

## **St Thomas' CE Primary SEND Information Report 2025-26**



### **Aims**

At St Thomas' we value all God's children and ensure that those with Special Educational Needs and/or Disabilities (SEND) get the support they need to make excellent progress in a caring and fully inclusive environment, ensuring they experience life in all its fullness.

Our SEND provision provides opportunities for pupils with learning difficulties and/or disabilities to access a rich, balanced and progressive knowledge-based curriculum specifically tailored to their needs. We do this by providing our pupils with Quality First teaching approaches which give them the self-confidence needed in order to maximise their potential and develop skills to work independently. Our curriculum inspires our pupils to be the very best versions of themselves which enables them to set high aspirations for the future.

At St Thomas' we are committed to narrowing the attainment gap between SEND and non-SEND pupils. We quickly respond to pupils needs and provide provision where necessary. This provision may include short-term intervention learning programmes and other adaptations to personalise this learning so our SEND pupils make at least expected or rapid progress.

### **What are Special Educational Needs and/or Disabilities (SEND)?**

We use the definition for SEN and Disability at St Thomas' from the SEND Code of Practice (2014) which states:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools'.

The new Code does not assume specific categories of special educational need, but recognises that children's needs and requirements fall into four broad areas:

- Communication and interaction

ASD, ADHD, Speech and Language, communication difficulties

- Social, emotional and mental health difficulties

Difficulty managing relationships and emotions, bereavement, self-harming, eating disorders.

- Sensory and/or physical needs

Visual impairments, hearing impairments and other physical difficulties

- Cognition and learning

A specific difficulty affecting learning in one or part of learning, working memory, organisation and memory skills.

The special education provision means:

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.
- For a child under two, educational provision of any kind.

### **How are children with SEND identified and assessed?**

We identify pupils who are not making expected progress at Pupil Progress Review Meetings, periodically throughout the year. At this point we would gather information about the child to gain a full understanding of the pupil's learning profile to identify whether any SEND is impacting on learning. This could mean consulting with outside professionals to help gain a better understanding of the child's profile. This could also entail using various assessments within school to establish where a child's difficulties lie. We would consider all factors that may impact on learning, such as emotional issues, motivation, and appropriateness of the teaching and learning environment, in order to decide if the lack of progress is caused by SEND. We would also take into consideration, feedback and referrals from

teaching staff, observations (including learning walks), referrals from parents as well as self-referrals from pupils.

If we decide that additional and different provision is necessary for the pupil to make progress, we would contact parents and put effective special educational provision into place.

### **How does the school teach children with SEND and how is the curriculum adapted to each child's needs?**

We believe that inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. Our lighthouse curriculum, not only provides pupils with a knowledge rich education, but also a range of additional opportunities and experiences to enrich the whole child.

When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be adapted by the class teacher to reduce barriers to learning. This may be through a number of different approaches.

These include:

- Quality First inclusive teaching with appropriate, targeted differentiation in place, for example:
  - differentiated learning materials
  - use of a range of teaching and learning styles
  - Access to ICT/Technology
  - Flexible peer groupings (small group work)
  - Appropriate adaptations to the learning environment e.g. appropriate seating plan, independent work stations, hand rails.
- Proven interventions that have been identified to achieve specific targets, e.g. pre/post teaching of curriculum content/vocabulary.
- Additional focused support from a teacher/teaching assistant in/out of class. This should be purposeful, with the ultimate aim to develop the pupil's independence and maximise pupils contact with his/her class teacher.
- Encouraging/involving pupils in the wider life of the school e.g. after school enrichment activities e.g. drama/music/sport clubs

Some of the interventions that we have found to be effective in helping children to make accelerated progress are the following:

- Read Write Inc, (phonics One to one)
- Precision Teaching
- NELI (speech and language)
- Pastoral support
- Social skills
- Lego Therapy
- Pre/post teaching of lesson objectives/content
- Handwriting – Write from the Start
- Maths No Problem - Lesson Review

### **How does the school make special arrangements for Looked After Children with SEND?**

We ensure those pupils who have SEND and are Looked After by the Local Authority, have the personalised support they need by liaising with the appropriate agencies when necessary. We consult with the virtual school, Head teacher, the designated teacher and allocated social worker to ensure all agencies are working collaboratively in the best interest of the pupil. The pupil's progress is regularly reviewed throughout the year, with the appropriate agencies, and we ensure Pupil Premium Plus is used effectively to enable the pupil to meet their intended outcomes.

### **How is specialist expertise accessed and to what extent do staff within school undergo training in relation to children with SEND?**

School has access to qualified and specialist staff to support the range of needs identified, provided by the Local Authority. These include; Educational Psychologists, Visual Specialists, Speech and Language Therapists, Inclusion Consultants, and Occupational Therapists. This expertise is accessed via the SENCo.

Training opportunities for staff, including teachers and teaching assistants, to match identified areas for development, are provided when necessary. This may be via in house training or that from the Local Authority to ensure that all staff have the knowledge and skills required to best support pupils in their classes/intervention groups.

Classroom teachers have the skills required to fulfil the demands of the graduated approach (see additional information), particularly with regard to the deployment of teaching assistants and monitoring of interventions.

**We are committed to developing the ongoing expertise of our staff. We have the current expertise in our school:**

| <b>Initials of Intervention assistant</b> | <b>Training/Trained in Intervention</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>AR</b>                                 | <b>National SENCo Award - Post Graduate Certificate</b><br><b>Masters Degree in Teaching and Learning</b><br><b>Precision Teaching</b><br><b>Maths No Problem - lesson review</b><br><b>Making Sense of Autism (June 2022 - Sefton)</b><br><b>AET Progression Framework (June 2022 - Sefton)</b><br><b>ASD/ADHD Training (October 2022 – Lynn McCann)</b><br><b>Sensory Circuits November 2024 (Sefton ASD team)</b><br><b>PDA (April 2025 – Sefton ASD team)</b><br><b>Dyslexia (October 2025 – Dyslexia specialist)</b><br><b>Paediatric First Aid (November 2025)</b><br><b>Safeguarding (November 2025)</b> |
| <b>EA</b>                                 | <b>ASD/ADHD Training (October 2022 – Lynn McCann)</b><br><b>Maths No Problem - lesson review</b><br><b>Dyslexia (October 2025 – Dyslexia specialist)</b><br><b>Paediatric First Aid (November 2025)</b>                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>KH</b>                                 | <b>Sensory Activities for the Classroom (November 2025)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>LC</b>                                 | <b>Speech and Language Therapy – NELI</b><br><b>Wellcomm</b><br><b>Precision Teaching</b><br><b>First Aid</b><br><b>Making Sense of Autism</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>CH</b>                                 | <b>Speech and Language Therapy Workshop (October 2025)</b><br><b>Functional Sensory Activities (October 2025)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>LaC</b>                                | <b>Safeguarding training (February 2025)</b><br><b>EBSA (March 2025)</b><br><br><b>RWI fast track tutoring</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>GH</b>                                 | <b>Making sense of Autism in schools (October 2025)</b><br><b>SEND in the EYFS (November 2024)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

## **How does the school monitor the progress of children with SEND?**

We adopt a graduated approach when supporting children and parents/carers. This is a cycle of assess, plan, do, review and is how decisions and actions are made to help children make progress and secure good outcomes.



Once a child is identified as having SEND, a Support Plan is put together by the class teacher to outline a profile of the child and his/her needs. The pupil and parents are involved in this process and help to identify, SMART (specific, measurable, achievable, realistic, timebound) targets. Once targets are agreed a timescale and the methods to be used in order to achieve specific outcomes are highlighted within the plan. In addition, where a looked after pupil has SEND, liaison may also occur with the relevant Designated Teacher.

Once recorded, the support plan becomes a working document which is reviewed and updated termly to show progress towards SMART targets and new ones can be set. Adjustments to the plan can be made at any time, where necessary. It is the class teacher's responsibility to manage the plan and fulfil the suggested actions. They will be accountable for the outcomes and therefore should discuss with the SENCo if they feel the plan is not working, for whatever reason.

A timescale is attached to the plan so that everyone involved appreciates when outcomes should be reviewed. A review will take place within this timescale in which interventions/resources can be evaluated, along with the views of the child and the parents. The plan can then be updated, or a further plan can be devised, if required, to enable the pupil to achieve their next steps in learning. Alternatively, the pupil may have made sufficient progress for the plan to cease.

At times, it may be necessary to request involvement from outside agencies for further assessment, when we require more specialist support for our children. These may be from an Inclusion Consultant, Occupational Therapist, Speech and Language Therapist or Educational Psychologist, so we can gain a better understanding of the pupil's profile and recommendations for support.

Each year, the SENCo is provided with a budget following consultation with the Senior Leadership Team, to ensure that provisions can be acquired to support SEND pupils across the school. A range of materials may be sourced, which may also come recommended by outside agencies, so interventions and physical resources can be provided to support a pupils' individual needs. All resources are accessible to all staff in school and training and guidance is provided for their use. The SENCo monitors their effectiveness in meeting a child's needs.

Although the school receives this additional funding for pupils with SEND, if the support for those with the most complex needs exceeds the £6,000 threshold, 'top up' funding can be applied for from the Local Authority called High Needs Funding. It is the school's responsibility to complete a high needs application which shows that their plan is efficient and likely to succeed.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet a child's SEND, if the special educational provision required cannot be provided through the resources and services that are available, the school or parents should consider requesting an Education, Health and Care assessment.

### **How will the school evaluate the effectiveness of the SEND provision made for pupils?**

We are committed to ensuring our provision is effective in narrowing gaps in learning to ensure our SEND pupils make progress. We therefore regularly review the impact of our provision in a number of ways.

Termly, SEND pupil progress review meetings are held with the SENDCo and class teacher, in addition to regular informal discussions with all staff.

Other internal processes for monitoring quality of support and assessment of need include:

- Learning walks
- Lesson observations
- Work scrutiny
- Pupil Voice
- Pupil and parent reviews
- Data collection and analysis
- Provision Map data analysis

- Information presented to Governors

### **How does the school work together with parents regarding children with SEND?**

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

The SENCo is also available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.

Personal progress targets and your child's Support Plan will be reviewed with your involvement at the end of every term.

Homework will be adjusted as needed to your child's individual requirements.

A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

### **How does the school work together with pupils with SEND?**

There are several opportunities for our SEND pupils to share their views about their education.

During the termly review process, pupils are asked by their class teacher to discuss their learning on a one to one basis to highlight what provision they find helpful and the targets they want to work on/evaluate. Their views are then added to their support plan. If deemed appropriate, older pupils may attend their SEND review with their parents and share their views during the meeting. Pupils may also receive pastoral support with Mrs Watkinson, who may then share the child's view with the class teacher, SENCo and parent. In addition, pupils with SEND will meet with the SENCo throughout the year to share their thoughts about their SEND provision and help to plan how Neurodiversity can be celebrated in school.

### **Who should I speak to regarding concerns I have about my child?**

Every class teacher is responsible for the progress of the children in his/her class, including those who require additional support. It is therefore the class teacher that parents should initially approach if they have concerns about their child's progress or well-being.

Should parents need further information and advice they can make an appointment, via the school office, to meet with the SENCo (Special Educational Needs Co-ordinator) – **Mrs Amanda Reid**

The SENCO works with the Senior Leadership Team, head teacher and governing body in determining how SEND is catered for within the school, and how additional support is provided for children with SEND.

The Leadership Team and SENCO meet at regular points throughout the year with each class teacher in order to monitor the progress of all children in the school. This allows for further expertise and resources to be allocated if need be. This is then reported and discussed with the governing body.

### **How does the school support children with SEND when they join our school, leave our school, or move to another class?**

If your child is joining us from another nursery/school:

The SENCo will visit pre-schools with the Early Years Lead when appropriate or arrange a home visit.

Your child will be able to visit our school and stay for a taster session, if this is appropriate.

When moving to another school (in-year):

We will communicate with the school SENCo and share information about your child, and provisions that have helped them to achieve their learning goals.

We will ensure that all records are passed on as soon as possible.

When moving classes in school:

An information sharing meeting will take place with the new teacher, including sharing of the child's Support Plan and current targets and provision. Children will have opportunities to visit the new class/teacher to aid transition.

When moving from Year 6 to 7:

The SENCo/and or the Year 6 class teacher will meet with the SENCo of the secondary school to discuss the specific needs of your child and the nature and level of support which has had the most impact.

All pupils will visit their secondary school on transition day, and in some cases, staff will come to our school to visit the children in addition to this.

In some cases, additional multi-agency meetings may be arranged to create a more detailed transition plan.

### **How does the school support the social, emotional and mental health and development of pupils with SEND?**

Children 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 behaviour or showing signs of anxiousness.

We have clear processes to support children with social and emotional needs. This includes the effective management of behaviour (as in our behaviour policy).

Staff undergo training where necessary in order to support children with particular needs. Teaching Assistants deliver pastoral support in the form of one to one provision as well as group provision that develops social skills.

We also have access to a number of agencies, whom we can approach when we require more specialist support for our children.

### **How does the school enable pupils with SEND to engage fully in the activities of the school?**

We ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND, in-line with our duties under the Equality Act 2010. This can involve making reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage when compared with their peers. This requires thought to be given in advance to what disabled children and young

people might require and what adjustments might need to be made to prevent that disadvantage.

### **How are pupils with medical needs supported?**

Pupils with more complex medical needs will be provided with an Individual Health and Care Plan. This is completed by the SENDCo, class teacher, parents and health care professionals. We also have designated staff who have completed formal training whom administer and supervise medications.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines, the schools, Supporting children and young people with Medical Conditions in School Policy and Guidance and the schools Administration of Medicines Policy.

### **Sefton's Local Offer**

The Local Offer provides clear and accessible information about the provision Sefton Council expects to be available locally for our children and young people from 0 to 25 who have special educational needs and/or disability (SEND). The Local Offer helps you to understand what services you can expect from a range of local agencies, including your statutory entitlements, eligibility and referral criteria. The Local Offer also makes clear what is available from early years settings, schools (including Academies and Free Schools), colleges and other services including those from health and social care.

To access this please visit

<https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel>

For all general enquiries on the Local Offer, please contact Sefton's Information, Advice and Support Service on 0151 934 3334 or email at [seftonsendiass@sefton.gov.uk](mailto:seftonsendiass@sefton.gov.uk)

<https://www.seftondirectory.com/kb5/sefton/directory/advice.page?id=x8sKvkxyZyo>

### **Complaints Procedure**

At St Thomas', we are eager to work in close partnership with parents/carers and will endeavour to consult with them at every stage of the special educational needs process. If parents/carers have any worries or concerns about their child's progress, in the first instance, they should speak to their child's class teacher or the SENCO to discuss the matter. We will always do our best to respond to concerns raised with us. In the case of an unresolved

complaint, school have a formal complaints procedure available and parents/carers can also seek neutral advice and support from SENDIASS.