

SEND Local Offer / SEN

Information Report

What is the St Thomas More Language College SEND Local Offer?

Our SEND Local Offer describes the range of provision and support available to support identified students when appropriate. Some students require additional support for a set period of time to help meet their needs or improve their learning. The decision to do so is based on a variety of factors including academic progress, and/or assessments carried out by teaching staff or other professionals. It may also be based on ensuring students have a smooth transition into school or require support when going through significant change either at home or school. Some students will require support for a longer period of time to ensure they can access the curriculum effectively and be included fully in classroom learning and school events. Support will be planned by school staff and where appropriate by external professionals. This Offer is subject to change depending on budgetary constraints and policy review.

SEN Information Report

We consider placements for children with a variety of SEND needs including ADHD, ASD, Sensory Needs and wider Learning difficulties and we will offer a place on condition that we can meet the needs of the young person so that we enable every child to progress and reach their full potential.

Any decision/offer will be made in line with Section 9 of the 2014 Special Educational Needs and Disability Code of Practice.

We pride ourselves on knowing our students well as individuals. We identify a child who may be struggling by:

- o Information from their previous school, including KS2 information
- o Concerns raised by the pupil, parents, teachers or other agencies/professionals
- o Results of standardised tests, including the CATS entry tests and others, completed early in Year 7
- o Significant changes in their progress, emotional wellbeing and/or behaviour.

Any child who has been identified as having an Additional Need may receive extra support from pastoral staff and/or members of the Learning Support Department. Most of this will occur within the classroom. Very occasionally a child may be taught outside the main class for 1:1 or small group intervention. The kind of support given will depend on the type and extent of the child's need. Pupils are assessed regularly, through in-class work and also some specialist testing if appropriate. This includes monitoring trends which may be occurring in different groups of pupils.

Many resources can be made available to support our students, depending on the need identified and the extent to which it is affecting their progress and engagement in school:

- Breaktime social club
- Lunch-time social club
- Social skills groups
- Peer mentoring and wellbeing support
- Support staff trained in modelling social skills/ developing appropriate strategies
- Homework club
- Personalised curriculum if appropriate – through reduced timetabling or alternative programmes to support learning
- Withdrawal groups/1:1 (if appropriate) for pre-teaching/over learning/gaps in prior key stage learning (KS1/KS2/KS3)
- Chromebooks are available for use when required

The effectiveness of any support is assessed and reviewed termly. After consultation with the student, carers, parents and professionals, additional measures are put into place as required.

The Learning Support Department staff are experienced to support the students with their needs. Their skills are regularly up-dated through training by attending courses or working with specialist professionals.

There is an extensive network of professionals in school who can contribute towards interventions to address students' needs. In addition, there are outreach agencies who can be called upon if required, including:

- Educational Psychologist,
- Speech and language Therapist,
- ASD outreach
- Medical advice from Hospitals involved (CAMHs & Wider medical teams)
- Children's Services practitioners
- Wellbeing practitioner (MIND)
- School Link NHS Nurse
- School Link NHS Therapist
- Assistive technology can be used if this is appropriate.

Parents are encouraged to be involved in all decision-making regarding their child and are invited to attend meetings and reviews where progress will be discussed. Their contribution to these occasions is greatly valued and their concerns are noted and acted upon. The views of the child are of great importance so that they can take ownership of the goals set.

The success of the intervention is assessed after an agreed period of time and further work continued or a different strategy suggested. At each stage, parents are asked to work in partnership with the school staff.

We are very aware of the anxiety that can be caused at transition between phases of education. Much work is done for students with SEND and their parents to support them at this time. This can include additional visits to the school in the summer term of Year 6 from Father Antony and Ms Krol (SENCO) attending the primary school so that the pupils are familiar with key staff.

In Year 11, we play an important part in advising students, carers and parents of suitable placements for consideration and offer additional support with the completion of application forms and references to sixth forms and colleges, working closely with the students' home borough to ensure the EHCP paperwork is complete, consultations and reviews are completed in legal timeframes and the funding is in place for post 16. For those without an EHCP, support, advice and guidance will be offered.

If there are any concerns about a student's progress and how they can access the Special Educational Needs provision, contact should be made with Ms Krol (SENCO) through the school's communication channels.

Information about other local services can be found on the Royal Borough of Kensington and Chelsea web page: www.rbkc.gov.uk/educationandlearning/support services.

The SEN Local Offer can be found on the RBKC website

Contact details for Key Staff at St Thomas More Language College

- Ms S Krol SENCO
- Mr P Torres Lead for Exam Access Arrangements
- Ms E Pape Deputy Head Inclusion