



St Thomas of Canterbury Catholic Primary School Special Educational Needs Information Report

St. Thomas of Canterbury is a Catholic Primary School. Its religious dimension lies at its heart and is fundamental to its existence. Its ethos is based around Christian values as laid down by the person of Jesus Christ, and exemplified in His teaching. Catholic education is based on Gospel values and has a distinctive nature that ought to be reflected in distinctive practice. One way in which we, as a catholic school, demonstrate our commitment to the Gospel, is through the inclusion of children with disabilities and, with reasonable adjustments, these children will have access to the same educational opportunities as other pupils served by our school.

Our mission statement is:

At St Thomas' we are learning to follow Jesus, showing respect and consideration for ourselves and others. We all have the opportunity to learn and work to the best of our ability in a safe and loving environment.

Pope John Paul II said:

"The quality of life within a community is measured, to a large extent, by commitment in the care of the weakest and by respect for their dignity..... A society that would only make room for fully functional members, completely autonomous and independent, would not be a society worthy of the human being."

AIMS:

St. Thomas of Canterbury School provides teaching and learning that enables all pupils to attain and achieve through a broad, balanced and appropriately differentiated curriculum. The aim is to ensure all pupils are appropriately supported in order that they may work confidently towards reaching their full potential. Policy and practice reflects the philosophy and fundamental principles within the Special Educational Needs Code of Practice 2015 (CoP):

- Schools will, with best endeavour, meet the needs of pupils with Special Educational Needs.
- The views of the child and family should be sought and taken into account
- Parents have a vital role to play in supporting their child's education
- High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people (CoP 1.24)

Whole School Approach:

High Quality First Teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. This approach helps us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about high Quality First Teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

As required by the Equality Act 2010, our school makes reasonable adjustments to ensure equal opportunity for all our students. This includes provision of auxiliary aids and services.

The information in this School’s Offer is correct at the time of publication and will be subject to change.

St Thomas of Canterbury School Graduated Approach Provision:

<p>For All: High quality Teaching</p>	<p>For Some: Catch-up provision adapting teaching approaches and/or resources; catch up intervention where appropriate targeted at area of need</p>	<p>For few; Higher needs provision for pupils with more personalised timetables and/or Independent Learning Plans and Education Health Care Plans(EHCPs)</p>
<p>Effective inclusion of all pupils is delivered by High Quality First Teaching in all lessons. This includes, differentiation, different teaching approaches and support given by the class teacher and learning support assistant</p> <p>All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (Co P 6.36)</p> <p><i>Making higher quality teaching available to the whole class is likely to mean that fewer pupils will require extra support. Such improvements in whole-class provision tend to be more cost effective and sustainable. (6.15)</i></p>	<p>High Quality First Teaching in class delivered by teacher and Teaching Assistant and intervention put in place by teacher to Assess, Plan, Do and Review as per Code of Practice 2015 (6.44)</p>	<p>Despite High Quality First Teaching no progress has been made in the intervention. A referral is made to the SENCO. The SENCO assesses the pupil and sets specific targets and is placed on the SEND support list. This may result in a referral to the Educational Psychologist, Speech Therapist or an application for an Education Health Care Plan.</p> <p>Support draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people. (Co P 6.44)</p>

St Thomas of Canterbury School Offer for Special Educational Needs and Disabilities (SEND)

All Thurrock schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

Every child brings a unique pattern of strengths and areas of need to our community and the school aims to fulfil the potential of all pupils. The links here relate to those students who have difficulties that affect their learning and are recognised as needing specific types of support. If you wish to find out more about the Thurrock Local Offer relating to the education for pupils with Special Educational Needs, then please use

the following link:<https://www.thurrock.gov.uk/support-for-parents-and-carers-whose-children-have-special-needs-at-school/if-youre-worried-your>

Special Education Needs team: 01375 652 555

Email: sen@thurrock.gov.uk

Information for parents on special educational needs(SEND) at ST Thomas of Canterbury School	
Who are the people I need to talk to about the progress of my child?	<p>1.The class teacher should always be your first port of call, as they track the progress in all areas of learning for your child</p> <p>2. Your child’s Year group leader-please refer to the school website for details</p> <p>3.The Assistant Head teachers for your child’s key stage: EYFS Mrs S Coppin; Mrs. N. Smith KS1; KS2: Mrs L MCAally.</p> <p>4. The Head Teacher; Mrs Emilie Poulteney</p> <p>5. The School SENCO, Mrs Mary Hall can be invited to any meetings as deemed necessary and/or appropriate; she is available to contact via phone or email: senco@stthomasofcanterbury.thurrock.sch.uk</p>
What are the different types of Special Educational Needs that are provide for at St Thomas Of Canterbury Catholic Primary School?	<p>St Thomas of Canterbury is a Catholic Primary School, with children who have a diverse range of needs. The school recognises that all children are entitled to equal access to a board and balanced curriculum.</p> <p>These pages describe our school’s ‘offer’ for a child with SEND.</p> <p>Communication Interaction Needs</p> <p>Cognition and Learning Needs</p> <p>Social, Emotional and Mental Health Needs</p> <p>Physical and/or Sensory Needs</p> <p>Cognition and Learning</p> <p>This can include difficulties with:</p> <ul style="list-style-type: none"> • Reading and spelling • Learning new information and concepts • Working with numbers • Working memory • Concentration • Students may have conditions such as Specific Learning Difficulties, Dyslexia, Moderate Learning Difficulties, • Students may present with difficulties that do not have a specific title <p>All students at St Thomas’ can access:</p> <ul style="list-style-type: none"> • High Quality First teaching with appropriate differentiation (including best SEND practice). • Visual aids to support key vocabulary, concepts and themes. • Whole-school growth mindset to develop resilience. • Access to high quality texts that support reading and writing through ‘The Power of Reading’ • Access to assessment for identification of significant needs. • Dedicated and caring staff who value all students regardless of ability.

Support for targeted groups of pupils may include:

- Blocks of small group lessons that focus on a range of needs such as Literacy, Comprehension, Spelling, Maths, and Memory Games.
- Precision Teaching
- Colourful Semantics
- Where needed, help from an external agency (e.g. Educational Psychologist).
- Support in some lessons with specific targets to achieve.
- Support to work on specific targets out of class.

Communication and Interaction

This can include difficulties with:

- Processing and understanding language
- Oral speech
- Social communication

All pupils at St Thomas' can access:

- High Quality First teaching with appropriate differentiation (including best SEND practice).
- Use of Language Links classroom strategies to enable understanding of classroom language.
- Dedicated and caring staff who value all students regardless of ability.

Support for targeted groups of pupils may include:

- Language Links assessment and intervention groups (small group support)
- Language for Thinking (1:1 support)
- Colourful Semantics (1:1 support)
- Support from an NHS Speech and Language Therapist

Social, Emotional and Mental Health Needs

My child has difficulties with their learning and behaviour

This can include:

- Autism
- Aspergers Syndrome
- ADHD
- Emotional Difficulties

All students at St Thomas' can access:

- High Quality First teaching with appropriate differentiation (including best SEND practice).
- Dedicated and caring staff who value all students regardless of ability.
- Support from a range of programmes and professionals.

	<p>Support for targeted groups of pupils may include:</p> <ul style="list-style-type: none"> • Counselling from Brentwood Catholic Children’s Society • Lunchtime staff support children during unstructured times: targeted pupils have specific games provided and are encouraged to invite other children to join them • The Zones of Regulation <p>Physical and Sensory Needs My child has difficulties with access and sensory needs</p> <p>All students at St Thomas’ can access:</p> <ul style="list-style-type: none"> • Quality First teaching with appropriate differentiation (including best SEND practice). • Access to assessment for identification of significant needs. • Dedicated and caring staff who value all students regardless of ability. <p>Support for targeted groups of pupils may include:</p> <ul style="list-style-type: none"> • Use of adapted technology such as an ipad/laptop to meet visual impairments • Specialist seating and toilets as per individual needs • Sensory break activities as per individual needs • Relaxation techniques within the classroom • An accessible school environment <p>The school works with the local authority to bring in additional agencies to support children with SEND as appropriate to need;</p> <ul style="list-style-type: none"> • Educational Psychologist • Community paediatrician • Community occupational therapist • Community speech and language services • School nurse team • Specialist Health visitor team • Beacon Hill special school to offer outreach advice on the best way to support children with complex learning needs. • Treetops outreach services to offer advice on the best way to support children with social communication difficulties/ASD
<p>What arrangements are made for consulting parents at St Thomas of Canterbury Catholic Primary School?</p>	<p>The school acknowledges the importance of both parent and pupil voice. We know that parents are well placed to inform teachers about the needs of their child and we value this input.</p> <p>The school ensures that:</p> <ul style="list-style-type: none"> • For Pupils with Individual Learning Plans(ILPS), reviews take place with the class teacher and SENCo to review progress and well being • As appropriate, meetings with outside agencies take place to review progress of your child and set targets • Parents’ Evenings with class teachers take place bi-annually • ‘Best Fit Mini Reports’ are completed and sent to parents at the end of the Autumn and Spring Terms; a more detailed report is completed at the end of the Summer Term. • Parent’ workshops and talks happen at various points across the year targeting various areas of the curriculum

	<ul style="list-style-type: none"> • The school Senco can be contacted by phone and email. <p>How will you ensure that my child and I are involved in discussions about, and planning for their education?</p> <p>Parents are invited as routine for a 1-1 Parents’ Evening in the first half of the Autumn and Spring terms. All parents receive an end of year report in July. Parents of children who have an Individual Learning Plan (ILP), will be offered termly meetings to discuss the child’s need and how this will be addressed. The ILP format allows for a child to be involved in the process in terms of being able to express what helps them to learn and access the curriculum. Those children presently who have Educational Health Care Plans (EHCP) will have Parents’ Evenings as above as well as an Annual Review meeting with the SENCo and class teacher, The school uses a “one plan” format in order to seek the views of the child relating to their learning experience at the school.</p> <p>The school operates a policy where parents are requested to make an appointment to meet with the class teacher to discuss their needs and progress. Teachers equally invite parents to meetings. Teachers will call and put letters in book bags. School also has a parental texting service to contact parents. It is expected that parents make every effort to attend appointments given so that a joined up approach is achieved in meeting the needs of child/ren</p> <p>NB; if you have any questions or concerns relating to your child’s progress or well-being, then please always contact your child’s class teacher in the first instance</p>
<p>What is the approach to teaching children with SEND at St Thomas of Canterbury Catholic Primary School?</p>	<p>ALL pupils receive teacher input via High Quality Teaching, which is demonstrated by:</p> <ul style="list-style-type: none"> • The teacher has high expectations for ALL children in their class • The learning and teaching will be based on your child’s prior knowledge and what they can do and understand • Using different approaches to learning and teaching so that your child is fully engaged in all their lessons-this may include more practical approach so that your child can use more concrete resources to support them • Lesson are adapted appropriately to meet the needs for ALL learners • Grouping by mastery, mixed and independent learning is used to support all pupils • Where necessary, putting into place specific strategies that has been suggested by the SENCo or external agencies to enable your child to access the learning. <p>Specific group work;</p> <p>Intervention groups may be run in the classroom or a group room. This will be directed by the class teacher and run by the class teacher or teaching assistant and will have a particular focus to enable your child to catch up and grasp a particular learning intention. The class teacher, working with the Year Group Leader, is responsible for assessing the impact of these interventions on your child’s progress.</p> <p>For children with Educational Health Care Plans: more specialised intervention may be appropriate, following targets outlined in their Individual Learning Plans(ILP) and following advice and recommendations from outside agencies. This intervention is overseen by the class teacher in consultation with the SENCO and will be run by Support Staff.</p>
<p>How is the learning environment and</p>	<p>At St Thomas of Canterbury School, we endeavour to ensure that the learning environment is adapted to suit the learning styles for ALL learners:</p>

<p>curriculum adapted for children with SEND?</p>	<ul style="list-style-type: none"> • Every classroom is inclusive and supports a wide range of needs • Use of visual timetables • Children are seated strategically in the classroom e.g. if they have a hearing or visual impairment • The classroom may also adapted to meet specific individual needs such as the need for a work station for pupils presenting with specific social communication difficulties. • The curriculum is scaffolded and differentiated to meet the needs of ALL learners in each class. This could include additional adult support where appropriate.
<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>We aim to include all children in activities outside the classroom and on school trips. We only presently have a residential trip for Year 6 pupils for 5 days. In all cases, we undertake risk assessments to ensure that the activity is suitable and safe for the pupils. Medical conditions are considered during this process. Factors this school considers include: how all pupils will be able to access the activities proposed; how routine and emergency medication will be stored and administered, and where help can be obtained in an emergency. Travel expectations and need are considered and relevant meetings with parents are held to discuss any concerns and how best these can be managed. We comply with the duties stated under the Equality Act 2010 and the statutory guidance for Supporting pupils at school with medical conditions April 2014. The school also runs many after school clubs open to ALL pupils to further extend your child's learning opportunities and social skills development.</p>
<p>What is the school's policy on identification and assessment of children with SEND?</p>	<p>St Thomas of Canterbury follows the graduated Approach to Learning and Teaching as outlined in the SEND Code of Practice 2015:</p> <p>FOR ALL: Effective inclusion of all pupils is delivered by High Quality First Teaching in all lessons. This includes, differentiation, different teaching approaches and support given by the class teacher and support staff. All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Co P(6.36)</p> <p><i>Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable. (C o P 6.15)</i></p> <p>FOR SOME: High Quality First Teaching in class delivered by teacher and Teaching Assistant and intervention put in place by teacher to Assess, Plan, Do and Review as per Code of Practice 2015 (C o P 6.44)</p> <p>FOR FEW: Despite High Quality First Teaching followed by time limited, no progress has been made in the intervention. A referral is made to the SENCO. The SENCO assesses pupil and sets specific targets and is placed on the SEND support list. This may result in a referral to the Educational Psychologist, Speech Therapist or an application for an Education Health Care Plan.</p> <p>Support draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people. (6 Co P.44)</p> <p>Through rigorous data analysis and termly Pupil Progress Meetings, children who are underachieving and not meeting their full potential are identified. Teachers follow an Initial Concerns pathway in identifying whether a child may have a Special Educational Need. Parents are notified by teachers as soon as soon as there are any concerns relating to a child's progress. The Code of Practice also states how important it is for parents to notify class teachers as soon as they become concerned about any area of their child's development. The teacher will then adapt</p>

	<p>practice targeted at the area of need. This may take the form of a different teaching approach, additional resources and/or an additional time limited intervention targeting specific gaps in learning. If no progress is made, the teacher will consult with the SENCO, who will carry out more detailed assessment and may also request support from appropriate outside agencies with the consent of the parents. The school will act upon recommendations from the outside agencies. If, despite, this further support, the child is still not making progress, the school and parents may decide to make a request for statutory assessment (Education Health Care Plan) according to whether the child meets the threshold laid down by Thurrock Local Authority (please refer to their website for this) If a child enters the school having been previously identified as having SEND, the school will endeavour to find out as much as possible about the support required from the child's previous school setting.</p> <p>Children who have the most complex needs require greater support and this may involve a Learning Support Assistant</p> <p>However, NO provision entitles a child to 1-1 support all of the time. Needs will be met through a flexible timetable which may involve some 1-1, small group and whole class teaching. Children's needs will be discussed with the class teacher alongside the SENCO as to what support would be appropriate. Different children will require different levels of support in order to bridge gaps and make progress. Some children will have on-going difficulties and some may present with short term need. Discussion and conversation will be on-going with parents and it is expected that parents respect our professional judgement and engage fully in supporting and working with the school to address and meet any needs which may arise. Children can move on and off the SEND register if their needs have been met, they have 'caught up' or have made sufficient progress.</p> <p>What should I do if the school and I disagree?</p> <p><i>CoP 1.7 Parents' views are important during the process of carrying out an EHC needs assessment and drawing up or reviewing an EHC plan in relation to a child. Local authorities, early years providers and schools should enable parents to share their knowledge about their child and give them confidence that their views and contributions are valued and will be acted upon.</i></p> <p>At times, parents, teachers and others may have differing expectations of how a child's needs are best met. Sometimes these discussions can be challenging but it is in the child's best interests for a positive dialogue between parents, teachers and others to be maintained, to work through points of difference and establish what action is to be taken.</p> <ul style="list-style-type: none"> • Parents are strongly encouraged to seek the advice from the Parent Advisory Team Thurrock (PATT) who provide support and information for parent/carers of children and young people 0-25: <p>Parent Partnership Service : Mo James Manager PATT SENDIAS Services Monday – Thursday 9.30 – 6pm 07912 785158</p>
<p>What are the arrangements for assessing and reviewing the progress of pupils with SEND at</p>	<p>Class teachers are responsible for the assessment and progress of ALL pupils in their classes and this assessment informs future planning with the aim of ensuring that ALL pupils reach their full potential</p> <ul style="list-style-type: none"> • Progress is reviewed by target setting and termly reports to parents • For pupils with Education Health Care Plans, progress is reviewed at the annual review with new targets being set for the next academic year.

<p>St.Thomas of Canterbury School?</p>	<ul style="list-style-type: none"> • For pupils with Individual Learning plans, meetings are held termly with parents, the SENCO and the class teacher to assess the child’s progress against targets set. A decision is then made as to whether additional support needs to be continued with new targets being agreed as appropriate. • Pupils in Reception Class are assessed using the school’s Language Links system to assess their receptive and expressive language skills on entry into the school. Pupils who are below expected levels are reassessed in the Spring term and if they remain below expected levels, then an intervention is put into place in response to the assessment.
<p>How will my child be supported during school assessment and official end of key stage assessment?</p>	<p>Children with SEND will have their assessment needs met by determining which access arrangements best suits the needs of the child. These arrangements must be the child’s normal way of working and may include:</p> <ul style="list-style-type: none"> • Additional time • Having a scribe • Access to IT • Rest breaks • Having a reader • Having a prompt
<p>How does St Thomas of Canterbury Catholic Primary School evaluate the effectiveness of provision for pupils with SEND?</p>	<p>Firstly, the responsibility for the progress of a child lies with the class teacher for all aspects of learning. The SENCo oversees the provision for pupils with SEND in the school and interventions and monitors progress through observations and data analysis.</p> <p>Each child’s progress is formally monitored by your child’s Year Group Leaders and the Senior Leadership Team at the end of each term. At the end of each key stage, children in Year 2 and 6 are required to be formally assessed using Standard Assessment Tests (SATs). This is required by the Government for ALL schools.</p> <p>For pupils with Education Health Care Plans, targets will be set with parents, school and outside agencies where appropriate. These targets are designed to maximise potential and progress. Evidence against these targets is reviewed termly in school and annually with parents (with outside agencies where appropriate) at the Annual Review Meeting, where future targets are then set.</p> <p>How are the school’s resources allocated and matched to children’s special educational needs?</p> <p>The school uses their best endeavours that children with Special Educational Needs have their needs met through the funds available to the school within its budget received from the local authority. This means that the school’s SEND delegated funds are used to deploy staff appropriately to meet the variety of needs within the school. Children who have the most complex needs will require greater support and this may involve a Learning Support Assistant (LSA) although NO provision entitles a child to 1-1 support all of the time. Needs will be met through a flexible timetable which may involve some 1-1, small group as well as whole class teaching. Children’s needs will be discussed with the class teacher alongside the SENCo as to what support would be appropriate. Different children will require different levels of support in order to bridge gaps and make progress. Some children will have on-going difficulties and some may present with short term need. Discussion and conversation will be on-going with parents and it is expected that parents respect our professional judgement and engage fully in supporting and working with the school to address and meet any needs which may arise. Children can move on and off the SEND register if needs have been met, they have ‘caught up’ or have made sufficient progress.</p>

<p>What skills and training do the staff in the school have to meet the needs of pupils with SEND?</p>	<p>The role of the SENCo is to help teachers plan for pupils with SEND. The school has a School Development Plan which outlines training needs for all staff to improve the teaching and learning for ALL pupils. This may include whole school training on SEND or supporting identified groups of learners in school. Each subject leader, including the SENCo, also has a Subject/area development plan that highlights training needs and ongoing professional development for a particular subject area. The school provides ongoing training and support to staff to enable all staff to continue to develop the quality of teaching and learning for all pupils.</p> <ul style="list-style-type: none"> • The school continually seeks to develop expertise to address the diverse needs of our pupils through engaging the support of relevant outside agencies who may be asked to deliver training sessions to staff. We have staff members who have been trained by Treetops Outreach, to work/support pupils with Autistic Spectrum Disorder (ASD) • Most staff have had training in positive handling strategies for those children who may require physical intervention due their inappropriate behaviour-this is only used as a final intervention, having explored all other positive behaviour strategies. • staff have had Elklan training and gained accreditation levels to support language development • Most staff have received training in Read Write Inc (RWI) along with the whole school to support our phonics programme throughout the school and allow for continued provision at all levels • Specific staff have had Lego Therapy training and deliver this to targeted pupils in KS1 and KS2. • Staff have had training in Blacksheep Press Narrative therapy to support language skills and development. • Staff have had Attachment and Trauma training • Staff have had Numicon training – a multi-sensory Maths resource <p>Specific staff have been trained and have expertise in carrying out the Maths Sandwell Assessments for pupils in both key stages.</p> <ul style="list-style-type: none"> • Staff carry out Occupational Therapy programmes and receive guidance from assigned OT's to deliver these. • Staff are, throughout the year, offered, encouraged and supported to continue to develop and update their expertise for the benefit of our pupils. All staff have regular in- house training on school training days which, over time, has included behaviour and learning behaviours, Pie Corbett, 'Talk for Writing' and story maps, Read Write Inc. training – phonics, writing, spelling, reading, comprehension. • Specific staff are trained to support our children with diabetes, nut / food allergies who may require an epi-pen. • Relevant staff are trained by the sickle cell support team. • Specific staff hold Paediatric First Aid qualifications and many staff including all lunchtime staff have regular First Aid training.
<p>What are the school's arrangements for supporting children with SEND when transferring between phases and or the</p>	<ul style="list-style-type: none"> • Pupils joining the school are offered additional visits when joining the school in Reception. All pupils will receive a home visit with a teacher and TA. The SENCo may also attend some home visits and contact nursery schools to gather and share information and to discuss your child's support needs.

next stage of education?

The SENCo will request reports from the school and outside agencies involved and will ask for targets and support plans to be shared so that staff in school can continue appropriate provision.

- Pupils transferring from a Special School are supported through a managed transition worked out and planned in conjunction with both schools and Parents.
- Pupils transferring to a new school from us which is planned with the school will have a transition meeting and transition visits if it is possible depending on location.
- Parents suddenly moving children because a space has become available at our or an alternative school could result in the child not receiving an appropriate transition plan. Children transitioning between year groups within school have transition plans and are given / sent transition booklets for use at home during the summer.

These booklets will have photographs of relevant staff and school areas pertinent to their new year group for them to become familiar with.

- Children transferring to secondary provision will have transition plans. Information will be shared and passed on through planned transition meetings by the SEND department or by the relevant Year 6 teacher.
- When moving classes in school, information is passed on to the new class teacher in advance at the end of each academic year. All targets relating to children with Educational Health Care plans or pupils with Independent Learning Plans will be shared with the new teacher. Depending on the need of the child, visit/s to their new classroom can be provided to help them in the transition process.

Year 6-secondary:

The SENCo can make a visit with parents to the new school if deemed necessary

A transition review meeting may be held with the SENCo and the SENCo from the new school

Where possible, your child can visit their new school on several occasions and in some cases staff from the new school will come to St Thomas's. The children will be supported by external agencies where appropriate. The children may have specific intervention focussing on transition and change if appropriate.

If your child requires it, a transition book relating to their new school, then this can be supplied.

If your child moves to another school:

- We will contact the new school's SENCo and ensure that they know about any special arrangements or support which will have to be put into place
- We will ensure that all records are passed on to the new school as soon as possible

If your child is joining St Thomas' from a new school:

- A transition book with photographs and information about the school can be prepared for them if deemed necessary
- The SENCo will contact your child's previous SENCo to discuss your child's needs

<p>What support is available for improving the emotional and social wellbeing of children with SEND?</p>	<p>Co P 6.32 <i>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</i></p> <p>We follow the school’s Behaviour Policy to address behaviour needs and may need to undertake a Common Assessment Form (CAF) in conjunction with parents if it is felt that they require development of their parenting skills regarding behaviour management of their child/ren.</p> <p>We fully recognise that some children have extra social and emotional needs that need to be developed and nurtured. Every member of staff has responsibility for the pastoral care of every child. The views of ALL children is important to ALL staff and they have opportunities throughout the day to share any concerns with staff in the school.</p> <ul style="list-style-type: none"> • Staff include topics relating to personal, social and emotional health(PHSE) across the curriculum and these are also targeted during assemblies • Zones of Regulation is a whole school approach to teach young people how to recognise and manage their emotions. • At lunchtimes and playtimes, staff promote social interaction through the use of play equipment and games • We seek advice from external agencies when needed such as Brentwood, Catholic Counselling Services(BCCS) and the Educational Psychologist service as well as the Therapy Team from Treetops School who are experts in Behaviour Management
<p>How accessible is your school?</p>	<p><i>6.9 CoP: All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage.</i></p> <p>The school site is wheelchair accessible with a disabled toilet in Key Stage 1 and Upper Key Stage 2. We also have a ‘closomat’ toilet in our Reception area. The school site is yellow marked for visually impaired adults and children. We have links with the visual impairment (VI) unit at St Clere’s Academy and use their habilitation officer and their specialist adviser to support us and our VI pupils by giving advice and guidance.</p>
<p>Where can I get further information, help or support?</p>	<p>Special Educational Needs at Thurrock LA: https://www.thurrock.gov.uk/support-for-parents-and-carers-whose-children-have-special-needs-at-school/if-youre-worried-your Special Education Needs team Thurrock : 01375 652555 Email: sen@thurrock.gov.uk</p> <p>Council for disabled Children’s parent guide found at www.councilfordisabledchildren.org.uk Parent Partnership Service : Mo James Manager PATT SENDIAS Services Monday – Thursday 9.30 – 6pm 07912 785158</p>