School SEND Information Report

Information report reviewed June 2026

Principal	SENCo	Deputy SENCo
		
Mrs D Pierpoint	Mrs K Buggy	Mrs D Cooke

Schools contact details:

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School Mission

'Learning for life with Jesus.'

School Vision

Jesus said 'I have come that they may have life, and have it to the full.' John 10:10

Inspired by our Christian faith, we guide children on a personalised journey towards achievement. As a learning community, we are committed to ensuring that children are equipped with, skills and aspirations to reach their full potential in mind, body, heart and spirit.

SEND Information Report 2025 - 2026

St. Thomas' C.E. Primary Academy is a Mainstream Primary School which caters for children between the ages of 2 and 11. We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support.

Identification

How will you know if my child needs extra help?

- Teacher assessments show lower than expected progress, given individual circumstances.
- Concerns raised by parents/carers, teachers or the pupil's previous school.

Observations on pupils that indicate a child has an additional need in one of the four areas:

1.Communication and Language
2.Cognition and Learning
3.Social, Emotional and Mental Health
4. Sensory/Physical

- A change in pupil behaviour.
- Pupil asks for help.

What should I do if I think my child or young person needs extra help?

If you have a concern, then please firstly discuss this with your child's teacher. We understand that working together can provide a broader insight into your child's needs. Your child's teacher will work with you and your child to discuss what their needs are and how we can make adjustments to support your child throughout their school life. After this discussion you may then be contacted by our SEND Co-ordinator.

Where can I find the setting/school's SEND policy and other related documents?

Please visit https://www.stthomascofeacademy.org/ The website provides you with all relevant school policies and documents relating to provision offered to our pupils.

Teaching, Learning and Support

How will you teach and support my child or young person with SEND?

All children in our school receive quality first teaching where adaptive teaching is at the heart of every lesson. This takes into account any personalised learning needs and ensures that all learners can access the learning and meet the learning outcomes. This is arranged in a variety of ways and allows pupils to experience both success and challenges while working in both ability groups and mixed ability groups. Adults are used to support groups and individuals with the aim to build independence.

Children with SEND have an Individual Education Plan (IEP) which follows the assess, plan, do review cycle. Each IEP is reviewed termly,. This states targets your child will be working on and how they are being supported in school to achieve them. These are recorded and implemented by the class teacher with advice from the SENCo and deputy SENCo. All IEPs can be accessed by parents online via an Edukey account, paper copies can always be requested. Parents are invited into school at the end of each term to review previous targets and set new targets for the following term. The support provided consists of a four-part process.

Assess: An analysis of pupil need will be carried out by the class teacher & SENDo or deputy SENDCo, outside agencies may also be involved. Children are assessed through observations, discussions between parents, class teachers, outside agencies and SENCo and through formal assessments termly. Children on the SEND register or cause for concern list are assessed twice a year using BPVS/ SALFORD and VERNON standardised assessments. This helps us measure progress in a different way, alongside normal classroom assessments.

Plan: The class teacher, in collaboration with the SENCo or deputy SENCo, will create up to 3 targets around the pupil's area of need, which will be recorded on an Individual Education Plan (IEP). Interventions will be planned by class teachers and put in place to address the targets.

Do: Interventions/support will be delivered.

Review: The effectiveness of the intervention/support will be reviewed termly on the IEP. Teachers will talk to parents regarding their child's progress and next steps. Decisions will be made about future provision and whether outside agencies need to be sought. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables identification of those interventions which are most effective in supporting the pupil to achieve good levels of progress and outcomes.

For a very small percentage of pupils, the school or parents may consider requesting an Education, Health and Care assessment be carried out, the Local Authority will decide if this is appropriate. This will be for children whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources,

or for pupils who despite relevant and purposeful action being taken to meet their special needs, fail to make progress. The Local Authority have now placed an EAPDR stage before an EHCP needs assessments. This is an Enhanced, Plan, Do, Review cycle and bring outside agencies and an educational psychologist together to look at enhanced provision for 1 or 2 cycles before deciding on an EHCP needs assessment if this is appropriate.

How will the curriculum and learning environment be matched to my child or young person's needs?

Teachers plan using information about the level pupils are currently working at and adapt work to closely match their interests, ability, learning needs and learning styles. When a pupil has been identified with special needs their work may be further adapted by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. If appropriate, a teaching assistant may be allocated to work with pupils individually or in a small group to target more specific needs or specialist equipment may be given to the pupil e.g. writing slopes, concentration 'wobble' cushions, pen/pencil grips or easy to use scissors.

In addition, the school run The Haven daily which is a calm space where children can go for 'Meet and greet' at the start of the day and where many of our interventions take place throughout the school day. The school also has their own sensory room called ' The Nook', This newly renovated space is a zone of regulation and houses specific interventions for children across the school. As well as The Haven and The Nook, children have access to our outdoor forest school setting, which can be used to open up opportunities through explorative play.

How are the setting, school, or college's resources allocated and matched to children or young people's needs?

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs
Provision may include:

- In-class support from teaching assistants
- Small group support from teaching assistants e.g. EP literacy, tutoring
- Support from The Three Spires Trust's specialist teacher
- Bought in support from external agencies e.g. educational psychology, SEDIS
- Provision of specialist resources e.g. assessment software
- CPD relating to SEND for staff
- Further support or resources may be allocated to your child following assessments by school staff or outside agencies. (e.g. occupational therapy)
- Funding may be used to buy in specialist support (e.g. Dyslexic assessment)
- Equipment that provides reasonable adjustments for children on an individual needs basis.

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis?

The Principal will decide how the budget for Special Educational Needs in consultation with the school governors, SENCO and Deputy SENCO , on the basis of needs in the school. Decisions

regarding support will be discussed with the SEND Co-ordinator, class teacher and parents for pupils with SEN but without an Education Health and Care plan. For pupils with an Education, Health or Care plan, this decision will be reached when the plan is being produced or during the annual review.

How will equipment and facilities to support children and young people with SEND be secured?
Our facilities and equipment are regularly evaluated in relation to the needs of the students we have in school. Should it be necessary to have specialist equipment these are generally met through the use of the school budget e.g, writing slopes, ear defenders etc. For more specific equipment there is a number of outside agencies who can be contacted to provide this equipment on a loan basis i.e. a Braille machine, specific chairs. Our membership in the Three Spires Trust also provides an opportunity to share resources for specific SEND needs.

How will you and I know how my child or young person is doing and how will you help me to support their learning?

Your child's progress is continually monitored by their class teacher. IEP targets are reviewed termly (or sooner if necessary) and progress is reviewed formally every term linked to the National Curriculum statements. At the end Year 6, children are formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and the results that are published nationally.

The progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the child's education.

A range of ways will be used to keep you informed, which may include: -

- School Planners
- Parent/teacher meetings
- Open classroom evenings
- Additional meetings as required
- Annual Reviews
- End of Year Reports

If needed parents can arrange an appointment to discuss their child's progress with the class teacher, the SENCo, deputy SENCo or the Principal. Please contact the school office to arrange any meetings, these can be by telephone or face to face.

How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education?

All pupils with SEND complete an IEP where they have the opportunity to express their likes, dislikes, aspirations, worries, etc. They can also include ways they prefer to learn and what helps them. Pupils are also involved with and understand their IEP targets (age dependent). If your child has an EHCP, their views will be sought before any review meetings. All children take part in an annual pupil questionnaire and children are regularly talked too through 'pupil voice'. This includes a variety of pupils.

How does the school assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND?

The SENCo and deputy SENCo carry out a SEND audit each year and from that are able to prioritise actions to work towards achieving. A yearly action plan is written with clear goals and ways in which they can be achieved to ensure provision remains excellent for children with SEND and is continuously improving. The action plan is then reviewed with the SENCo and Principle where the effectiveness and sufficiency is assessed and evaluated.

Keeping Students Safe and Supporting Their Wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

There are a number of ways that we aim to keep your child safe outside of the classroom. We want all children to be take part in all areas of the curriculum and aim for all children to take part in school trips. Risk assessments are carried out regularly within school and prior to any off site activity to ensure nobody's health & safety will be compromised. If a health and safety risk assessment suggests that an intensive level of 1:1 support is required a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff. We also ensure that your child will be safely handed over to a member of staff on the gate each morning and dismissed to the nominated adult in person at the end of the day. Where a child may require additional support during break/lunch or transitional times, a nominated member of staff will be allocated.

What pastoral support is available to support my child or young person's overall well-being?

We welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well- being. We have a caring, understanding team looking after our children. The school offers a wide variety of pastoral support for pupils.

These include:

- A PSHE curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Pupil and Parent voice mechanisms are in place.
- Members of staff are readily available for pupils who wish to discuss issues and concerns and suggest mindfulness and wellbeing activities •
- Referrals to outside agencies such as Visyon, Mental Health Support Team and CAMHS
- Our Anti-bullying policy can be found on the policies section of our website. Behaviour of any kind that is perceived as bullying will not be tolerated.
- We take a pro-active approach to ensuring positive behaviour is maintained. Playground Leaders, assisted by staff, facilitate play opportunities during break/lunch times
- We have staff trained in relational and restorative practice which is an evidence-based philosophy that prioritizes building strong, trusting relationships and resolving conflict by repairing harm. Instead of working to or for people, it focuses on working with them through a balance of high support and high challenge
- Use of the HAVEN or the Nook for regulation time or set interventions to support their mental health and wellbeing.

- Regular 'Sip and support' drop ins take place where parents and carers can meet our local Mental Health Support team and/or Early help team to ask questions, seek advice or be sign posted to other agencies to support them and their child.

How will the school manage my child or young person's medicine or personal care needs?

Where necessary and in agreement with parents/carers and the Principal, prescribed medicines are administered in school where a signed medication form is in place. All medicine administration procedures adhere to the LA policy and DfE guidelines included within Supporting pupils at school with medical conditions (DfE) 2014

If a pupil has a medical or intimate care need than a detailed Care Plan is compiled by the school in consultation with the school nursing service and parents/carers. These are discussed with all staff who are involved with the pupil. Pupils will be supported with their intimate care and personal needs, including dietary, where necessary.

What support is available to assist with my child or young person's emotional and social development? (IRR)

While the class teacher has the overall responsibility for the pastoral and social care of every child in the class, this would be the parents' first point of contact. Some of the ways that we support the children in our care include:

- Members of staff readily available for pupils who wish to discuss issues and concerns and suggest mindfulness and wellbeing activities.
- There is a suggestion box in school, where children can post their suggestions into.
- There are 'worry monsters' in each room, where the children can pot any worries or concerns. These are monitored by a member of staff daily and the appropriate action is then taken.

If further support is required the class teacher liaises with the SENCo or deputy SENCo for further advice and support which, with parental consent, may involve a referral to either:

- Mental health support team, who work closely with school to provide support which enables emotional and mental wellness. Sessions are delivered on a whole-school, class, group or individual basis, where needed.
- Visyon, a counselling service who work with children and parents (where necessary) to help provide support and promote emotional wellbeing.

What support is there for behaviour, avoiding exclusions and increasing attendance?

Our Behaviour Policy can be found on the website in the policies section and promotes positive behaviour through the sharing and agreement of school rules and consistent and regular rewards, and where necessary, sanctions. Part of this policy includes each class having a behaviour ladder which ensures a consistent approach to behaviour management, regular feedback verbally and visually for all children and a flexible way of both celebrating success, challenging low level behavioural issues and also allowing pupils to reflect and improve their behaviour. This may, on an individual basis, be reasonably adjusted where pupils have a personal behavioural plan for their behaviour. Where pupils require additional behaviour support, a positive behaviour plan/reasonable

adjustments plan will be drawn up by the school, in consultation with parents/carers and any other involved external agencies. This will usually involve bespoke reward systems. Where support is required to increase a pupils' attendance, school will work closely with our in school attendance office and the Three Spires Trust along with parents/carers to put strategies in place. Our attendance office holds attendance clinics on a group and 1:1 basis to support improvements within families where attendance is unsatisfactory, including in all cases where it is below 90%

Working Together & Roles

What is the role of my child or young person's class teacher?

The role of the class teacher is to :

- Ensure that all children have access to Quality First teaching and that the curriculum is adapted to meet your child's individual needs.
- Check on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with the SENCo as necessary.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Writing and implementing IEPs for all children with SEND to ensure an Assess, Plan, Do, Review cycle is followed.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the children they teach with any SEND.

Who else has a role in my child or young person's education?

The class TA who will support the whole class and often deliver intervention that has been planned by the teacher. Children with EHCPs will work with adults that have been assigned to them either individually or in small groups. Specialist teachers from outside agencies work with SEND children when required. The Principal will work with the SENCo and SEND Governor to determine the strategic development of the SEND provision within the school.

The SENCo in conjunction with the Deputy SENCo, are responsible for:

Coordinating the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

Ensuring that you are:

- Involved in supporting your child's learning
- Kept informed about the support your child is receiving
- Involved in reviewing how they are progressing
- Fully involved planning ahead for them.

- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of children in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help your child (and other children with SEN and/or disabilities in the school) to achieve their potential.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

How does the setting, school or college ensure that information about a child's SEND or EHCP is shared and understood by teachers and all relevant staff who come into contact with that child?

- Transition meetings take place each year to ensure class teachers are aware of the SEND needs within their class.
- When outside agencies come into school, reports and actions they may provide are shared with class teachers via the SENCo or Assistant SENCos.
- All staff concerned with a child with an EHCP will have read through the EHCP document and the Educational Provision that is required will have been acknowledged and from these the child's short term targets will have been written. Children's EHCPs are reviewed annually and all staff concerned with the child have an input with many of them attending the review and sharing their views.

What expertise is available in the setting, school or college in relation to SEND? (IRR)

We regularly invest money in developing the knowledge and skills of our staff. All of our teaching staff possess a wealth of experience both at the planning stage and the teaching of children with SEND and are responsible for their progress and development.

- Specialist services deliver training through staff meetings and CPD inset opportunities.
- There are strong links with AIT to support the teaching of those children with ASD in our school.
- Behaviour support come into school and support when and where necessary.
- Learning support come into school to assess and support when and where necessary.
- The Occupational Therapist comes into school to support certain children and provides strategies for staff members.
- Physiotherapy services come into school to support children who require physio and they train our staff accordingly.
- The Educational Psychologist comes into school to assess, support and give strategies to teachers when and where necessary.
- SENCo/Deputy SENCo attends updates and keep up to date with changes to SEND provision.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? (IRR)

As a school we work closely with a number of outside agencies to receive their specialised expertise. The agencies used by the school include:

- Autism Inclusion Team
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- VIP (Visionary Individual Pathways)
- Inclusion Team
- Social Services
- Children's Therapy Team (Speech & Language/Occupational Therapy)
- Paediatricians/School nurse
- Health Visitor for under 5's.
- Early Help
- Mental Health support team MHST
- SEDIS

Who would be my first point of contact if I want to discuss something?

If you have any concerns we recommend you speak to your child's class teacher initially, and at the earliest opportunity. If after your discussion you are not happy that the concerns are being managed and feel that your child is still not making progress you should speak to the SEND co-ordinator, Deputy SENCo or Principal. If you are still not happy you can speak to the school SEND Governor.

Who is the SEN Coordinator and how can I contact them? (IRR)

Our SEND Co-ordinator is Mrs Buggy and our Deputy SENCo is Mrs Cooke. An appointment with either person can be made by phoning or emailing the school office. 01782 787099 or office@stthomascofeacademy.org

How will my child or young person be supported to have a voice in the setting, school or college? (IRR)

We are a school where we value and celebrate each child being able to express their views on all aspects of school life. We have a School Council, an Eco Council and Rights Respecting Ambassadors. These are all formed by two members of each class and they pass on the views of their class within meetings. The councils are formed of SEND pupils and those without additional needs.

Pupil questionnaires are given to inform the planning and strategic development of school life, as well as specific subject areas.

In addition to this, children with SEND have additional opportunities to voice their opinions as:

- A child's views are always gathered when reviewing IEPs and EHCPs
- The SENDCo monitors the views of SEND children through Pupil Voice
- SEND children have an advocate if they require one to help them put their views into word.

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

Parents are encouraged to support their child's learning with regular advice attached to newsletters or on the school website, information evenings take place and there is always the opportunity to talk to their child's teacher regularly.

The school newsletter and the school website advertises governor vacancies when they become vacant and the application can be discussed on a 1:1 basis with the Principal. A voting process decides who the next governor will be.

What help and support is available for the family through the setting, school or college? (IRR)

Our staff are here to provide support and do so in a number of ways:

- The class teacher, SENCo, Deputy SENDCo or Principal can offer support in school to complete paperwork or act as scribe
- All class teachers hold a termly parents evening where concerns can be raised
- We have an open-door policy, therefore an appointment can be made to any staff member through the office where required.
- The DSL (Mrs Cooke), our DDSLs (Mrs Pierpoint, Mrs Buggy and Miss Viggars) have strong links with parents and offers support, whether through an informal phone call or a referral to support services.

Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips? (IRR)

We make sure we are an inclusive school by ensuring our activities are available for all of our children, with adjustments being made where needed. Each club, activity or residential trip is planned with the children it is aimed at in mind, thus allowing for those children to take part as fully as possible. We ensure Risk assessments are carried out and procedures are put in place to enable all children to participate. If a health and safety risk assessment suggests that an intensive level of 1:1 support is required, a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.

How accessible is the setting/school/college environment?

- The building is wheelchair accessible.
- There is a disabled toilet which is accessible through the main corridor.
- There is a disabled parking space in the school car park, close to the main entrance.

Transition

Who should I contact about my child/young person joining your setting, school or college? (IRR)

We welcome visits to school at any time although these need to be agreed/arranged with school prior to the visit. Please contact the school Admin office to arrange to meet the Principal who will willingly discuss how the school could meet your child's needs.

How can parents arrange a visit to your setting, school or college? What is involved?

Parents are encouraged to ring the school office on 01782 787099 or email the school office@stthomascofeacadmey.org to arrange to meet the Principal and visit the school.

How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) (IRR)

What preparation will there be before my child or young person joins you?

Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.

- The SENCo meets with all new parents of pupils and any agencies already involved who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns. How will he or she be prepared to move onto the next stage?
- When moving to a class within the school information will be passed on to the new class teacher in advance and in all cases, a planning meeting will take place with the new teacher.
- If your child would be helped by a book to support them understand moving on then it will be made for them.
- If your child would be helped by visiting their new classroom and teacher then this will be arranged for them.
- The transition programme in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND by arranging additional visits.

How can we as parents be prepared to help move onto the next stage?

The annual review in Y5 for pupils with an Education, Health and Care plan begins the process where parents are supported to make decisions regarding high school choice.
- Parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible and supportive.

How will you support the new setting or school to prepare for my child or young person?

- For pupils transferring to local schools, the class teacher/SENCos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth and thorough transition.

- For pupils transferring to schools further afield, the class teacher/SENCos of both schools will arrange a telephone or virtual meeting to discuss the needs of pupils with SEND in order to ensure a smooth and thorough transition.

What information will be provided to his or her new school?

The records of pupils who leave the school will be transferred when requested by the receiving school.

Additional Information

What other support services are there who might help me and my family? (IRR)

Advice may be sought from external agencies regarding strategies to best meet the specific needs of your child.

This will only be undertaken after parent permission has been obtained and may include referral to:

- Special Educational Needs Support Service (SENSS)
- Behaviour Support Service
- Dyslexia Centres
- Autism Outreach Team
- Hearing Impairment team
- Visual Impairment team
- Educational Psychologist Service
- Physical and disability support service
- Social Services
- School Nurse
- CAMHS (Child & Adolescent Mental Health Service)
- Trail blazers (Mental Health Support Team)
- Home start
- Health Visitor for under 5's

When was the above information updated, and when will it be reviewed?

As a school we annually update the information provided on this form and our review date is set for May each year.

Where can I find the Staffordshire Local Offer? (IRR)

The Staffordshire Local Offer can be found at https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0

What can I do if I am not happy with a decision or what is happening? (IRR)

If at any stage as a parent/carer you are unhappy with the provision that we are making for your child, you should in the first instance approach the class teacher or the school's Special Educational

Needs/Disability Coordinator (SENDCo). If this does not solve the complaint, then a parent should then speak to the Principal who will discuss and advise the next steps.

However, if a parent/carer disagrees with the contents of an Education, Health and Care Plan or a decision not to issue one, an appeal can be made to the first-tier Tribunal (Special Educational Needs and Disability) against decisions made by Local Education Authorities in England.