

## SEND Information Report – St. Thomas of Canterbury RC Primary School Reviewed

October 2024

(further detail can be found on the school's website in the SEND Policy, Local Offer, Inclusion Policy, Behaviour Policy) abbreviations are explained at the end of this report)

**At St. Thomas of Canterbury RC Primary School, we believe that every teacher is a teacher of every child.**

The Special Educational Needs and Disability Regulations 2014 require the school to publish certain information regarding our provision for pupils with special educational needs and disabilities (SEND). At St Thomas of Canterbury R.C Primary school, we hope parents/carers of current and prospective pupils find the following information helpful. We encourage all interested parties to contact the school for more information.

### 1. The kinds of special educational needs for which provision is made at our school:

- COGNITION AND LEARNING Examples: SpLD: Dyscalculia, Dyslexia, Dyspraxia, Downs Syndrome, short-term memory function
- SENSORY, MEDICAL AND PHYSICAL Examples: oxygen dependent, Asthma, Epilepsy, Hearing Impaired, Autism, Irlen Syndrome, restricted growth
- COMMUNICATION AND INTERACTION Examples: Autism, Asperger Syndrome, Speech and Language.
- SOCIAL, EMOTIONAL AND MENTAL HEALTH Examples: ADHD, behavioural difficulties, socialisation difficulties.

### 2. Information, in relation to mainstream schools and maintained nursery school, about the school's policies for the identification and assessment of pupils with SEND

- Early intervention is always our priority.
- We identify SEND through staff referrals, parent referrals, progress data, baseline testing, data information from previous schools and information from health and other agencies.
- Quality first teaching with differentiation is our priority. If a child needs further support in their learning, parents will be informed. Intervention programmes and/or IEPs will be put in place. School may also ask for outside support from other agencies, such as: the Educational Psychologist, Speech and Language therapists, Autism and Social Communication Team, Learning Support Services. Parents would always be consented first.
- If progress has not been made and there is a significant gap between the child and their peers, formal assessment might be sought, in the form of an Education Health and Care plan.
- We follow the current code of practice for Special Educational Needs 2014.

- Our school's SEND policy can be found on the school's website.

**3. Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC plans, including**  
**a. How the school evaluates the effectiveness of its provision for such pupils**

- Our approach is inclusive. At St Thomas of Canterbury, inclusion means- meaningful participation in the learning process. We believe in fully including all of the children in the life of the school.
- We make reasonable adjustments as appropriate.
- Quality first teaching takes place in every classroom.
- Early intervention is always our priority.
- We have set up an ASD classroom for our more complex ASD children.
- We use a graduated response model. (Assess, Plan, Do, Review)
- As a school, we have retained IEPs for children with SEND following the new COP for SEND 2014.
- IEPs are SMART.
- We evaluate IEPs targets 3 x a year or more as and when individual children achieve their targets.
- WEL
- We have adopted the Sheffield STAT materials to track pupils' progress.
- We have adopted the SOLAR assessment system to track the progress of our complex SEND children.
- There are two SENCOs at school.
- The SENCOs monitor SEND as set out in the School Improvement Plan. This includes observation of SALT sessions, pupil interviews regarding their IEPs and monitoring how the needs of our SEND children are met in the foundation subjects. Intervention programmes are also monitored.
- Our Acorn Classroom provision is constantly under review.
- The SENCOs have non-teaching time out of class to complete their duties.
- Feedback from pupils, parents and governors. Parent and pupil voice is very important.
- Impact of interventions is evaluated.
- Pupil outcome and progress is evaluated.
- Our SEND Governor is Angela Kakanskas

- Together with the Head teacher, Year 2 and 6 teachers apply for exam concessions when necessary.

**b. The school's arrangements for assessing and reviewing the progress of pupils with SEND**

- We evaluate IEP targets 3 x a year or more as and when individual children achieve their targets.
- We track pupils' progress using the Sheffield STAT materials.
- We track the progress of our more complex SEND children using the SOLAR assessment system
- We follow the progress of children with SALT. Assessments and reviews regularly take place throughout the year.
- We follow a cycle of consultation meetings (TAC/MAM), where targets are set and reviewed (assess, plan, do, review).
- For children with an EHCP, an annual review takes place once a year. Interim meetings may also be held. Meetings are also held for under 5s with a new EHCP within 6 months.
- Following an assessment by Learning Support Services, a meeting takes place to discuss the findings and how best to meet the child's targets.
- When assessing SEND children, consideration is given to their needs during tests eg a reader, a scribe, extra time or rest break may be necessary. Generally, whatever support is provided in the classroom is provided as far as is permitted during tests.
- We hold class standards meetings twice a year with the head teacher, where the progress of our SEND children is monitored.

Further information on the implementation of our SEND Policy can be found on the school website.

### c. The school's approach to teaching pupils with SEND

At St. Thomas of Canterbury RC Primary School, we believe that **every teacher is a teacher of every child.**

- The fundamental aim of our school, and the very reason for our existence, is to enable each child who attends to be all that they can be - to embrace and fulfil their unique, God given potential.
- Unlocking potential and removing barriers to learning is the promise and commitment of our school. We work in partnership with all of our families to make high aspirations a reality for every child.
- Quality first teaching takes place in all classrooms. The impact of this quality first teaching is reflected by the fact that standards in English and Maths by the time children leave the school have been consistently above National Average for the last six years. SEND pupils and those in receipt of Pupil Premium do better than their national counterparts do.
- We continue to adopt the Dyslexia Friendly approach in our school and classrooms. This ensures that all pupils are supported to make the best progress possible and to fulfil their potential. This may include the use of differentiated worksheets, tasks, resources and in some case personalised teaching to meet pupils' specific needs.
- As a school, we are working closely with the LA's Autism and Social Communication team. This partnership allows school to provide support to a caseload of children who would benefit from support for communication/social needs. School uses the Autism Standards to help baseline, track progress

and identify the next steps for these children. STOC are working towards being an Autism Friendly School. A further example of the support offered is Lego Therapy.

- School has established an SEND Classroom for children with complex ASD needs. The Autism and Social Communication Team support staff in setting targets for these children. Targets are regularly reviewed throughout the year. Staff act upon advice given by the team.
- School uses the graduated response as a first approach to teaching children with SEND. We Assess, Plan, Do and Review the needs of our children and teach them accordingly.

- Provision for children with SEND is a matter for the school as a whole. In addition, the Governing Body, the school's Head teacher, the SENCOs, and all other members of staff have important day-to-day responsibilities. **All teachers are teachers of children with SEND.** Teaching such children is therefore a whole school responsibility. At the heart of the work of our school is a continuous cycle of planning (plan, do, assess and review), teaching and assessing, which takes account of the wide range of abilities, aptitudes and interests of our children. The majority of children will learn and progress within these arrangements. Those with SEND will receive support that is additional to or different from the provision made for other children. At STOC, we aim to identify children with particular needs prior to admission, on admission, throughout the Foundation Stage and as they move through the school. Assessment of children may include observation of children's social skills and learning experiences in all curriculum areas, teacher assessment and use of a number of tests, which will enable peer group comparisons to be made. In making assessments to consider the whole child, we believe that gifted children often require additional resourcing to extend and fully develop their potential. Our school will endeavour to respond to these particular needs. Children who speak English as a second language may also require additional modified programmes and differentiation of the curriculum. We make referrals to EMTAS to help us do this. We utilise Pupil Premium funding as appropriate.
- We make reasonable adjustments to ensure that children with SEND are not treated less favourably for a reason which relates to his or her SEND.

#### **d. How the school adapts the curriculum and learning environment**

- The curriculum in STOC is scaffolded and differentiated to meet the needs of SEND children. Some children have IEPs in place to support their learning. Intervention programmes also support the learning of some children.
- In the classroom, school acts upon advice from all external agencies. For example: -
  - enlarging print for VI children
  - sitting at the front for HI children
  - use of 'Join Me' app and ipads/laptops for VI children
  - personalised visual timetables for children with ASD traits
  - quiet low arousal work stations and a low arousal classroom for children with complex ASD traits - use of coloured overlays, highlighting pens and reading rulers for children with dyslexic traits.
  - Pupil passports displayed.
  - Toolkits and steps to success.
- We use Pupil Premium funding as appropriate.

- In the Foundation Subjects, SEND children have been planned for eg work has been differentiated by task or outcome. Depending on the specific needs of the child, the teacher may need to differentiate further.
- Each class has TA support (can be up to 3 in the EYFS and KS1) providing 1-1, small group support.

- All classrooms are dyslexia friendly: visual timetables, labelled resources, word walls/cards, phonic prompts, number lines, 100 square, numicon, spellcheckers, base 10, working walls and washing lines with modelled and shared writing on display, success toolkits, yellow lined handwriting paper..
- Resources such as timers, brain breaks, headphones, checklists, toolkits, visual prompts and fidget toys are used to support access to the curriculum.
- There is a sensory area in the Acorn Classroom and in the EYFS.
- The use of AFL (Assessment for Learning) by teachers in every class has a profound impact on the quality of learning – enabling children to really understand where they are up to with their learning and what they need to do next to improve further. More than this, children demonstrate an increasing capacity to become independent learners, self evaluating/critiquing their work and improving this against success criteria/toolkits. The use of the following AFL strands by teachers; well thought through questioning to probe and challenge, toolkits/success criteria, no hands up – talk partners, big picture unit over view, quality marking within and external to lessons all contribute to outstanding learning reflected in excellent rates of progress and consistently high attainment.
- A low arousal ASD classroom- Acorn Classroom.

**e. Additional support for learning that is available for pupils with SEND**

- There are currently 507 children on role. We have 21 teachers and 39 TAs working in our school.
- TAs support all classes and further support the needs of our SEND pupils. Most TAs are trained to deliver a number of intervention programmes throughout the school. We pride ourselves on our high staff to pupil ratio, which maximises learning potential for all children. The staff to pupil ratio is even higher in the EYFS and KS1 as we endeavour to give all of our children the best start possible during these early years when children learn the most. Our two Year 6 classes have 3 experienced teachers.
- A large number of intervention programmes are in place for children who require extra support. These include: Reading Recovery, Better Reading Partnership, First Class@Number, Second Class@Number, Talking Partners, Socially Speaking, Early Literacy Support, Attention Autism, Teodorescu Perceptuo-Motor Programme (fine motor skills), Success@Arithmetic. These are taught in designated intervention rooms/areas. We review their effectiveness regularly.
- For children with SpLD, we support their learning by following advice, recommendations and targets suggested by external agencies eg EP, LSS (Dyslexia, Dyscalculia), HI, ASD, ADHD/ADD, Asper Syndrome, Physiotherapy, Dyspraxia, Clinical Psychology. These targets form part of the child's IEP.
- To support our increasing number of children, who have ASD, we are working towards being an Autism Friendly School and have specialist support from the ASC team (Autism and Social Communication) and have identified a 'caseload'. These children receive support from the ASC professionals. A small group of these children take part in LEGO Therapy. We use the Autism Framework to track progress and set targets. We also use SOLAR.
- Additional support for our children on the ASD spectrum includes personal passports, which are shared with all staff.

- We follow programmes and advice given by SALT therapists. One of our HLTAs delivers programmes to our EYFS children. They are timetabled to work with her and she evaluates their programme and sets new targets with the SALT therapist. Targets are shared with parents and parents are advised on how they can help at home. Most 1:1 TAs attend SALT training delivered by our link therapist.
- We use specific resources eg coloured overlays and reading rulers, yellow handwriting paper for dyslexic traits, ipads, laptops, 'Join Me' ap for VI children, memory games, personalised visual timetables.
- We utilise Pupil Premium funding as appropriate.
- Our EYFS is an 'I CAN' accredited unit. They are experts in helping children develop speech, language and communication skills. The I CAN mission and that of the unit is that **no child should be left out or left behind, because of a difficulty in speaking or understanding.**
- We use Salford SALT Buy-Back service to provide quality SALT input throughout the year. This includes: when children enter Nursery and Reception, their speech and language is baseline assessed by ELKLAN trained staff and the SALT therapist working on the unit. Children are then placed into groups according to their SALT needs and programmes are delivered throughout the school year. Children are re-assessed at the end of each term. The assessments may also lead to individual referrals for some children or whole class intervention for some classes. SALT information is shared with parents and they are advised on how they can help at home. The programme is very successful.
- To support children, who have SEND, as a school we have retained IEPs for children with SEND following the New Code of Practice 2014. These targets are SMART.
- On school trips, an additional needs risk assessment is completed for children who have 1:1 support or for whom school has identified as requiring one.
- Support for after school clubs is offered to children who have SEND and wish to attend clubs.
- A low arousal classroom with a high ratio of staff to pupils is available for some of our more complex autistic children.
- A new playground has been built specifically for the Acorn children.
- WELLCOMM has been extended into KS2 to further support speech and language development.

**f. Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum; and □**

All extra curricular activities eg: Multi-Sports, Fitness Club, French Club, Music, STEM,

- Before/After care
- Residential trips-Y6
- Trips
- School Chaplaincy
- Monitors
- School library

**g. Support that is available for improving the emotional and social development of pupils with SEND**

- Catholic ethos

- Our Attendance and Family Support Officer, Miss Coffey, helps to support the health and well-being of all our pupils. She works closely with identified families.
- Buddying up
- Socially Speaking Intervention Programme
- Time to Talk Intervention Programme
- EP advice
- Bereavement counselling (some staff have been trained)
- PSHE lessons
- LSS advice eg children with autistic traits
- Welfare staff support during lunch time on the playground.
- TAC/MAM meetings
- Pupil passports displayed.
- PIT referrals.

**4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SENCOs**

Jade Tuson [jade.tuson@salford.gov.uk](mailto:jade.tuson@salford.gov.uk) Leigh McDonagh [leigh.mcdonagh@salford.gov.uk](mailto:leigh.mcdonagh@salford.gov.uk)

**5. Information about how the expertise and training of staff in relation to CYP with SEND and about how specialist expertise will be secured**

- STOC has 2 SENCOs.
- Mrs Tuson will be undertaking the NPQ for SENCOs this year. She also has release time to carry out SEND duties. Miss McDonagh will be completing the NPQ for SENCOs in the next academic year and also has release time to carry out SEND duties.
- Staff have been trained throughout the year- eg ELKLAN, Dysphagia, Downs Syndrome and signing for children with Down's Syndrome, manual handling training, Team Teach, ASD, Dyslexia and more.
- There are 5 HLTAs.
- We have some level 3 TAs.
- TAs are trained to deliver a number of intervention programmes eg Letters and Sounds, Reading Recovery, Talking Partners, Better Reading Partnerships, SALT, First Class @ Number, Early Literacy Support, Socially Speaking, Time to Talk, WELLCOMM □ Some staff are trained First Aiders who have recently re-qualified. Some are Paediatric First Aiders □ All staff have received in house ASD training.
- 1 TA is specialising in SALT.

- Teaching staff have attended SMART IEP training.
- There is regular training regarding the current medical needs of children eg Epipen, Asthma, Epilepsy.
- The school receives LA support from trained VI, HI, LSS and Physiotherapy personnel and Occupational Therapy personnel.
- Staff receive support and advice from SENCO eg writing IEPs, monitoring IEPs, tracking progress of SEND children.
- At the end of the school year, teachers meet with the next class teacher to handover SEND information and to write IEPs together ready for the new school year.
- Standards meetings take place twice a year with the Head teacher. These may also lead to consultation meetings with SENCO regarding the progress of SEND children.
- SENCOs will organise training on a needs basis eg epipen , epilepsy training ASD training for our ASD lead teacher.
- There are resources in school to support the needs of our SEND children. Resources include individual iPads, weighted cushions, ear defenders, timers, coloured overlays, sensory toys, individual work stations

**6. Our arrangements regarding SEND related complaints from parents are as follows:**

In the event of a complaint, please speak to the class teacher in the first instance. You should do so, whilst your child is registered with us. This includes complaints that the school has not provided support required by your child's Education, Health and Care Plan.

Should the matter not be resolved, please refer the matter to the SENCOs (Jade Tuson/Leigh McDonagh).

In the unlikely event that the matter is not resolved, you should speak with the Head teacher, after which time, if there is no resolution, you should put your concern in writing to the Chair of Governors.

If you do not feel your complaint has been resolved, please refer to the Schools Complaints Policy for further information. This can be found on the school's website and is also available upon request from school.

**7. The arrangements for consulting parents of children with SEND, and involving such parents in the education of their child**

- At the start of school year, there is a general class meeting with all parents.
- Throughout the year, there are 2 Parents' Evenings, and there is an end of year annual report to parents.
- IEP review meetings are in line with the school's assessment schedule and take place 3 x year. During these meetings, IEPs are evaluated with parents and pupils, and recommendations for new targets are discussed. Resource packs are set up by individual teachers and sent home. Parents are encouraged to ask for more when these are completed.

- Progress and outcomes are also discussed during consultation meetings with the school's EP or any other outside agencies. Parents attend these meetings. Reports are shared and discussed with parents.
- The progress of children with an EHCP is discussed at their annual review. At their Year 5 annual review, transition to high school is discussed with parents and the LA. Additional interim meetings may also take place.
- Parents are invited to observe and take part in sessions eg SALT, EYFS so that they can further support their children at home.
- Parents may be invited into school to discuss their child's progress at any time.
- Parents may make an appointment to discuss their child's progress at a convenient time.

**8. The arrangements for consulting young people with SEND about, and involving them in, their education**

- IEP targets are reviewed with the children. Self-evaluation is actively encouraged. Children are supported where necessary to think of areas for development and how to develop in these areas in school and at home. Children are encouraged to create their own target prompt cards depending upon their age and SEND.
- Children know what they need to do to improve their work (AFL).
- We use TAs, pupil voice activities and parents to capture pupils' views and feelings.
- We carry out pupil interviews as part of our monitoring schedule.
- Children are invited to their Annual Reviews of EHCPs, from Y3 onwards. Pupil voice questionnaires are completed at each annual review.

**9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school**

- In the event of a complaint, please speak to the class teacher in the first instance. You should do so whilst your child is registered with us. This includes complaints that the school has not provided support required by your child's Education, Health and Care Plan.
- Should the matter not be resolved, please refer the matter to the SENCO (Jade Tuson/Leigh McDonagh).
- In the unlikely event that the matter is not resolved, you should speak with the Head teacher, after which time, if there is no resolution, you should put your concern in writing to the Chair of Governors.
- If you do not feel your complaint has been resolved, please refer to the Schools Complaints Policy for further information. This can be found on the school's website and is also available upon request from school.

**10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEND and in supporting the families of such children** □ School buys in an extra Speech and Language Therapist.

- School buys back extra EP hours.
- School has an Attendance and Support Officer.
- School employs a TA to deliver Speech and Language programmes to individual children.
- We liaise closely with eg the school EP, the LA Learning Support Service and other relevant health and social care professionals such as HI, OT, SALT, Paediatricians, ASD team., Dyslexia team, Early Help Team, CAMHS, Bridge, School Nurse □ Governors are briefed.
- SEND Governor is Angela Kakanskas.

**11. The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with clause 32**

- Information, Advice and Support Manchester (IAS) 0161 209 8356 10am -3pm [parents@manchester.gov.uk](mailto:parents@manchester.gov.uk)
- Salford Information Support and Advice Service (SIASS) 0161 7780343/0349/0335 [siass@salford.gov.uk](mailto:siass@salford.gov.uk)
- Bury Special Educational Needs and Disability Information, Advice and Support (IAS) 01706769634 9am to 5pm
- Salford Action for Autism (SAFA) contact SAFA Coffee morning – 07716868514 or Polkadots for stay and play session 0-10 years of age [polkadots\\_cwd@hotmail.com](mailto:polkadots_cwd@hotmail.com)
- Parents are supported through the LA Local Offer, of which the school is part. The LA's Local Offer signposts the relevant services for parents and we work closely with parents in school to help them find the relevant help and support for them. <https://www.salford.gov.uk/.../local-offer-forchildren-and-young-people-with-sen-or-disabilities/>

**12. The contact details of support services for supporting pupils with SEND in transferring between phases of education or in preparing for adulthood and independent living**

- The LA's Local Offer signposts the relevant services for parents and we work closely with parents in school to help them find the relevant help and support for them <https://www.salford.gov.uk/.../local-offer-for-children-and-young-people-with-sen-or-disabilities/>

**13. Information on where the local authority's local offer is published** □

- Salford's LA's Local Offer can be found on [Salford City Council](#) website
- St. Thomas of Canterbury RC Primary School's Local Offer forms part of the LA's Local Offer. Our Local Offer is available on the school's website [Home | St Thomas of Canterbury RC Primary School](#)

For more information regarding the St Thomas of Canterbury's SEND provision, please contact

Jade Tuson 0161 921 2060 [jade.tuson@salford.gov.uk](mailto:jade.tuson@salford.gov.uk) Leigh McDonagh [leigh.mcdonagh@salford.gov.uk](mailto:leigh.mcdonagh@salford.gov.uk)

Next Review date- October 2025 **Abbreviations:**

<b>ACE</b>	Autism and Social Communication Team
<b>ADD</b>	Attention Deficit Disorder
<b>ADHD</b>	Attention Deficit Hyperactivity Disorder
<b>COP</b>	Code of Practice

<b>EAL</b>	English as a second or foreign Language
<b>EHCP</b>	Education, Health and Care plan
<b>ELKLAN</b>	Speech and language training program
<b>EMTAS</b>	Ethnic Minority and Traveller Achievement Service
<b>EP</b>	Educational Psychologist
<b>EYFS</b>	Early Years Foundation Stage
<b>HI</b>	Hearing Impairment
<b>HLTA</b>	Higher Level Teaching Assistant
<b>IEP</b>	Individual Education Plan
<b>KS1</b>	Key Stage 1
<b>KS2</b>	Key Stage 2
<b>LA</b>	Local Authority
<b>LSS</b>	Learning Support Service
<b>OT</b>	Occupational Therapist
<b>PIT</b>	Primary Inclusion Team (SEMH social, emotional and mental health)
<b>RIAT</b>	Child protection

<b>SALT</b>	Speech and Language Therapy
<b>SEND</b>	Special Educational Needs and Disabilities
<b>SENCO</b>	Special Educational Needs Co-ordinator
<b>SMART</b>	Specific, Measurable, Attainable, Relevant and Timely.
<b>SOLAR</b>	Online assessment tool
<b>SpLD</b>	Specific Learning Difficulty
<b>STAT</b>	School Tracking and Assessment Tool
<b>STOC</b>	St. Thomas of Canterbury
<b>TA</b>	Teaching Assistant
<b>VI</b>	Visually Impaired
<b>WELLCOMM</b>	Speech and language toolkit