stage 2 all children are formally assessed using SATs (Standard Assessment Tests). In some cases, children on the Special Educational Needs and Disability register will need specific adaptations made so they can access the SATs. In other cases, subject to the child's academic progress, they may not sit the tests. In all such situations, parents are informed and involved in the decision.

The results of the phonic screening, the multiplication tables check and all SATs are shared with parents and published nationally.

Children with an Educational Health Care Plan will have an Annual Review in each year. All professionals who work with the child are invited to submit information and attend the meeting, along with parents, the child and a representative from the Local Authority, usually the Case Worker.

When outside agencies are working with a child, parents will be notified ahead of visits and additional meetings with these professionals may be arranged. The school will ensure copies of any reports received are shared with parents.

What are the arrangements for supporting children and young people in moving between phases of education and in preparing them for adulthood?

Induction is important to us and we invest time in welcoming our learners in a way that makes them feel part of our setting. We work well with families, partner schools and local preschools and nurseries to facilitate successful transition into St Thomas'. For new entrants to our Reception Classes, members of the Reception team will complete visits to see the child in their current setting during the Summer





Term. Information regarding any SEND will be gathered from existing settings and parents so that any necessary support can be put into place. Additional visits and an individual, tailored transition programme can be arranged for those that may find the transition difficult.

Additionally, we have transition arrangements in place for the move between year groups within the school and will tailor particular arrangements to meet the needs of an individual child who may have difficulties making the transition. For some children, these arrangements can include visits to the new teaching environment, additional meetings with new staff, photo booklets to review at home or keeping in touch cards sent during the summer holidays.

We have close links with all local Secondary schools and a robust transition programme and where applicable we provide individual transition programmes such as additional visits, building relationships with new staff ahead of time and visual supports such as transition books containing photographs of new class/setting and staff. The Inclusion Lead and Year 6 teachers met with the year 7 teachers and members of the Secondary SEND team to share good practice and support successful transition.

Our curriculum seeks to prepare all of our children for their next steps in education and life.

What are the School's approaches to the teaching of children and young people with SEND?

In line with the Special Educational Needs and Disability Code of Practice 0- 25 (Department for Education, 2014) we promote a graduated approach to meeting the needs of all our learners. All our teachers are teachers of Special Educational Needs, through Quality First teaching our class teachers make reasonable adjustments in their preparation, approach and resources to support all children including those with SEND.

At St Thomas' our focus is on bringing out the best in everyone. To do that, we look to the children's emotional, spiritual and physical wellbeing and the major impact that that has on every aspect of life. We encourage everyone to make **S=P+A+C+E** for their learning; where **Success** comes from **Perseverance**, a positive can-do **Attitude**, **Confidence** in ourselves and, of course, **Effort**. The language involved in making **S=P+A+C+E** for their learning will be evident in all lessons and activities throughout the classes and school day.

Where concerns are raised regarding a child's development and progress we look to see if there is further provision that can be put in place with in the classroom. When appropriate, children receive time bonded and target based intervention to boost their progress in particular areas. These interventions are monitored carefully to ensure effectiveness. The Inclusion Leader work alongside the class teaching team to plan and monitor the interventions. We liaise with parents and families in discussion about their child's learning including updates on progress against specific targets to support their development. Discussions will include details of how parents and families can support their children at home. Some specific intervention take place outside of the classroom at a given, timetabled time.

When a child is identified with SEND they will be put on the Special Educational Needs and Disability register, which is overseen by the Inclusion Team. A child on the school's SEND register will have an Individual Learning Plan, detailing the specific provision matched to their individual need and identifying clear targets (see above). Additional, targeted provision may be through small group work or one to one and usually takes place in the classroom.

We also build relationships with health care professionals such as community paediatricians, speech and language therapists, outreach providers, occupational therapists and physiotherapists should your child be involved with those services.





What adaptations are made to the curriculum and environment for children and young people with SEND?

Our approach to teaching and learning ensures high quality teaching in all lessons for all pupils. Class teachers are aware of the strengths and needs of their pupils; lessons are carefully planned and prepared, resources and approaches differentiated to meet differing abilities and to encompass a range of learning approaches. Learning intentions and success criteria for every session are shared with pupils and strategies are used to promote high engagement and involvement. The Inclusion Team undertake regular class visits, individual observations and planning/book scrutiny to support staff and identify good practice.

In addition, a range of targeted interventions are used to support those who are identified as meeting it, these include ELSA (Emotional Literacy Support), phonics groups, Rapid phonic catch up, Power of 1 and 2, Precision Teaching and Social skills. Our Inclusion Lead has undertaken training to provide Drawing and Talking therapy on a 1:1 basis.

Children with an Educational Health Care Plan may have additional, allocated resources and support.

We have a robust access plan and the School has undergone appropriate modifications to ensure that the School environment is accessible for all children.

At St Thomas', we understand that the environment has a big impact on learners and we are implementing a low sensory environment. This includes calm and neutral colours used in display boards and ensuring the classroom is accessible to all.

What is the expertise and training of our staff to support children and young people with SEND, including how specialist expertise can be secured?

As a school we are committed to the on-going professional development of all staff and see staff training as forming an integral part of our strategic planning process. Training is completed both in house and through external specialist agencies. We undertake relevant training to meet the needs of all of our children; this might include medical updates and training, to meet a medical need or specialist input on specific learning needs such as successful strategies for dyslexic pupils.

Our Inclusion Lead has undertaken the 'Autism Lead' project in affiliation with Freemantles School. This is accredited by the Autism Education Trust.

In addition, our Inclusion Lead has completed the NASENCO qualification (a Master's level national award that is required by legislation).

It is the role of the Inclusion Leader to oversee all intervention groups throughout the school and to support staff in monitoring all pupil progress and to support teachers in planning for children with SEND.

The school employs a part time Home School Link Worker (HSLW) and has several trained Emotional Literacy Support Assistant (ELSA) to deliver support to children with emotional and social development needs.

We have teaching assistants who are trained in ELKLAN and can support learners with speech, language and communication needs. Teaching assistants have also recently accessed training on





working with vulnerable pupils, strategies for pupils with autism and positive behaviour management. Our teaching assistants take part in high quality joint training sessions with other schools within the Xavier Trust.

The Inclusion Lead attends the Xavier Trust SENCo network meetings to share good practice and consider new initiatives/approaches.

As a school, we are promoting the use of Makaton as a communication aid. This includes have 10 core Makaton signs that everyone in the school will be familiar with and a sign of the week which is featured in worships, in the newsletter and on the website.

How will the school evaluate the effectiveness of the provision made for children and young people with SEND?

As part of an 'assess, review, do' culture, the school strives to meet the needs of all the pupils by regular informal, and sometimes more formalised, assessments, reviewing individuals' current targets and progress, identifying next steps and then putting provision in place for pupils to make good or better progress.

Some of the funding the school receives is used to ensure that we meet the needs of all of our pupils with SEND. Budgets are closely monitored and aligned to the School Improvement Plan. The Headteacher makes decisions on how to best use the school's funding for Special Educational Needs in consultation with the Inclusion Leader. The budget may be used to buy specialist resources, interventions, access external professional advice or buy in training for staff.

Our Individual Learning Plans and wider year group provision maps are analysed to collect data on the progress of each learner and the impact of each intervention. Decisions are made about which interventions to run and what additional interventions we may need, as part of our regular review cycle.

How will children and young people with SEND be enabled to engage in activities available to those children and young people within the school who do not have SEND?

Our Inclusion Policy promotes the involvement of all of our learners in all aspects of the curriculum including activities outside of the classroom. Where there are concerns of safety and access, plans are put in place to ensure that individual needs are met. Any potential barriers to learning or engagement are identified and discussions are had on how to overcome these.

It is our intention that **all** children attend school trips and residential visits. Ahead of any residential trip, where appropriate, parents of children with SEND deemed will be invited in for a planning meeting to ensure everything is in place for the child to successfully engage in the trip.

We offer many extra-curricular activities, which are open to all children. The SENCo will meet with any parent if it is felt a child needs support to access these activities.

What support is there available for improving children's emotional and social development within school?

At St Thomas' our mission statement says '*God's love is at the heart of our Catholic School Community. We show this in our respect, kindness and love for others and by treating other people as we wish to*





be treated ourselves. We will encourage everyone in our school family to do the best they can.' This is at the heart of all we do.

All of our staff provide a high standard of pastoral support and relevant staff are trained to support medical needs.

All staff consistently follow our Behaviour, Exclusion and Anti-Bullying Policy and Procedures to ensure we create a secure, safe and welcoming environment where social and emotional development for all out pupils is at the heart of all we do.

Our school focus is Making SPACE for Respect; we want to equip children with the skills they need to succeed in their learning, in their relationships and in later life and we believe respecting yourself, respecting others and the environment is a key part of this. We have a planned emphasis every week on elements of how we all can show respect within our school community. This focus runs through worships and a shared language that all staff use.

Children with specific needs will be given additional support in line with advice from professionals and proven strategies. We acknowledge that in some instances children will need a personalised approach to their behaviour needs, including specific rewards and sanctions.

Children identified as needing support with their emotional or social development will receive targeted one to one programmes such as those delivered by our HSLW and ELSA or group social skills run by a teaching assistant or our Inclusion Lead.

At school we reward and celebrate children's achievement as successful and confident learners, responsible role models, for making a positive contribution, for keeping safe and healthy through our weekly Roll of Honour.

How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND requirements and in supporting their families?

External support services are key in helping our staff identify, assess and support some of our children with special educational needs.

These can include:

- Educational Psychologist
- Specialist Teacher Team for Inclusive Practice (STIPS)
- Physical and Sensory support
- Speech and Language therapist
- Occupational Therapist
- Physiotherapist
- Community paediatricians
- School nurse
- Educational Welfare Officer
- Outreach service from Freemantles for pupils with ASD
- Child and Adolescent Mental Health Service (CAMHS)
- Specialised expertise in sport for the disabled





Before the school make any referral, we will always gain permission from parents/carers.

What arrangements are there for handling complaints from parents of children and young people with SEND about the provision made at the school?

In the first instance parents/carers are encouraged to talk to their child's class teacher.

Should an issue arise that cannot be resolved at this stage then the SENCo or Inclusion Leader may be involved.

The School adopts Surrey's model procedure for dealing with parental concerns and in the first incidence parents should raise concerns with the class team. Should the concern not be resolved, parents can then contact the Inclusion Lead. Following on from this, if concerns persist, the parents should contact the Head teacher.

The Inclusion Team can be contacted as follows:

Caroline McNiff Inclusion Lead and SENCo (senco@st-thomas.surrey.sch.uk)

Jo Home School Link worker (HSLW) (hslw@st-thomas.surrey.sch.uk)

Liz Marshall Emotional Literacy Support Assistant (ELSA) (mrsmarshalli@st-thomas.surrey.sch.uk)

Alison Skobelski Emotional Literacy Support Assistant (ELSA) (mrsskobelski@st-thomas.surrey.sch.uk)

Cherry Cooper Emotional Literacy Support Assistant (ELSA) (misscooper@st-thomas.surrey.sch.uk)

From the Governing Body, the Link Governor for Inclusion is David Noyce . Please contact David via info@st-thomas.surrey.sch.uk

Appointments can be made by email or by telephoning the school office on 01483 888388

