

## **SEN INFORMATION REPORT**

**2020-2021**

### **What kinds of special educational needs do we make provision for in our school?**

St Thomas's Centre is a Pupil Referral Unit located within Blackburn with Darwen Local Authority. It is a split site provision, with a Lower and Upper Campus. It provides both full and part-time education for up to 161 young people aged 5-16 years. St Thomas's Centre works with students who have or are experiencing difficulties in the mainstream setting due to medical needs, and social, emotional and mental health needs (SEMH). It also supports pregnant school girls and young mothers. Further information is available through the local offer which can be accessed through Blackburn with Darwen's website: [www.blackburn.gov.uk/localoffer](http://www.blackburn.gov.uk/localoffer) and the SEND Policy available on St Thomas's Centre's website: [www.stthomasscentre.com](http://www.stthomasscentre.com)

St Thomas's Centre aims to cater for and fulfil the needs of pupils throughout the ability range who experience learning difficulty in any form regardless of Disability, Gender, Pregnancy & maternity, Race, Religion or belief, Sex, Sexual orientation and to work within the guidance provided in the SEND Code of Practice 2014 [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

Pupils with SEMH can 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 These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviours. These behaviours sometimes reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained (mental health conditions such as these are diagnosed by medical professionals). Other pupils may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (medical conditions such as these are diagnosed by medical professionals).

'Behaviour' was removed as a distinct SEND category for the 2014 Code of Practice, under the assumption that undesirable behaviour is a communication of an unmet need in one of the other

categories of SEND (i.e. Broad areas of need - Social Emotional and Mental Health needs, Communication and Interaction needs, Cognition and Learning needs or Sensory and/or Physical needs).

St Thomas's Centre understand that 'behavioural difficulties' could be an indication of an unmet need relating to one or more of the other categories of SEND. We also understand that 'behavioural difficulties' do not necessarily mean that a child or young person has a possible mental health problem or special educational need. Negative experiences and distressing life events can affect mental health in a way that brings about temporary changes in a young person's behaviour.

At St Thomas's we recognise some pupils may have unidentified and unmet needs. Our in-house assessments include British Picture Vocabulary Scale (BPVS), YARC Assessment of Reading and Comprehension, Dyslexia Screener, Ravens, CAT4, Visual Stress and social and emotional assessments. These assessments and screeners enable us to unpick a pupil's difficulties and ensure that we plan the appropriate strategies, targets, interventions necessary to ensure each pupil continues to make progress with their education. School will, where necessary, request the support of professionals for further diagnostic information for individual pupil.

Where a pupil is identified as having a Special Educational Need or Disability, their needs will be categorised as per the SEND Code of Practice 0 – 25 (2014) into the following four headings:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health Difficulties**
- **Sensory and/or Physical Needs**

These will be used to identify the appropriate action to be taken by the school, rather than to label the pupil. The needs of the whole child will be used to determine additional provision. We recognise that some pupils' progress and attainment is affected by factors other than a Special Educational Need. For example:

- their attendance and punctuality
- their health and welfare
- having English as an Additional Language (EAL)
- being in receipt of the Pupil Premium Grant
- being a Child In Our Care (CIOC)
- being a child of a serviceman/woman

### **How does our school know if your child needs extra help?**

If you consider St Thomas's Centre to be the right school for your child please speak to your child's home school or directly to the Local Authority.

Your Child's school or the Local Authority will complete our school referral form and forward it to our school business manager.

St Thomas's Centre will arrange a pre-placement interview with our Headteacher. This interview will be used to gather information in order for you to decide if our school can meet your child's needs.

Your child's current school will also attend the pre-placement interview. At this interview a decision will also be made with your child and yourself as to the initial length of time to be spent at St Thomas's Centre and the review date. The status of registration will also be discussed at this interview.

Where pupils have an Individual Pupil Resource Agreement (IPRA), or an Educational Health Care Plan (EHCP) schools will follow the 'PRU Protocol' and your child's school will arrange an Interim Review to discuss possible placement at St Thomas's Centre.

If your child is allocated a place at St Thomas's and prior to your child's admission to school you will be invited to attend a transition support meeting where you will meet your child's provision leader and other members of the provision staff team including your child's form teacher. Any concerns you may have regarding your child can be discussed with the provision leader.

Following this meeting your child will be invited to take part in our baseline assessments (such as: CAT4; spelling and reading tests; a social and emotional profile). These tests help us to identify any possible learning needs/additional needs. Each child will receive an implication for teaching and learning which will be distributed to teaching staff. This enables subject teachers to ensure planning meets our child's individual needs. Each parent can also have access to this if required.

### **Who can you speak to at our school if you think your child may have special educational needs?**

If you feel your child is struggling or you have concerns please contact your child's provision leader in the first instance.

We recognise the importance of discussing how our school can support your child in gaining the very best outcomes both academically and emotionally.

Provision leaders meet daily with both our SENCo / Faculty Leaders, and Deputy Heads and any concerns raised by parents can be discussed at these meetings.

### **How do we know what progress your child is making and how will we keep you informed?**

The education of all pupils at St Thomas's Centre is very important to us.

At St Thomas's Centre we value the contribution our parents make in supporting their own child's learning and development and contributing to the life of our school. Parents are actively encouraged to support their child's learning.

All young people are tracked both academically and socially. Support is implemented when required and monitored for its effectiveness.

Each term parents are invited to an Academic Review Day (ARD) to discuss all areas of progress at St Thomas's. These meetings are very important for all to ensure that together we deliver the very best.

### **How will our school support your child and how will teaching be adapted to meet their needs?**

At St Thomas's Centre we collect a lot of information about our young people to help us to make decisions about how well your child can access the curriculum. This information is about their learning, their behaviour and their attendance. This helps us to set challenging targets in consultation with your child. All information is collected and shared with your child's subject teachers.

At St Thomas's Centre all pupils are assessed throughout the year. These assessments are shared using a written report at various times of the school year.

All information collected by staff is available so that individual subject teachers ensure schemes of learning are differentiated to meet individual needs. Regular and thorough marking using the school marking policy ensures targets are set to promote and monitor progression. Time is given to pupils to address targets and achieve success.

### **How are decisions made about the type and how much support my child will receive?**

We recognise the importance of discussing how St Thomas's Centre can support your child; with the use of the Pupil Progress plans and nightly provision meetings, we continually assess these plans throughout the year to ensure that your child's learning is personalised and tailored around their needs and aspirations.

The SENCo is available to support individual interventions should a need be identified. Behaviour intervention and modification strategies are delivered via our support staff; who work with our students on a daily basis to build resilience and develop strategies for effective behaviour for learning.

Our multi-agency team within the St Thomas's Centre meet half termly to discuss each pupil within each provision ensuring all needs are fully discussed and strategies put in place.

St Thomas's Centre's Senior Leadership Team and the Management Committee closely monitor your child's progress by checking teaching and learning / scrutinising pupil's books / discussions with pupils and looking at data. The SEND governor meets with the SENCo to discuss areas of the school development plan linking to SEND. The SENCo reports termly via the Management Committee sub groups regarding progress made in relation to the School Development Plan (SDP) and school Self Evaluation Form (SEF).

### **How will our school help you to support your child's learning?**

All parents and carers are invited to their child's admissions meeting and possible reintegration strategy meeting during their child's placement at St Thomas's.

Parents receive daily / weekly phone calls from their child's provision team with a view to informing them on how their child's day / week has been. Parents are given contact details of our provision leaders and they are encouraged to contact them any time if they have any queries or concerns about their child. Individual appointments at school and home visits are always facilitated if parents have any specific worries or concerns.

These phone calls are also an opportunity for parents to discuss anything that has happened at home which may impact on their child's behaviour. We encourage open and honest dialogue, as only by working together will we be sure that your child will have the best chance to succeed.

### **What specialist services and expertise are available or accessible through our school?**

St Thomas's Centre accesses specialist services when appropriate, including:

- SEND Support Service (Advisory Teachers for Hearing Impairment; Visual Impairment; Autistic Spectrum; Physical Disabilities; Speech, Language and Communication Needs)
- Educational Psychology Service
- Engage
- Youth Offending Team
- Go2
- Brook
- The Wish Centre
- Vulnerable families
- Princes Trust
- Blackburn College
- East Lancashire Child and Adolescent Services (ELCAS)
- Health Care Professionals
- Social Care Professionals
- NSPCC

- Barnados
- School nurse

**How are the staff in school supported to work with children with special educational needs and what training do they have?**

St Thomas's Centre staff are committed to supporting young people with SEND needs. As part of our core principle supporting the education of our pupils with social, emotional and mental health needs and our pupils with medical needs, we ensure that all our teachers, teaching assistants and pastoral staff have qualifications that are relevant to their role. In addition to this we make sure that our training and continued professional development is linked to the special needs of all our pupils and we are aware that what we do may need to be modified to meet their specific needs.

Examples of training includes:

- SEND Training
- Nurture Training
- De-escalation Techniques - Team Teach
- Child Protection and Safeguarding Training (including DCPO, safer recruitment and multiagency)
- Evolve training
- Prevent Agenda
- CSE awareness
- Specific training support to TA's - Nurture / counselling / motivational
- interviewing / behaviour modification and relaxation
- Planning for outstanding lessons - effective schemes of learning
- Boxall profile
- Restorative Justice
- Literacy support
- Achievement for all
- First Aid
- Further CPD opportunities are identified through the discussion with staff.
- A detailed INSET programme is implemented with the school annually and addresses all current educational issues.

**How will our school ensure that your child is included in activities outside the classroom, including physical activities and school trips?**

All pupils are entitled to take part in our PE and Enrichment programmes.

All young people also have access to a variety of school trips both during and out of school hours. Parents will be informed of these on an individual basis.

All school trips have a fully completed risk assessment these are available from the school office on request.

### **How will our school support your child's overall wellbeing?**

The safety and well-being of all pupils is important to us. Children can approach their class teacher, teaching support staff, SENCO, SENCa and any member of the SLT.

CCTV is in operation throughout the building and outside areas.

Excellent attendance is crucial so that we can give a full level of support, therefore all pupils enrolled at St Thomas's are provided with bus pass or taxi transport both to and from school. This depends on each individual need. Staff will work closely with you and your child to overcome any difficulties which may occur e.g. your child may have a history of refusing to attend school. Your child will be in an environment where staff are experienced in supporting the emotional and social needs of young people.

St Thomas's Centre is a staff intensive environment where your child's wellbeing is of paramount importance, interventions include: nurture; mentors; rewards and sanctions system; behaviour plans; celebration opportunities; outside agency support.

There are also opportunities for pupils to share their views and opinions via the Student Council which are fed back to all staff

St Thomas's Centre is mindful of the need to safeguard the well-being of all its pupil's and management of first aid arrangements will be undertaken in such a way as to ensure there is adequate training of staff, provision of first aid equipment and recording of first aid treatment.

Pupil's requiring medication during the school day should bring their medication to their provision leader at the start of each school day.

St Thomas's Centre has a clear Behaviour Code, with rewards and sanctions within the school, which all staff and students are expected to follow. Provision Leaders provide individual support and guidance for students who may be showing behaviour of concern in order to address the issues that may be causing the behaviour.

Your child is an individual and as far as possible we will aim to meet his /her needs.

### **How accessible is our school both indoors and outdoors for children with special needs?**

Both Campus can accommodate pupils in wheelchairs. The specialist rooms for Cookery, ICT and Science are all DDA compliant and there is a designated classroom on each wing that has DDA access.

Further information is available from the school website at [www.stthomascentre.com](http://www.stthomascentre.com)

- Accessibility policy
- Supporting children with medical needs
- Equality Statement

### **How will our school prepare and support your child when joining our school and transferring to a new school?**

Each young person is designated into a provision on entry into St Thomas's. The provision leader is responsible for the overall wellbeing of your child.

Your child's provision leader will also contact the previous school to make sure we have all the details we need, including copies of IPRA's, Statements and EHC Plans.

The KS1 and KS2 curriculum is designed to enable all pupils to make progress in all subjects and successfully reintegrate into mainstream education wherever possible. Our KS3 KS4 school curriculum is designed for pupils to progress from year 7 to year 11 developing their independence and vocational skills. The Careers Officer will meet with older pupils to plan their next stage of education. Pupils may experience college placements, work experience and take suitable qualifications in year 11. We have a very close relationship with the local college, our Careers Officer will also contact the college to ensure a smooth transition.

If pupils move to a new school or is re-integrated back into their original home school, the provision leader will ensure a smooth move, and act in a supportive role if necessary.

Regular reviews will take place to ensure a smooth transition.

### **Who can you contact for further information?**

If parents have any concerns they should contact child's provision leader:

Key Stage 1/2 – Adelle Brown

Key Stage 3 – David England

Key Stage 4 North – Sue Armson

Key Stage 4 South – Francis Dore.

District – Kieran Taylforth

or

Acting Headteacher/SENCo – Charlotte Rolfe (01254 958401)

SENCo- Charlotte Leaver (01254 958401)

For SEND support in the local community, parents can access Blackburn with Darwen's website to identify other types of extra support in the local area. The website is an online resource that details services, support and guidance available to children and young people with special educational needs and disabilities (SEND) age 0-25 and their families.

Blackburn with Darwen's Local offer can be found using the following link [www.bwd-localoffer.org.uk](http://www.bwd-localoffer.org.uk)

The complaints procedure for SEN mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENCO and Headteacher should be brought into the discussion process. If concerns cannot be resolved at this level they should be put in writing to the SEN Governor. Advice for parents can be sought from the LA or from the Parent Partnership Service.