



St Thomas' CE Primary School
'Learning and growing in the sight of GOD'

SEND Information Report 2024-2025

A Definition of Special Educational Needs and Disability (SEND)

A child of compulsory 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (section 20 Children and families Act 2014).

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As part of the Children and Families Bill (2014) schools are required to publish a document setting out the services that they offer for children and young people with special educational needs (SEND). This forms part of Stockport's Local offer.

At St Thomas' CE Primary School we ensure that the needs of all children are met through a vibrant, dynamic school environment. The majority of our children's needs will be met through universal provision and if not we will adapt our teaching to suit the needs of every individual. We also make active use of assessment to make sure that each child receives the challenge and support that is needed to help them to make progress.

How does the school support a child with SEND?

If a child is struggling to make progress then St Thomas' CE Primary School will make provision for pupils with the following 4 areas of need as laid out in the SEND Code of Practice 2014:

- Communication and interaction. – e.g. Children with speech, language and communication needs and children with ASC (Autistic Spectrum Condition)
- Cognition and learning.- e.g. Specific learning difficulties including Dyslexia, Dyspraxia, Dyscalculia, moderate learning difficulties, global learning delay
- Social, emotional and mental health. – e.g. ADHD, ADD, attachment disorder, self-harming behaviour, ACEs (adverse childhood experiences), extreme or prolonged emotional outbursts, eating or sleeping disorders, school refusers
- Sensory and / or physical.- e.g. Hearing loss, visual impairment, gross and fine motor difficulties or physical impairment, hyper and hypo sensitivity

We will adapt our plans and activities to suit all children and work with parent/carers to ensure all our children feel included. We will also change the physical environment if needed e.g. to create a personal space or to allow access.

How are decisions made for the type and level of support my child will need?

Children learn and develop in different ways. Teachers know and understand this and use different teaching styles to plan work at different levels, in order to meet the needs of all pupils in their class. This is called 'Quality First Teaching.' All pupils at St Thomas' CE receive 'Quality First Teaching' from their class teacher. Our aim is to provide the highest quality learning environment for your child and for them to achieve their full potential. At St Thomas' CE we provide a rigorous, broad and balanced curriculum

At St Thomas' we have a graduated response which begins with quality first teaching for all our children. All classrooms are SEND friendly and all of our teachers are teachers of SEND. Our teachers are adept at making plans within a lesson to support all their children. If a teacher or parent continues to have concerns about a child's progress then additional strategies will be put in place in the classroom. For some children, small group booster support or additional 1-1 intervention may also be required. If concerns persist then the class teacher will refer to the school Special Educational Needs Co-ordinator, (SENCO) Ms Wood, who may refer to other professionals for further advice.

What provision does the school make to include all children regardless of their needs?

We understand the importance of improving our pupil's emotional, mental health and social development alongside their academic learning. This is not only done through our PSHE curriculum but through collective worship, social communication interventions, friendship groups, wellbeing groups and dedicated weeks e.g. Children's Mental Health Week and Anti-Bullying Week. We have a robust anti-bullying procedure and policy which is shared with pupils and is available to parents/carers via the school website.

If a child has a particular need, disability or medical concern we ensure all staff have relevant training to ensure the physical and learning environment have been suitably adapted. For example, we may create a personal learning space, modify resources etc. There may be a time when children need small group time or 1-1 to support their progress. In our school we have trained Learning Support Assistants and Teaching Assistants who carry out interventions for maths, writing, reading, speech and language and physical development. We also have a Pastoral Lead who is able to provide emotional support to children, an outdoor learning assistant who offers a nurture group and an Emotional Literacy Support Assistant (ELSA) trained behaviour mentor— we believe your child must be happy in order for them to learn.

We regularly monitor the effectiveness of our provisions. For a small number of children they may have more complex needs, which may need to be formalised in an Education, Health and Care (EHC) plan directed by the Local Authority.

How does the school measure the progress of children with SEND?

We track the progress of all our children carefully through our progress meetings and we keep parents updated throughout the year. Any intervention that takes place outside the classroom also follows a robust system of baseline assessment and regular monitoring. Class teachers also follow the Assess-Plan-Do-Review cycle to support children with additional needs. The SEND Support Plan shows what steps we are taking to support your child and progress is monitored regularly. In addition, we hold SEND Review meetings termly for the class teacher and parents to liaise and co produce termly targets for the child.

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

We pride ourselves on the excellent behaviour at St Thomas'. We have a nurturing ethos which forms the basis of our restorative approach. We are a Restorative School and this feeds into our Behaviour Policy and our Anti-bullying Policy (which can be found on our website). We encourage children to take responsibility for their actions, to understand the consequences and to put things right. We also start each day as a new day so that children know they can move on. For children who have particular difficulties we prepare step by step plans to help them build the relationship skills that they need to make the right choices independently. We carry out very few exclusions at St Thomas' as we believe that only through regular attendance can we support change. We believe that behaviour is a form of communication.

How does the school support a child moving between phases of education?

We also have special systems in place to support transition in to school, from year group to year group and transition from Infants to Juniors as well as transition to secondary school.

Before children start at St Thomas' nursery teachers and reception teachers will meet the child in their current setting and liaise with their key worker. If a child has identified SEND then Ms Wood and Mrs Hadfield (EYFS assistant head teacher) will visit the current setting of their child and liaise with the child's SENDCo. All parents have the opportunity to meet 1-1 with the class teacher at the start of September. We recognise that parents know their children well and their feelings about their child are important to us. **It is vital that parents share all necessary information about their child at the start of school.**

As children move through the school, teachers ensure that information is passed on to the next teacher and transition meetings are arranged for all children. We work closely with our local secondary schools to support transition. Additional visits are put in place for some children, including those identified with SEND. When children transfer to a new school we ensure that all our records are passed on and we meet with new staff to make them aware of any children with SEND.

