



Mission Statement

As we walk with Jesus, we love, live and learn.

ST. THOMAS MORE'S CATHOLIC PRIMARY SCHOOL **SEN INFORMATION REPORT**

September 2025

Who should I contact regarding special needs at St. Thomas More's Catholic Primary School?

The Senco is Mrs Johanna Reid. You can contact her Monday-Thursday on 01206-865722 or via email: mrsreid@stthomasmores.co.uk

The Assistant Senco is Mrs Sara Pembroke. You can contact her Monday - Thursday on 01206-865722 or via email: mrspembroke@stthomasmores.co.uk

What should I do if I think my child has special educational needs?

The first person to raise a concern with is your child's teacher. They will meet with you at an agreed time, with or without your child being present (at your request). During this meeting the Class Teacher will do his/her best to answer your questions.

For a majority of children 'Quality First Teaching' (QFT), the universal provision available to all children, with support strategies and resources in place, will help build a child's confidence and provide the foundations to build upon without the need for regular support groups or additional help.

If the teacher or you feel that your child's needs are greater or different than the majority of the children, a meeting with the SENCO Mrs Reid or Assistant SENCO Mrs Pembroke, will be arranged by the teacher.

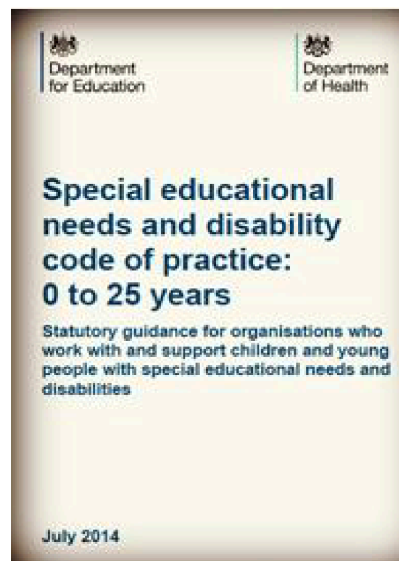
What does it mean to have special educational needs?

Special Educational Needs and Provision

There are four areas of special educational need:

- Communication and interaction: includes speech and language; ASD
- Cognition and Learning: includes severe learning difficulties; moderate learning difficulties; profound and multiple difficulties; specific learning difficulties
- Social, Mental and Emotional Health: includes children who have an emotional, social or mental health need that is impacting on their ability to learn. Trauma Perceptive Practice (TPP) is the Essex approach to understanding behaviour and supporting emotional wellbeing.
- Sensory and/or Physical: includes visual impairments, hearing impairments; multi-sensory impairment and physical difficulties.

Further information on the categories can be found in this document:



The most crucial information for children with SEN in primary schools can be found in chapter 6. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

How does the school know if my child needs extra help?

We know if pupils need help through a variety of ways including:

- Child has an existing Education, Health and Care Plan (EHCP),
- Liaison with pre-school setting/previous school,
- Concerns are raised by parents/carers, teachers, external agencies or the child,
- Limited progress is being made despite high quality teaching and appropriate differentiation,
- There is a change in pupil behaviour or progress, i.e. the gap in progress between the pupil and his peers is growing.

How will the school support my child?

We follow a **graduated response** approach when providing for pupils with SEN of Assess, Plan, Do, Review. All pupils receive High Quality Teaching (HQT). This means that a range of teaching and learning styles are used, appropriate learning objectives are set for all children with a curriculum to meet their needs.

Some children will also need targeted support through small group or individual interventions. This is part of the everyday classroom provision (Ordinarily Available Framework). The impact and effectiveness of interventions are monitored regularly.

Some children require Additional School Intervention and Support (ASI) that is **additional to or different from** the everyday curriculum. These children receive SEN Support and have a '**One Plan**'. The children with a 'One Plan' are placed on the SEN register which is reviewed regularly. The decision made to place a pupil on our SEN register follows the advice from the The Ordinarily Available Targeted Support Document.

The 'One Plan' is reviewed regularly (at least termly).

Some children will have higher levels of need. If so, advice and support from outside agencies may be sought. Parents will always be consulted and their permission requested before contacting any outside agencies.

Children with complex or severe needs may have an **Education, Health and Care Plan (EHCP)**. This is the case for a very small number of individuals who require a significant amount of support in many areas (around 4.8% of all SEN children, nationally).

A range of interventions and SEND resources are used to support pupils with SEND. This applies to all children, including those who are looked after by the local authority and have SEND.

How will the curriculum be matched to my child's needs?

Class teachers adapt/scaffold work to meet the needs of all children, including pupils with special educational needs. Teachers use the Ordinarily Available Framework to consider their individual practice and look for ways to make their teaching ever more inclusive. The SENCO and outside agencies (if appropriate) provide advice for the teachers if more specialist knowledge and skills are necessary. If needed, specialist equipment is sought to enable a child to access the curriculum more easily.

How will I know how my child is doing and how will the school help me to support my child's learning?

All One Plans are reviewed three times per year with parents and pupils where possible (The pupils' involvement can be indirect - their views might be collected outside of the meeting). The review meetings are held between the CT, the pupil, the SENCO, the parents and -where appropriate - LSAs. During the review meeting (usually lasting 30 mins) we discuss:

- what we like and admire about the child (their strengths),
- what is working well/not so well,
- what is important to the child,
- analysis of individual targets for each child (called outcomes),
- actions for the next term.
- advice and practical suggestions for parents to help children at home.

In addition to scheduled meetings, we offer an open door policy and parents are welcome at any time to make an appointment to meet either the class teacher or the SENCO/Assistant SENCO to find out how their child is getting on. It is also possible to talk to teachers over the telephone.

All pupils receive an annual written report sharing pupil's attainment and progress and providing suitable targets for the pupil. Copies of pupils' 'One Plans' are emailed home to parents.

The school website provides information about the curriculum and learning at St Thomas More's.

How does the school know how well my child is doing?

Class teachers continually assess each child, noting areas of improvement and where support is needed. Class teachers formally monitor the progress of all children every half term. Each class teacher has a termly progress meeting with the school assessment leader, headteacher or SENCO, as appropriate.

Additionally, those supported by outside agencies are assessed using more specialist tools (i.e. speech and language assessments).

Children with EHCPs have a formal yearly review which is monitored by the Essex County Council.

For more information on assessments and review follow the Essex County Council advice on Assess/Plan/Do/Review:

<https://send.essex.gov.uk/help-learning/make-plan-action-support-your-child-0/one-planning-process>

How are parents involved in the education of their children?

We work in partnership with parents. We always value their opinion and try to understand their worries. We hold regular meetings with parents; where appropriate, we provide additional or different homework for the children. We encourage the parents to talk to the teachers and the SENCO/Assistant SENCO whenever they feel their child is struggling. Parents can also message the class teacher via Class Dojo and contact the Senco and Assistant Senco via email. We will endeavor to respond to emails within 48 hours on our working days.

Parental consent is always sought before contacting any outside agencies regarding the child's special needs. All the reports are shared with parents, if requested.

How will my child be able to contribute their views?

The views of children with an Education, Health and Care Plan (EHC plan) and children receiving SEN Support are sought before and, if appropriate, during 'One Plan' meetings. The views are then recorded in the 'One Plan' document which is sent home. The way of asking children their views depends on the child's needs and strengths, i.e. in the form of a

questionnaire, in an interview, by asking to draw pictures or making non-verbal choices of activities.

What outside agencies are available:

Agencies that the school has cooperated with include:

- a) Inclusion Partners,
- b) Educational Psychologist,
- c) Occupational Therapy,
- d) EWHS (Emotional Well-Being and Mental Health Service),
- e) NI (Neurological Impairment) specialist teachers,
- f) Vision Impairment specialist teachers,
- g) Brentwood Catholic Children's Society,
- h) Community Paediatric Service,
- i) Community Nurse Team,
- j) Speech and Language Therapy,
- k) Physiotherapy,
- l) Family Solutions,
- m) Social Services.

How are the adults in our school prepared to support the children with SEN and what training have they had?

Training includes:

- o Elklan Training
- o Talk Boost Training
- o Multi School Council speech and communication training
- o Multi School Council mental health training
- o Safeguarding children Level 2 and 3 Training,
- o One Planning and Person Centred Approaches,
- o Scaffolding Writing,
- o Memory and Metacognition Training
- o Supporting children with sensory difficulties
- o Trauma Perception Training

- o Moderate Learning Difficulties: effective assessment and intervention
- o Essex Accuracy and Fluency Assessment of Literacy Skills training
- o Precision Teaching
- o Word Aware Training

This does not make them specialists as it is a basic level of training.

How accessible is the site?

St. Thomas More's Primary School is on three levels with one accessible toilet. The Reception area is on the lowest level (-1). Years 1, 2, 5 and 6 are located on level 0. Year 3 and year 4 are on level 1. We have spaces available in school for small group interventions, movement breaks, fine and gross movement activities, cooking activities and delivering occupational therapy and physiotherapy programmes. We have two halls: a dinner hall and a PE hall.

We encourage parents with children with special needs to visit our school and discuss the accessibility of the school environment to match individual needs.

For more information please see St Thomas More's Accessibility Plan.

What support can the school offer for my child's mental health and emotional well-being?

Supporting our pupils' mental health and their emotional well-being is at the heart of our school provision. Trauma Perceptive Practice (TPP) is the Essex approach to understanding behaviour and supporting emotional wellbeing. Mrs Gail Jones is our Designated Mental Health Lead.

Additionally, referrals can be made to the Emotional Wellbeing Mental health Service (**EWMHS**), social services or paediatricians.

Teachers are readily available for pupils to discuss issues and concerns and our curriculum is designed to cater for the needs of children with mental health difficulties. Examples might include:

- lunchtime club,
- Gym Trail.
- Talkabout

How will the school support my child when joining and transferring to a new school?

Many strategies are in place to enable pupils' transition to be as smooth as possible. These include:

- Discussions between the previous or receiving school prior to the pupil joining/leaving.
- Reception pupils attend pre-school visits; in the first weeks of their time at St. Thomas More's they might attend part time.
- Parents of Reception children meet with the Reception class teacher, prior to the pupil starting school, to share information.
- Pupils and parents of pupils new to the school in other year groups are encouraged to visit us prior to starting at St. Thomas More's.
- Year 6 pupils have opportunities to attend induction days at local secondary schools. Additional visits are organised as appropriate.
- We liaise closely with staff when receiving and transferring pupils to different schools ensuring all relevant SEN paperwork is passed on and all needs are discussed and understood. Meetings between SEN co-ordinators, old and new teachers and parents are encouraged and organised according to the need and availability.
- All pupils have transition meetings with their new teachers before moving to a higher year group. Additional work, including extra visits to the new classroom, transition books, additional meetings with a new teacher can be organised when appropriate.

How will the decision be made as to what type and how much support my child will receive?

The child's teacher alongside the SENCO will discuss the child's needs and what support would be appropriate. The parents will be involved in the process during One Plan review meetings. Outside agencies will also be consulted where appropriate.

Will my child with special needs have the same access to the same curricular and extra-curricular activities as children without special needs?

All clubs and after school activities are open to all children. We are an inclusive school and will do our utmost to ensure children with SEN can access all activities if safe to do so.

What is the Local Offer and how can I access it?

Every local authority has a legal requirement to produce and make available a local offer. This should provide parents with clear, comprehensive, accessible and up-to-date information about all the services available to support disabled children and children with SEN and their families. The local offer for Essex can be found by visiting www.essexlocaloffer.org.uk

Complaints Procedure

We aim to resolve any issues swiftly and in person often coming to a mutual understanding and agreement. We encourage parents and carers to talk to us rather than worry or bottle up concerns. Our complaints policy is on our website or is available from the school office on request.

For more information refer to:

1. The school website with the full list of policies:
<https://www.stthomasmores.co.uk/SchoolPolicies>
2. SEND Code of Practice:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
3. Essex Local Offer
4. Essex Provision Guidance Toolkit
5. Ordinarily Available Framework

You may also find the following contacts helpful:

Contact a Family 0808 808 3555
www.cafamily.org.uk
helpline@cafamily.org.uk

SNAP Charity 01277 211300 Special
Needs and Parents www.snapcharity.org
Email: info@snapcharity.org

IPSEA (Independent Parental Special
Education
Advice)
Advice line 0800 018 4016
www.ipsea.org.uk

Autism Anglia 01206 577678 Email:
info@autism-anglia.org.uk
www.autism-anglia.org.uk

The National Autistic Society Helpline
0808 800 4104 www.autism.org.uk

Educational Psychology Parent Helpline
Alternating Mondays and Tuesdays
between 1pm and 5pm.

website <https://schools.essex.gov.uk/special-educational-needs-and-disability/es-send/se...>

Re-Breathe, Be Hopeful and Rise
Support and respite group for parents of
African Heritage with a child with SEN.
01206-505250

Dream The Change
A hub for families who have children with
SEND from diverse backgrounds,
especially from Black Asian and Minority
Ethnic groups.

Good Beginnings
Free 10-week course for
parents/ carers of Early Years
children aged 5 or under, who
have autism or social
communication needs.
Good Beginnings Course | Essex Local
Offer

SENDIASS
Essex SENDIASS is a confidential
and impartial information,
advice and support service on
issues related to special
educational needs and disability
(SEND).
0333 013 8913
send.iass@essex.gov.uk

0786 000 3010

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Support

Service (essexsendiass.co.uk)