



Isle of Wight School SEND OFFER



St Thomas of Canterbury Catholic Primary
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All Isle of Wight providers will use their best endeavours and adopt a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities. Schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as proactive and inclusive as possible, with the needs of pupils with a Special Educational Need and/or Disabilities being met in a mainstream setting wherever possible, where families want this to happen

Admissions

Children and young people, with SEND are allocated places in two separate & distinct ways:

Those children and young people with Statements/Education Health and Care Plans have a separate admissions procedure overseen by the IW SEND Assessment and Review team.

Those children and young people who have SEND but do not have an Education, Health and Care Plan are admitted via the normal school admissions criteria.

Detailed information and guidance of how to apply for a place at an Isle of Wight School both if your child/young person has statement of special educational needs/Education Health Care Plan, or if he/she has special needs but does not have a statement Educational Health Care Plan, can be found on the following links:

[Links to Admissions and SEND Assessment Teams here](#)

**PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL
NEEDS/DIFFICULTIES WITH LEARNING IN THIS SCHOOL:**

| Setting/School/College Based Information | Staff | Summary of Responsibilities |
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| <p>1. a) Who are the best people to talk to in the early years setting about my child's development needs?</p> | <p>Early Years Class Teacher</p> <p>Special Educational Needs and Disability Coordinator (SENDCo)</p> <p>Executive Head Teacher/Head of School</p> | <p>Responsible for: The educational, social and emotional needs of the children in her class.</p> <p>Responsible for:</p> <ul style="list-style-type: none"> • Overseeing the day-to-day operation of the SEND policy. • Co-ordinating the provision for pupils with SEND. • Liaising with and advising teachers and support staff. • Managing TAs with regards to interventions. • Overseeing records of pupils with SEND. • Liaising with parents of pupils with SEND. • Making a contribution to INSET. • Maintaining records of provisions for pupils with SEND. • Liaising with external agencies, LA support services, health, social services and voluntary bodies. <p>Responsible for:</p> <ul style="list-style-type: none"> • Monitoring staff and performance using triangulated approach of observation, scrutiny & evidence to ensure best practices are adopted to support pupils' learning |
| <p>1. b) Who are the best people to talk to in the school/college about my child's/young person's difficulties with learning/ Special</p> | <p>Class Teacher</p> <p>SENDCo</p> | <ul style="list-style-type: none"> • Responsible for: • The educational, social and emotional needs of the children in her/his class. • Responsible for: • Overseeing the day-to-day operation of the SEND policy. • Co-ordinating the provision for pupils with SEND. |

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| <p>Educational Needs/Disabilities (SEND)?</p> | <p>Executive Head Teacher/Head of School</p> | <ul style="list-style-type: none"> • Liaising with and advising teachers and support staff. • Managing TAs with regards to interventions. • Overseeing records of pupils with SEND. • Liaising with parents of pupils with SEND. • Making a contribution to INSET. • Maintaining records of provisions for pupils with SEND. • Liaising with external agencies, LA support services, health, social services and voluntary bodies. <p>Responsible for:</p> <ul style="list-style-type: none"> • Monitoring staff and performance using triangulated approach of observation, scrutiny & evidence to ensure best practices are adopted to support pupils' learning |
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HOW COULD MY CHILD GET HELP IN THE EY SETTING/SCHOOL?

Children and young people in St Thomas of Canterbury School will get support that is specific to their individual needs. This may be all provided by one or a number of people/agencies the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service

| | Types of support provided also showing the stage of the SEN Code of Practice children will be at when receiving this input | What would this mean for your child? | Who can get this kind of support? |
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| 2. What are the different types of support available for children and young people with SEND in this EY setting/school? | <ul style="list-style-type: none"> • Quality First teaching • Literacy Support (Read Write Inc, Rapid Phonics) • Emotional literacy support • CAF (Common Assessment) | <ul style="list-style-type: none"> • Your child will have their learning needs met through high quality first teaching, using differentiated activities that are aimed at your child's individual level. • Your child's literacy development will be supported through small group work (if criteria met) in order for them to achieve their full potential with literacy acquisition. • Your child will have their emotional needs met (if criteria met) through small group work with staff in order to help them access learning to their full potential. | All Children |

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| | Framework) | <ul style="list-style-type: none"> • A CAF will be undertaken if there are wider needs around the child that may require the support of other professionals. | |
| | <ul style="list-style-type: none"> • ELSA (Emotional Literacy Support Assistant) • Sensory Circuits | <ul style="list-style-type: none"> • ELSA support for children who benefit from support in developing emotional self-regulation and resilience. • Physical circuit to enable opportunities to balance body and mind so that learning can be accessed. | |
| 3. How can I let the school know I am concerned about the progress of my child/young person in school? | <ul style="list-style-type: none"> • The first point of contact should always be your child's current class teacher. All of our teachers are happy to speak to parents at the end of the day, either informally or by prior arrangement. We have opportunity for three parent's evenings a year. The school issues 2 reports, 1 interim report in the Spring term and a full report at the end of the Summer Term. • If you still feel there are areas you wish to discuss after having spoken to the class teacher then you can contact the SENDCo or Head of School. | | |

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| 4. How will the school let me know if they have any concerns about my child/young person? | <input type="checkbox"/> Class teachers will inform you if they have concerns about areas that your child needs further support with. They will usually arrange to have a meeting with you or they will ask the SENDCo to set up an appointment. | |
| 5. How is extra support allocated to children and young people and how do they move between the different levels? | <input type="checkbox"/> The need for extra support is identified at pupil progress meetings (half termly) with the class teacher, Head of School and SENDCo. They will identify which groups of children or individuals need additional support. Observations and assessments will be arranged if appropriate and staff will be allocated to work with groups around the school according to the needs. | |
| 6. What specialist services are available at or accessed by the EY setting/school? | A. Directly funded by the school | <input type="checkbox"/> Educational Psychology service |
| | B. Paid for centrally by the Local Authority but delivered in school | <ul style="list-style-type: none"> • Speech and Language therapy • Medina House Outreach Service • Autism Outreach Service |
| | C. Provided and paid for by the Health Service but delivered in school | <ul style="list-style-type: none"> • School Nurse • Y R Speech and Language Therapy |

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| <p>7. How are staff in the school supported to work with children & young people with SEND?</p> <p>a) What training have the staff supporting children/young people with SEND had or have available?</p> | <ul style="list-style-type: none"> • Staff have been trained in the evidence-based interventions that may be accessed by a child with SEND. • Hatcher Reading Programme. • Precision teaching (reading and spelling). • Rapid Phonics. • Targeted teaching (reading, spelling or comprehension). • All staff are trained to deliver Read Write Inc. • We employ an experienced SENDCo. • We sign up to the training and development service from the LA who offer training on all aspects of SEND that our staff can access. • We have members of staff trained in Speech and Language and Makaton support. • The staff are trained in the Zones of Regulation scheme and the ATAS (attachment and trauma aware) programme. |
| <p>8. a) How will activities/teaching be adapted for my child/young person with learning needs?</p> <p>b). How will the curriculum be matched to my child's/young person's needs?</p> <p>c) How will I know how my child/young person is doing and how will you help me to support my child/young person's learning?</p> | <ul style="list-style-type: none"> • Teaching will be differentiated by the Class teacher depending upon the needs of your child and what level they are working at. If any specialist equipment is needed, then that will be provided by the school in order to support your child. • The curriculum will be matched to the needs of your child and the class teacher will plan appropriate activities in order to make learning fully inclusive for all the pupils in the class. • The class teacher and SENDCo will keep detailed records and monitor information about your child's progress. • We offer 3 parents' evenings throughout the year, however, if you require more feedback an arrangement with the class teacher can usually be made. |
| | <p><input type="checkbox"/> If your child needs support at home the class teacher will inform you on how best to do that and every child in school receives weekly homework as well as reading to be done on a daily basis.</p> |

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| | <ul style="list-style-type: none"> ☐ If your child accesses extra intervention, then they will receive a Pupil Passport highlighting the support that has been put in place in school together with ways for you to support your child at home. ☐ We see support offered to your child as a partnership between home and school and are very happy to advice about the best ways to support your child at home taking into consideration your concerns. |
| <p>9. How will the school measure the progress of my child/young person?</p> | <ul style="list-style-type: none"> ☐ In circumstances where the class teacher is concerned about a pupils learning, the SENDCo will be consulted. The SENDCo and teacher will discuss the learning styles identified and review the approaches currently adopted to support the child. In circumstances where additional support over and above the normal provision provided in the classroom is needed, the pupil will be placed at SEN Support and appropriate interventions put in place. Whether or not adequate progress has been made is the crucial determining factor of the need to provide additional support and access external agencies for assessment or advice. Adequate progress is defined as that which: <ul style="list-style-type: none"> ☐ Narrows the attainment gap between the pupil and their peers. ☐ Prevents the attainment gap increasing ☐ Is equivalent to that of peers starting from the same baseline but less than the majority of peers. ☐ Equals or improves the pupils previous progress rate ☐ Ensures full curricular access ☐ Shows an improvement in self-help, independence and social or personal skills ☐ Shows improvements in the pupils' behaviour <p>We celebrate all pupils' progress and recognise that a small number of pupils may have a regressive condition which means that their progress will need to be measured in other ways. In such cases, the Engagement Model will be used to assess them. This is an observation-based form of assessment which looks at how engaged pupil are in the areas of:</p> <ul style="list-style-type: none"> ☐ exploration ☐ realisation ☐ anticipation |

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| | <ul style="list-style-type: none">□ persistence□ initiation |
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| | <p>All 5 areas are interrelated and will be used when assessing pupils to establish:</p> <ul style="list-style-type: none">• How well their pupils are being engaged in developing new skills, knowledge and concepts in the school's curriculum• How effective the special educational provision is in enabling pupils to progress against the agreed outcomes in their EHC plans and how effectively pupils are engaging with and making progress against these plans• Pupils' achievements and progress across the 4 areas of need of the SEND code of practice (communication and interaction, cognition and learning, social, emotional and mental health difficulties, and sensory and/or physical needs). |
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| <p>10. What is the pastoral, medical and social support available in the school?</p> <p>a) What support will there be for my child/young person's overall wellbeing?</p> <p>b) What support is there for behaviour, avoiding exclusion and increasing attendance?</p> <p>c) What approaches are used in early year's settings to manage behaviour?</p> | <p>The learning teams for each class support the day to day needs of the children they are supported by the SENDCo and the range of facilities that can be accessed including: <input type="checkbox"/></p> <p>Access to family learning and behaviour support services</p> <ul style="list-style-type: none"> • School nurse links • Social Skills groups • 1:1 counselling provided externally if needed <p>• Exclusions is seen as an extreme measure and will be one in a range of responses that are available to support the child making the best use of the learning environment offered. The aim would be that prior to this step all other aspects and facilities had been engaged to prevent the necessity of exclusion. However, it will be used by the Federation as a step in a process if it deems it the most appropriate response. As with all our children the preferred route is identified in the behaviour policy and reflects positive reinforcement of good choices – Praise, Praise and Praise.</p> <p>• Positive behaviour management reflecting the behaviour policy of the Federation. This includes praising positive behaviour and rewarding positive choices. Children who need support making positive choices are enabled quietly and positively to reflect on different ways they can handle situations. Parents are informed if there is a greater or growing concern about behaviour choices so that the school and family can work together to support the child's needs.</p> |
| <p>11. What support does the school have for me as a parent of child/young person with a SEND?</p> <p>a) How are young people with SEND currently involved in their education at your setting</p> | <ul style="list-style-type: none"> <input type="checkbox"/> We run an open-door policy where parents can come in and chat to class teachers and the SENDCo when organised and they feel they need someone to talk to. <input type="checkbox"/> We offer CAFs to those families that meet the criteria, and through these further support can be accessed such as counselling and parenting support. <input type="checkbox"/> The pupils within the setting are involved with their learning in a variety of ways including pupil conferencing, day to day discussions with staff, School Council, self-reflection and evaluation of learning. Pupils with SEND are also given an opportunity to reflect on their learning needs and successes through the pupil passport and pupil voice conversations. |
| <p>12. How does the school manage the administration of medicines?</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Please see the school's policy on administering medicines. |

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| <p>13. How accessible is the school environment? (including after school clubs and school trips)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> We are a fully inclusive school. Full access is available to all areas. <input type="checkbox"/> There is someone in the office from 8.15am – 4pm every day. <input type="checkbox"/> We run a breakfast club from 7.45am until the start of the school day and an after-school club from 2.45pm until 5.30pm. There is a charge for these provisions. |
| <p>14. How will the school support my child/young person when they are leaving? OR moving to another Year?</p> | <ul style="list-style-type: none"> <input type="checkbox"/> We support all the pupils that have been identified as needing transition support in school through the use of transition books and class visits. <input type="checkbox"/> We have close links with our feeder nurseries and various transition visits are organised through the year. <input type="checkbox"/> We have close links with secondary schools and often meet with them to discuss any pupils identified as being vulnerable through the transition period into Year 7. |
| <p>15. Where can I get further information about services for my child/young person?</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Please see the school website for further information regarding our school. <input type="checkbox"/> Ring the school office to ask questions. |