

Our Local Offer for Special Educational Needs and/or Disability



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St Thomas More Primary School

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Our Local Offer for Special Educational Needs and/or Disability

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How we identify and assess needs

How will you know if my child or young person needs extra help?

All children at St Thomas More school are treated equally. We strive to ensure that all children have the opportunities to achieve their fullest potential. We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We understand that many pupils, at some time in their school life, may experience difficulties affecting their learning, and we recognise that these may be long or short term. We aim to identify problems as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential. The earlier action is taken, the more responsive the child is likely to be.

Some of the ways we know when pupils need help are if:

- Concerns are raised by parents/carers, teachers or the child
- Limited progress is being made. Tracking information – is the child performing below age expected steps?
- Where issues such as behaviour or confidence are impacting on progress and attainment
- Liaison with previous school/nursery settings and external agencies
- They are increasingly reliant on significant adult support to complete independent tasks

If concerns are raised in school, the class teacher will discuss areas of concern with the SENDCO (Mr Postles) and will make careful assessment of the child's needs through observations, talking to the pupil, books and planning monitoring, and feeding back timely actions

After the needs have been identified

Once this concern has been raised, the following steps and provision are taken:

Start the graduated response process

- SEND cause for concern sheet is filled in and passed onto the SENDCO or completed with the SENDCO.
- Interventions /adjustments are put in place. This is discussed with parents explaining why this level of support/ adjustment is being used and to gather their observations, thoughts or opinions.
- Analysis of assessment data following the interventions. When progress has been made, the interventions are amended to meet the needs of the child and continued. Where progress is not evident, children move onto a classroom support plan.
- Classroom support plan is completed with the teacher and SENDCO and shared with parents and children, which details further interventions that are required. This is again shared with children and parents.
- Children who are still not progressing will be placed on SEND support, where personalised support will be delivered and an IEP will be written and reviewed termly with pupils and parents/carers. The targets set on the IEP/APDR cycle will be agreed with the child and parents/carers and considerations will be made as to how these targets can be supported at home.

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How we identify and assess needs

- If a child requires specific assessments or support we will request advice from more specialised services such as Educational Psychology, Speech Therapy, and Occupational Therapy. If a child does not progress over three terms on an IEP an Educational Psychologist may be contacted to conduct initial assessments, which may then lead to the child being awarded an EHC Plan. There may also be the need to refer to other outside agencies if we feel there may be other barriers to learning.

What should I do if I think my child or young person needs extra help?

We are a child and family centred school and believe that pupils and parents should be at the heart of all decision making about the child. We have an open-door policy which means that staff can be contacted to address concerns and celebrate successes daily. Appointments can be booked with teachers or the SENDCO when a more in-depth discussion is required. Children who join in nursery are welcomed into our school community with a personal home visit by Early Years staff. A series of parent and child taster sessions follows in preparation for their start. Transition into Reception and then into successive year groups are supported by meetings, meet the teacher time and taster sessions in the new class. They will tell you about learning within that year group, but is it also an opportunity to share and discuss any concerns you have. Parent's evenings are held each term to discuss pupil needs and progress. This is also another opportunity to raise any concerns. Following annual reports, time is provided to talk to the class teacher about any concerns that they have and the support that is required in the next year group.

Where can I find the setting/school's SEND policy and other related documents?

Where can I find the policy

The school's SEND policy (and other related documents for example accessibility policy) can be found on our school website. Paper copies can be gained from the school office when requested.

[St Thomas More Catholic Primary School - Home](#)

Our SENDCO can also sign post parents to a wide range of support groups as appropriate to the specific needs of your child. Parents can contact the SENDCO to discuss their child's needs.

For more information on Staffordshire's local offer please follow this link:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

Teaching, Learning and Support

How will you teach and support my child or young person with SEND?

Quality First Teaching is the first step in responding to children who have SEN. All staff are teachers of SEND. The quality first teaching is regularly reviewed by senior leaders. Teachers plan using evidence of pupil's achievement, differentiating work to better match ability to work provided for all pupils in the classroom. When a pupil has been identified with special needs, they will be provided with additional support to remove barriers to learning and enable them to access the curriculum more easily. This may include specialised equipment or resources, individualised learning opportunities planned specifically for the pupil or additional adult help. For example, a Teaching Assistant may be allocated to work with the pupil one to one or in a small target group to focus on more specific needs, such as phonics focused lessons in Literacy. There may be times when a pupil will be finding accessing the planned curriculum very challenging, despite it being differentiated and additional support in place. At this time, and with the support of our school SENDCO, Mr Postles, a more individual and personalised curriculum will be planned by the Class Teacher to meet the needs of the pupil and develop basic learning skills where necessary. Setting ambitious targets for pupils so they are inclusive but able to achieve, with EHC- Specific targets given by the Authority. Our children with SEND are given the same opportunities as their peers, with differentiation where required. We have after school clubs which cover a range of interests which include; sports and creative activities. All children are included in all outside visits, and encouraged to participate in enrichment activities. We will provide the necessary support to ensure that this is successful. Risk assessments are carried out prior to any off site activities to ensure everyone's health and safety. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided. Additional adults are taken on school visits when needed.

How will the curriculum and learning environment be matched to my child or young person's needs?

Our team of Teachers and Teaching Assistants are able to effectively support individuals or groups of children in the classroom and undertake small group or one-to-one support as appropriate to meet the needs of pupils with special educational needs or disabilities. This provision across school is planned for by our class teachers as part of our quality first teaching.

We have a specialist Speech and Language therapists who work closely with the school, working with the children and providing strategies for staff.

Our English and Maths leaders along with the SLT (Senior leadership team) analyse pupil performance data regularly to ensure that each individual child is making the best possible progress and look at steps to support the child.

Staff makes individual resources for pupils with special educational needs that support their specific learning targets and needs, and reflects the learning undertaken by their peers.

We have a range of technology to support different learning styles and help motivate and access learning. These include iPads, computers and microphones.

We use intervention rooms, pictures, objects, symbol timetables and equipment such as countdown timers for pupils who need it.

Teaching, Learning and Support

We seek advice from external agencies as and when the need arises.

We have changing facilities or those children who require it.

We recognise that for some pupils, the classroom environment may be overwhelming so considerations are made regarding seating in classrooms and individual adaptations that need to be made. We also have sensory room for children to access.

Key vocabulary is displayed around the classroom so children can refer to this along, with working walls so children are able to refer back to the key learning reducing cognitive load.

We are a dyslexia friendly school and additional dyslexia resources are included in class dyslexia tool boxes.

We use class and personal visual timelines to help children to understand what activity is coming next.

How resources are allocated to meet children or young people's needs?

The school recognises that children have different degrees of difficulty, so that the additional support they receive will depend upon how great their difficulty is. Children with greater need receive more support. This is called continuum of need and matches to a continuum of support. As a school we strive to ensure that resources are carefully selected and allocated according to the current needs of our children. The school works closely with outside agencies, when required, to obtain specialist advice and provision. The school budget for SEND provides increased adult support for 1:1 activities and small group interventions. We also have fully trained members of staff who lead our Rainbows (Nurture group) for the children identified as benefitting from SEMH intervention. If pupils require further support, evidence will be collated and an EHCP assessment will be requested. We continue to develop all pupils from Nursery to Year 6 with communication skills through British Sign Language (funded 1 day per week throughout the year.)

The school's practice is to regularly and carefully monitor and evaluate the quality of provision we offer all pupils. We do this by regular monitoring, sampling of parent views, pupils views and staff views. The evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

How is the decision made about what type and how much support my child or young person will receive?

Based on our professional assessment of the level of the difficulty the pupil is experiencing in relation to other children the same age

- Compared with those of similar schools to ensure that we are not out of line
- Moderated through advice, help and support from the central SEN support services in Staffordshire who routinely work across a number of schools
- We work closely with teachers, children and other agencies to decide on what type of support the child will receive and how this will be implemented in school.
- The support given will be continually evaluated and reviewed, to consider the progress the child has made in a specific area of learning.

Teaching, Learning and Support

- Classroom support plans or IEPs/ APDR cycles will be shared and reviewed termly with parents, and new targets will be sent using the review information.
- Throughout the entire process the child and parents/ carers will be fully involved and their opinions and views will be greatly valued and used to inform current practice.

How will equipment and facilities to support children and young people with SEND be secured?

The school receives funding to respond to the needs of pupils with SEND from a number of sources. A portion of the funds allocated per pupil to the school to provide for their education; The National SEN budget: The Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In- class support from teaching assistants.
- Small group support from teaching assistants e.g. literacy, numeracy support.
- Specialist support from teachers.
- Bought in support from external agencies e.g. access arrangement assessment, speech and language support.
- Provision of specialist resources/ equipment
- CPD relating to SEND for staff.

A range of resources to aid interventions are accessible within school, such as coloured paper, overlays and writing equipment

We have a sensory room and quiet spaces throughout school where children can access for small group or 1:1 focused learning or self-regulation.

A nurture room is also available for children who require small group nurture activities or 1:1 SEMH Support

Teaching, Learning and Support

How will you and I know how my child or young person is doing?

Class teachers continually assess children daily throughout lessons, and plan for future lessons to meet their needs. Formal assessments are carried out each term and with standardised scores, alongside teacher assessment forming termly tracking. In conjunction with this the school operates a termly cycle for assessing, planning, delivering, reviewing and recording provision for pupil with SEN. This is mainly achieved through APDR/EHC plan. This identifies the pupil's individual needs, how to remove key barriers and clear outcomes to be achieved within an agreed timeframe. The class teacher takes responsibility for these plans and ensures they are maintained and updated. The teacher holds a responsibility for evidencing progress according to the outcomes described in the plan. The SENDCO ensures these plans are up to date and reviewed termly. If the school identifies it is unable to fully meet the needs of a pupil through its own provision arrangements then support is sought through the work of other outside specialist agencies. If school identifies that additional funding and support are needed from the Local Authority then support is sought.

Throughout the process parents will be kept up to date with pupil progress. Any additional assessments completed by outside agencies will be shared with parents by either the assessor or SENDCO.

How will you help me to support their learning?

We are a child and family centred school and believe that pupils and parents should be at the heart of all decision making about the child. The school actively encourages and recognises the rights of parents/carers in terms of their involvement in the provisions for their child's special educational needs and will:

- Involve the parents/carer in decision making regarding the methods by which their child's individual needs will be met
- Invite the parent/carer to attend all review meetings
- Discuss the purpose of assessment arrangements and the implication of the Assess Plan Do Review cycle (APDR) with the parent/carer providing them with a copy of the APDR
- Encourage the parent/carer to be actively involved in working with their child to achieve the targets set in their APDR
- Aim to further develop the parent/carers' confidence in the provision made for their child's special education needs
 - Sign post parents to support groups and activities that SEND children can access
 - Parents workshops
 - We have an open-door policy which means that staff can be contacted to address concerns and celebrate successes daily. Appointments can be booked with teachers or the SENDCO when a more in-depth discussion is required.

Teaching, Learning and Support

How do we consult with and involve children and young people with SEND in planning and reviewing their education?

The school actively encourages the involvement of children in their education and will

- Involve the pupil in decision making regarding the methods by which their individual needs will be met
- Invite the pupil to attend all or part of review meetings
- Encourage the pupil in the implementation of the APDR
- Involve the pupil in the implementation of the APDR
- Aim to further develop the pupil's self-confidence and self-esteem
- Pupil voice meetings are held to gain the views of children who receive SEND support which inform the Subject Development Plan for SEN and are feedback to all staff members
- Pupil Parliament is fully inclusive and allows all children the opportunity review and plan their education
- We have a friendship stops in the playground and children can approach any adult if they have any concerns. School welcomes parents to share any concerns that they may have, however big or small

How do you assess and evaluate the effectiveness of provision for children and young people with SEND?

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term through formative assessment alongside summative assessments.
- Reviewing the impact of interventions and termly tracking.
- Using pupil voice and annual parent questionnaires
- Monitoring by the SENDCO of lesson observations, pupils' books and interventions alongside learning walks. Feedback to be shared with all staff involved.
- Using a whole school provision maps to measure progress and track interventions used.
- Holding annual reviews for pupils with EHC plans which involve parents, practitioners and, where possible, a member of the SEND team from the local authority.

Safety and wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

Our school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. All staff recognises the importance of safeguarding and has all received at least Level 1 safeguarding training and has read Keeping Children Safe in Education Part 1. All staff are confident in recording any concerns or disclosures that they may be involved with. Within each classroom, there is a teacher and a teaching assistant who, if required will assist a child in walking to and from the classroom for break, lunch and PE activities. If required, a care plan can be put in place identifying any risks that a child may face when outside of the classroom and strategies implemented to reduce these risks.

The arrangements are in place in school to support pupils at school with medical conditions. These are contained in our school policy for supporting children with medical conditions.

Lunch times are staggered between KS1 and KS2. During lunchtimes, children in each class are allocated a lunchtime supervisor leading each session and monitoring children's movement from each of the activities. During break times, a member of staff will be on duty with the other member available within the school building. Risk assessments are carried out on play equipment and play areas.

Additional dinner staff/TA are provided to support children with additional needs during lunchtimes.

What pastoral support is available to support my child or young person's overall social and emotional development and well-being?

The school fosters a partnership between parents, parish and the community which provides a stable, supportive and loving environment in which our children can develop as respected members of the community. We encourage our children to enjoy finding their own strengths and to develop and celebrate their unique gifts and talents.

All of our Staff have a genuine concern for your children whilst in our care and every attention is paid to the children's safety and wellbeing. To this end the Headteacher and Class Teachers are available to discuss any concerns you may have. No problem is so small that it should not be solved. A matter which may seem insignificant to an adult may well be of great importance to a child. The Headteacher welcomes parents coming in to discuss their concerns. Likewise, the Headteacher or Class Teachers will contact you if there are any points causing concern. We follow an evaluated Personal, Social, Health and Economic (PSHE) curriculum and Relationship, Sex and Health education (RSHE) that aims to enable our pupils to understand their emotions and reactions, to enable them to develop a positive self-image and to be resilient, independent learners. All staff promotes self-esteem and self-worth by showing mutual respect for others and

Safety and wellbeing

developing an understanding of self in an atmosphere of trust. We create self-discipline through an awareness of the consequences of our actions, so as to nurture positive behaviour, secure in the knowledge of forgiveness

We have trained member of staff who delivers nurture groups (Rainbows) weekly. This is accessible to all.

We also have trained councillor who works in school to support children and families.

All children take part in collective worship weekly, which allows children to share their feelings and consider others feelings.

How will you manage my child or young person's medicine or personal care needs?

Pupils with medical needs will be provided with a detailed Health Care Plan. Staff who administer medicine complete training. All medicine administration procedures adhere to LA policy.

The school has an 'Administering Medicine' Policy.

All staff is aware of children who have medical conditions or allergies.

Individual healthcare plans help to ensure that school effectively support pupils with medical conditions. Where required, health care plans are created with discussion between the school, health professionals, parents and children and additional adult support is provided if required. These plans are reviewed to ensure all needs of the child are being met. These are shared with all staff and copies are kept within the class. Additional copies are kept with the school office. A high proportion of staff are trained in basic first aid trained and all staff working in EYFS are trained in paediatric first aid. All members of staff receive Epi Pen training annually. Staff in school are experienced with assisting children to become independent in their toileting and would ensure that children's privacy and dignity remain paramount at all times. The school works alongside parents in the support of medical appointments and provide out of school learning if required.

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Safety and wellbeing

What support is there for behaviour, avoiding exclusions and increasing attendance?

As a caring community, we aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes. We all have the right to be treated well and fairly. The school behaviour policy is therefore designed to encourage the way in which all members –pupils, staff, parents and governors, can work together in a mutually supportive way. It aims to promote an environment where everyone feels safe and secure and where the health and well-being of individuals is paramount. Relationships should be based on fairness, honesty, courtesy and consideration.

We recognise that for a small number of children, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may have an individual behaviour plan agreed between the pupil, staff and parents. The support of outside agencies will also be sought where appropriate, in particular the Behaviour Support Service or Educational Psychologist.

How do you support children who are looked after by the local authority and have SEND?

The Headteacher is the nominated link between LAC and the Local authority. LAC will be supported through a PEP (Personal Education Plan) and depending on the degree of need, relevant support will be provided by school.

Working Together

Who is involved in my child's education?

St. Thomas More Catholic Primary School acknowledge the view that children with learning difficulties learn and make progress most effectively by being taught and supported in a familiar environment by their teachers and teaching assistants through good 'quality first teaching'

Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff.

- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have SEN.
- Additional intervention and support cannot compensate for a lack of good quality teaching.
- The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement.
- The SENDCO in St. Thomas More Catholic Primary School is part of a team responsible for monitoring the progress of our pupil's with additional needs and ensuring appropriate provision is in place where pupils are falling behind in their learning. Liaising with school staff, parents and pupils and coordinating provision is an important component of our SENDCO's role.
- For any additional staff working closely with your child, training is provided to ensure that they are best placed to support the learning needs.
- Parents will be informed of which staff will be working with their child.

How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

- During transition, information is shared with new teacher, support staff and any additional staff (Dinner supervisor) if needed training will be delivered in order to ensure continuity of care.
- Staff are updated regularly on any changes.
- All subject leads consider how children with SEN are supported within their subjects to ensure that all children are provided with a broad and balanced curriculum.
- Termly meetings and subsequent Governor report on SEND is compiled by SENDCO and shared with the Head teacher and SEND governor. This is then shared at full governors meeting. This outline and provides an overview of SEND across the school, number of children on the SEND & monitoring register, the areas of needs which are more significant across the school and how we are working to support these children within all curriculum areas.
- The SENDCO works with staff to write APDR targets to ensure that these are challenging yet achievable and tailored to the child's needs.
- APDRs are continually referred to and information collated on SEND provision map to track the targets given to individual children whilst on the SEND register.

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Working Together

What expertise do you have in relation to SEND?

All staff have a comprehensive understanding and awareness of SEND through CDP sessions delivered by the school SENDCO and/or outside agencies. The school SENDCO has completed the Post Graduate National Special Educational Needs Co-ordinator Award Birmingham University and uses this teaching to inform practice. Other members of the senior leadership team and teaching staff which includes Teaching assistants have attended SEN development training. The school has specific experience with educating and supporting children with Speech and Language difficulties, Autism and other specific learning difficulties.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?

The SENDCO attends termly SEND updates and disseminates information to staff through CPD sessions. As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Behaviour Intervention; CAMHs, Behaviour support, Midland Psychology, Stay Well, Autism Outreach; SENSS; Health including – GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; social services including – parent support, social workers and Educational Psychologists. A group of teachers and teaching assistants are trained in delivering 'Rainbows'; a structured weekly session which supports children who are facing loss or bereavement.

The SENDCO and Headteacher attend termly meetings delivered by South Staffs SEND hub and are able to refer children to the hub.

Who would be my first point of contact if I want to discuss something?

We have an 'open door' policy with parents being able to speak with the class teacher at the end of the day. Parents, in the first instance, are encouraged to make an appointment through the school office (email or telephone) with the class teacher to discuss any concerns. The SENDCO and Head teacher may be required to attend the meeting.

Who is the SEND Coordinator and how can I contact them?

SENDCO – Mr Postles

Contact can be made via the school office or via email.

Email: g.postles@st-thomasmore.staffs.sch.uk

Tel: 01922666335

What roles do your governors have? And what does the SEN governor do?

Our SEND Governor makes sure that the necessary support is made for any child who attends the school who has SEND. Challenging the schools SEND department to ensure ALL children are reaching their full potential. Our school SEND Governor attends regular governor meetings to discuss the provision across school and curriculum for children with SEND support. She attends termly link governor meetings with SENDCO which outline the percentage of children currently receiving SEND support, CPD carried out and actions for further developments. Any other new or updated documentation is also shared with the SEND Governor to ensure that she is happy with the type of provision being delivered. She feeds back to full governors.

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Working Together

How will my child or young person be supported to have a voice in the setting, school or college?

We recognise that all pupils have the right to be involved in making decisions and exercising choice in their education where that is possible. Students are encouraged to take part in Pupil Voice activities in school; to regularly evaluate their work and learning in lessons; attend review meetings and contribute to setting targets. Open dialogue between pupils and key adults, such as the class teacher, SENDCO and designated staff is encouraged. Pupil Voice is carried out for each subject and gives children a chance to have their opinions and voices heard.

All children are provided with the opportunity to be part of the Pupil Parliament, Mini Vinnies and Faith Council irrespective of any additional needs they may have.

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

We welcome parents to support us and parents are frequently asked to provide their views and feedback at Passport review meetings, annual review meetings and in parental surveys.

Parents are informed when there is a vacant position on the school governing body for a parent governor. Parents who are interested can collect a form from the school office.

We have a fund-raising group for all parents who want to join and support school in raising additional funds.

We welcome parent helpers in school.

What help and support is available for my family through the setting?

At St Thomas More, we pride ourselves in supporting all families in the best way possible. We have an open-door policy where all teaching staff are available to talk with parents at the end of the day or during scheduled meetings. The school email and telephone number are present on all parent letters and the school website.

Where necessary, meetings take place with families to offer support and signpost services. The SENDCO works with families of students with SEND and other families to provide support and guidance. Referrals are made to external services eg CAMHS, Early Help, SEND and Inclusion hub, Autism Outreach when required. Families can also request support through conversations with the Designated Safeguarding Lead, Mental Health and Wellbeing Lead, Head Teacher or Class Teacher.

The local offer also provides a wealth of resources and support which families can access. Families of children diagnosed with ASD can also access support from Autism Outreach.

For information on any of the above please go to: <https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips?

All activities are accessible to all children. The school's accessibility plan is shared annually with the school community and updated every three years. School undertake an assessment of the curriculum on a regular basis and use this information to better the curriculum to pupil requirements, modify tasks, provide resources and ensure support as appropriate.

All children are included in all outside visits and encouraged to participate in enrichment activities. We will provide the necessary support to ensure that this is successful. Risk assessments are carried out prior to any off-site activities to ensure everyone's health and safety. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided. Additional adults are taken on school visits when needed

Provide details of the physical accessibility of the setting IRR

Is the building wheelchair accessible?

Fully Accessible

Partially Accessible

Not Accessible

Details (if required)

Are disabled changing facilities available? Yes

No

Details (if required)

Inclusion & Accessibility

Are disabled toilet facilities available? Yes
No

Details (if required)

Do you have parking areas for pick-up and drop-offs? Yes
No

Details (if required)

Do you have disabled parking spaces for students (post-16 settings)? Yes
No

Details (if required)

How accessible is the setting's environment? IRR

The school is on one level with easy access and double doors where appropriate. There are identified disabled toilets.

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.

Audits are carried on existing facilities and identify possible improvements needed to make the school more accessible and where impairments can be best catered for in the school environment. Consideration is given to ways of providing suitable aids and resources to meet these needs and advice from the LA, outside agencies and other schools when needed is sought.

What forms of communication does the setting use to ensure inclusivity? IRR

We have weekly news letters that are sent electronically or paper copies can be sent if needed.

For EAL families this can be translated.

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Joining and moving on

Who should I contact about my child or young person joining your setting?

An email or telephone call can be made to the school office where the office staff or Headteacher will be able to explain admissions to our school depending on when this is during the academic year, information is also available on the school website.

Please find a link to St Thomas More Admissions Policy:

[St Thomas More Catholic Primary School - Policies](#)

How can parents arrange a visit to your setting, school or college? What is involved?

The school prospectus is available on our school website along with the school admissions policy.

Although regular open-days are arranged throughout the year, every day is an open-day at St Thomas More Primary School.

You can also call the school office and arrange a visit to school on: 01922 666335

Alternatively email at: office@st-thomasmore.staffs.sch.uk

Parents will be able to book an appointment with the Headteacher or a member of the SLT. They will have the opportunity to tour the school and discuss with the Headteacher/ SLT any concerns or additional information you might require.

How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)?

- Information relating to our admissions policy can be found on our school website at: www.st-thomasmoreprimarygreatwyrley.co.uk
- Parents can make appointments to visit the school and meet with the Head teacher via the school office. During transition periods, there are a number of opportunities for parents to visit the school. Nursery and Reception parents will be provided with the opportunity to take a tour of the school, attend induction meeting, attend a Stay & Play session and meet with the Head teacher to share any relevant information or discuss any concerns or worries. The school SENDCO will also collect information from all new parents and/or previous settings about their child's needs allowing staff to prepare for a smooth transition.
- Staff/SENDCO will also contact previous setting and where possible plan a visit to see the child before they start at St Thomas More. The transition in place for pupils in Year 6 provides a number of opportunities for parents and pupils to meet staff in their new school. These opportunities are further enhanced for pupils with SEN. On leaving St Thomas More transition meetings are organised with the SENDCO of the high school, or alternative provision to ensure all information is passed on. Records and files are also handed over. Within school, children on SEND support, will receive further support during transition time. This additional support may include supporting parents in preparing their children to travel to high school, sign posting parents to groups who offer support with this. Parents will be enabled to consider options for the next phase of education and may like to take advantage of support

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Joining and moving on

offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire Website at <http://www.staffordshire.gov.uk/education/Admissions-primary/Apply/Overview.aspx>
Accompanied visits to other providers may be arranged as appropriate.

During in school transition, transition times are planned for leading up to the end of the term where the new teacher will set and work with their new class on varied activities. All SEND information is shared during transition meetings and transition 'One Page Profiles/Passport' are completed by the current class teacher and shared with the subsequent staff detailing support and interventions used, the child's strengths and difficulties and what has worked well. This information remains part of each individual's SEND folder so that it can be referred to at any given time.

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Additional Information

What other support services are there who might help me and my family?

You may wish to contact the SENDCO or your child's class teacher if you feel that your child needs the support of a specialist service.

Some support services available to parents include:

- The SENDIASS Staffordshire Family Partnership is for parents and carers of children and young people (aged 0-25), with special educational needs and disabilities and children and young people (up to 25) with SEND can be contacted on www.staffs-iass.org. They offer information, advice and support about education, health and social care issues to support Staffordshire's SEND Local Offer.
- The Staffordshire Local Offer can be found: <https://www.staffordshire.gov.uk/Children-and-earlyyears/hildcare-providers-and-professionals/SEND-Local-Offer.aspx>
- Independent Parental Special Education Advice (IPSEA) <http://www.ipsea.org.uk/>
- British Dyslexia Association <http://www.bdadyslexia.org.uk>
- Child and Adolescent Mental Health Service (CAMHS) <https://combined.nhs.uk/>
- Staffordshire Autism Outreach Team <https://www.facebook.com/Staffordshire-Autism-Outreach-Team-112695317037942/>

Additional Information

When was the above information updated, and when will it be reviewed?

March 2026
Reviewed December 2026

Where can I find Staffordshire's Local Offer?

Staffordshire's SEND Local Offer can be found at www.staffordshireconnects.info

What can I do if I am not happy with a decision or what is happening?

Dialogue between parents and the school is actively encouraged in order to resolve any problems at an early stage.

Initially, all complaints from parents or carers about their child's provision is made to the SENDCO, who follows this up with the relevant staff. However, if a parent or carer is not satisfied with the response given, the complaints procedure outlined on the school's website may be followed.

Type of Setting *(tick all that apply)*

- | | | | | |
|---|--|--------------------------------------|---|----------------------------------|
| <input checked="" type="checkbox"/> Mainstream | <input type="checkbox"/> Resourced Provision | <input type="checkbox"/> Special | | |
| <input type="checkbox"/> Early Years | <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Secondary | <input type="checkbox"/> Post 16 | <input type="checkbox"/> Post 18 |
| <input type="checkbox"/> Maintained | <input type="checkbox"/> Academy | <input type="checkbox"/> Free School | <input type="checkbox"/> Independent/Non/Maintained/Private | |
| <input type="checkbox"/> Other (Please specify below) | | | | |

DFE Number

District

- | | | | |
|------------------------------------|------------------------------------|---|---|
| <input type="checkbox"/> Cannock | <input type="checkbox"/> Lichfield | <input type="checkbox"/> East Staffordshire | <input type="checkbox"/> Tamworth |
| <input type="checkbox"/> Newcastle | <input type="checkbox"/> Moorlands | <input type="checkbox"/> Stafford | <input checked="" type="checkbox"/> South Staffordshire |

Additional Information

Specific Age range 3-11 years

Number of places

Which types of special educational need do you cater for?

- inclusive mainstream school special school

Offer specialisms in. Tick all those that apply.

- | | |
|---|---|
| <input type="checkbox"/> Resource for autism | <input type="checkbox"/> Resource for social, emotional and mental health |
| <input type="checkbox"/> Resource for cognition and learning difficulties | <input type="checkbox"/> Fully accessible environment – for pupils with physical or sensory needs |
| <input type="checkbox"/> Deaf friendly | <input type="checkbox"/> Resource for moderate learning difficulty |
| <input type="checkbox"/> Resource for physical disability | <input type="checkbox"/> Resource for profound and multiple learning difficulty |
| <input type="checkbox"/> Resource for severe learning difficulty | <input type="checkbox"/> Resource for speech, language and communication needs |
| <input type="checkbox"/> Visual impairment friendly | |

Other specialist support/equipment:

- Specialist technology

Comment:

- | | |
|--|---|
| <input type="checkbox"/> Rebound trampoline | <input type="checkbox"/> Hydrotherapy |
| <input type="checkbox"/> Accessible swimming pool | <input type="checkbox"/> Medical |
| <input type="checkbox"/> Outreach and family support | <input type="checkbox"/> Therapy services |
| <input type="checkbox"/> Bought in support services | <input type="checkbox"/> Hearing loop |
| <input type="checkbox"/> Sensory room/garden | |