

St Thomas of Canterbury Church of England Junior School



SEND information report (School Offer)

School Ethos for SEND

We create a happy, caring Christian community where all feel valued and secure. We value the contributions made by all children, professionals and parents to help enhance and maintain our inclusive school community. We appreciate and value the best efforts of every child in all aspects of school life, ensuring they realise their maximum potential, as is clearly communicated through the school mission statement:

“Realising the potential of every child within a caring, Christian community”

We provide a broad, balanced and stimulating curriculum for every child regardless of race, gender or ability.

At St Thomas of Canterbury Church of England Junior School we aim to promote positive learning for our children with SEND through:

- Ensuring they feel a valued part of the school and wider community
- Providing a safe and supportive environment
- Having access to a range of teaching and learning strategies to provide personalised learning
- Promoting independence and resilience as a learner, without over-reliance on adult support
- Identifying and addressing needs as quickly as possible and responding accordingly through effective intervention
- Communicating their needs appropriately throughout the school and especially during periods of transition
- Encouraging parents/carers to maintain close links with the school to help support their child throughout their learning and development – for example, through attending meetings, communication through homework diaries, Parent-Teacher Consultation, by appointment, and following up on recommendations made with input at home.
- Making effective use of all support services available to us wherever possible.

Admissions Policy:

All school admissions are dealt with by Essex County Council rather than the school; however parents must complete a supplementary information form (SIF) and return this to the school. Parents will also need to complete a ‘Common Application Form’ which must be returned to Essex County Council by the closing date. Alternatively you can apply online at www.essex.gov.uk/admissions - this is the preferred option.

For any further information you may call Essex County Council School Admissions on 0345 603 2200 or email admissions@essex.gov.uk.

Or visit the school admissions statement at www.stthomasjnr.org

Parents with children who are moving into the area and are interested in transferring to St Thomas of Canterbury Church of England Junior School from another primary school are also most welcome to come along and tour the school. Appointments can be arranged through the school office.

We continue to find ourselves operating under the necessary restrictions and guidelines relating to COVID-19 although school is now open to all children and we are able to operate a relatively normal timetable with some limited access to the wider spaces of school. In line with our COVID-19 Secure Risk Assessment, we are maximising the use of virtual platforms and arrangements are being amended to keep staff, parents and pupils safe and well at this time.

Partnership Ethos with the School

We appreciate and encourage support from parents/carers in their child's education and firmly believe that home and school should work in collaboration and partnership. We have an 'open door' approach where parents are encouraged to maintain close communication links with the class teacher and SENCo, TA's and Headteacher. We welcome the involvement of parents supporting at home, in class and with specific events or educational trips.

For SEND pupils, discussion about pupil progress will take place via Parent/Teacher consultations which take place in the Autumn and Spring terms, with a written school report in the summer. Assessment data on pupil progress is shared at these parent meetings. Where specific targets are set for a pupil, progress to date is shared and new targets may be set for the pupil. Additional meetings with classteachers may also be arranged. The SENCo also facilitates termly one planning meetings. Relevant policies are available from the school website www.stthomasjnr.org – paper copies can be made available by enquiring at the school office.

Parents may have the opportunity to meet face to face in school with the SENCo, a variety of professionals such as Specialist Teachers, Educational Psychologists and Speech and Language Therapists, who may also be involved in their child's education. The school works closely with Health Services and is in contact with the School Nurse, Paediatricians, Occupational Therapists, Physiotherapists, etc. Social Care input is also available where needed.

The school accessibility plan and budget are reviewed regularly to ensure that the school building is fully accessible and well maintained. The school will make reasonable adjustments where necessary.

The Headteacher/SENCo are able to signpost parents to various support services such as Optometrists, SNAP etc. should they require this.

The Governing Body has a contingent of Parent Governors – the Governing Body as a whole regularly communicates with, and seeks views of parents and pupils. The SENCo reports to the Governing Body annually.

There is a specific SEND Governor whose role is to regularly support, monitor and challenge the SENCo about the provision for SEND pupils.

Parental views are sought via questionnaires (ParentView/school surveys) and face-to-face at review/one planning meetings.

The SEND Policy is available on the school website – www.stthomasjnr.org

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Pupils are involved in their education plan and are encouraged to contribute their views. Where possible and appropriate they are invited to review/one planning meetings.

Pupils are aware of their individual targets and have ownership of them.

Depending on individual needs, targets may be set and celebrated in different ways, for example, reward charts, class points and the celebration of progress and achievement through a system of house points and Headteacher awards.

We aim to provide pupils with a curriculum suited to their educational needs, which is rich, varied and enjoyable using themes to promote a context for learning.

Pupils can pass on views about the school via their Children Able to Speak (CATS) reps who raise them at regular meetings with senior members of staff. We also use regular pupil perception surveys and a child friendly NFER survey.

Children are encouraged to talk about their views and needs with the staff.

Contact details of the Special Educational Needs Co-ordinator (SENCo):

SENCo – **Mrs Chloe Moran**

Works 2 days per week – Wednesday and Friday

She is contactable in person by telephone or email

01277 223651 (Option 2)

senco@stthomasjnr.essex.sch.uk

The school has an 'open door' policy. We aim to resolve any issues swiftly and in person, often coming to mutual agreement and understanding.

A parent's first port of call is to arrange for a meeting with the classteacher.

If necessary, they would then go to the SENCo, after which, the matter progresses to the Headteacher.

In the unlikely event that the matter is not concluded, the Complaints Procedure can be read on the school website, or a copy is available in the school office on request.

The LA's local offer can be found on the website www.essexlocaloffer.org.uk

Further information can also be requested by email or telephone: contact@essex.gov.uk or 0345 743 0430 (8:30a.m. – 5:00p.m. Mon – Fri)

Identification and early intervention

We assess learners continuously in order to track progress and identify specific needs. We aim to address these through adjustment of 'quality first teaching', teaching methods (including learning styles and multi-sensory approaches), work differentiation, intervention strategies, and individual and group support.

The classteacher is usually the first person to identify a learning issue. Sometimes a parent may pass on a concern which leads to further investigation. Our school has a 3 step referral process which outlines the process for identification of SEN and is set out in our SEND policy document.

It is not the school's role or practice to diagnose specific conditions but we may be able to assist with further support and signposting.

Special Needs pupils who are entitled to the Pupil Premium Grant will receive interventions that meet their needs, in line with the PPG strategy statement.

The SEN budget is used to partly fund the deployment of TAs, equipment and resources, and training and CPD of staff.

Here at St Thomas of Canterbury Church of England Junior School, we have a committed staff base, selected for experience, knowledge and aptitude for working with pupils with SEND and dedicated to the wellbeing of each individual. Small classes and high staff ratio ensure staff know learners exceptionally well. We put in plans to meet learners' holistic needs including: strong close working relationships with outside agencies and professionals; individual learning programmes; Care Plans; Individual Provision Plans (IPPs) and One Plans where children's views are recorded and we outline how we can best support them in school.

We are members of the Brentwood Collaborative Partnership (BCP) school led improvement system. This gives us access to Speech and Language support, counselling, and a variety of other services which can be tapped into according to need.

We have the support of local authority specialist teachers who have a wealth of experience in areas such as: Autistic Spectrum Conditions, learning and communication difficulties, physiological and neurological impairments and visual impairment. We currently have access to an Educational Psychologist who may make observations and meet with parents.

All our staff are up skilled and receive training through our pupil led CPD programme based on the current needs of our children.

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Quality First Teaching and Personalisation

All staff are informed of the principles of quality first teaching and their responsibility for teaching all pupils in their class. We differentiate learning in lessons. We believe in trying to meet pupils' needs through this approach. However, where the child's needs are 'different from and additional to their peers' and 'they have a significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools', a variety of strategies or interventions may be deployed or the school may engage external professionals or outside agencies. Parents will be consulted before this happens.

If we feel that children need further support in school to make progress, we will discuss with all parties involved in making a request for an Education, Health and Care Plan (EHCP) assessment. If this is not the case, the outside agencies will ask the school to continue with the support at 'SEN Support' and also set up a meeting in school to ensure a plan is in place to ensure the child makes as much progress as possible.

Wider support may be required for emotional needs. At this point we would consult with parents first before referring to extended services.

Target Tracker data is analysed to inform the SENCo and parents about pupil progress. This information is currently included on Individual Provision Plans and Annual Reports. The data is also used to inform staff about the effectiveness of interventions, next step targets and also influences systems for personalised learning.

The SENCo and Headteacher will meet with parents to discuss particular needs and requirements for individual pupils. Specialist equipment can be provided to ensure that all our pupils are given the opportunity to fully access all aspects of learning. The school work closely with other professional partners including the school nurse, speech and language therapists, physiotherapists and occupational therapists all of whom contribute towards the overall plan for some of our children.

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Our Governing Body plays an active role in strategic planning and has responsibility for overseeing the practice in the school and ensuring it meets the needs of learners and families.

SNAP – www.snapcharity.org – **01277 211300**

Local Library – **0345 603 7628**

Children’s Centre – Larchwood Gardens Family Hub (Larchwood Primary School) – **0300 247 0013**

School Nurse (Virgin Care) – **0300 247 0013** www.virgincare.co.uk

Families In Focus (Essex) – **01245 353575** www.familiesinfocusessex.org.uk

Parent Partnership – **01245 436036** www.essex.gov.uk/special-educational-needs-and-disabilities

Through our inclusive approach the school seeks to support pupils at all stages of transition. Close liaison with feeder schools and Key Stage 1, 2 & 3 staff secures a smooth transition process for all our pupils. Should the need arise; additional transition visits to secondary schools can be organised.

Copies of essential paperwork are transferred to the secondary school in the summer term prior to the child leaving.

Information regarding the special educational needs of looked after children are reported to the placing local authority termly.