

St. Thomas CE Primary School

A Voluntary Aided Church of England Primary School

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St Thomas SEND Information Report 2025-26

St Thomas CE Primary is a Diocesan Aided school with a clear approach to meeting the needs of pupils with Special Educational Needs or a Disability and is supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

At ST Thomas we provide a nurturing, inclusive, Christian community, where everyone can flourish and achieve their full potential with confidence. We aim to be the best that we can be, to grow and to be beacons of light and hope for others, in school, in church, in the community and the wider world.

Our vision is inspired by the teachings of Jesus, on the Sermon of the Mount, in the Gospel of Matthew “You are the light of the world. A city built on a hill cannot be hid. No one after lighting a lamp puts it under a bushel basket, but on the lampstand, and it gives light to all in the house. In the same way, **let your light shine** before others, so that they may see your good works and give glory to your Father in heaven”

Matthew 5:16-16

Glossary of Acronyms used within this document

SEND	Special Educational Need or Disability
SLT	Senior Leadership Team
SIP	School Improvement Partner
CAMHS	Child and Adolescence Mental Health Service
ASD	Autistic Spectrum Disorder

SENDco	Special Needs co-ordinator / Inclusion Lead
NASSEND	National Association of SEND
EHCP	Education, Health and Care Plan
COG	Children's Opportunity Group
TA	Teaching Assistant

1) What kind of special educational needs and difficulties (SEND) do we have provision to support at St Thomas CE Primary School?	
As an inclusive school, special education needs and provision can be considered under four broad areas:	
1)Communication and interaction 2)Cognition and learning 3)Social, mental and emotional health 4)Sensory and/or physical	
2) Who are the best people to talk to at St Thomas CE about my child?	
Staff	Summary of responsibilities
Class teacher	Provides quality first teaching catering for your child's needs as part of the whole class. They provide a rich, broad and balanced curriculum with high expectations for all children including those with SEND. They will have made adjustments to class learning and have initiated additional interventions prior to a child being registered with a SEND.
Inclusion Lead / SENDco - Mrs MacDonald	Co-ordinating all the support for children with special educational needs and developing the school's offer to make sure all children get consistent, high quality response to meeting their needs in school. Ensuring that you are: *Involved in your child's learning *Kept informed about the support your child is getting *Involved in reviewing how they are doing *Part of 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 etc Updating the register of children who have SEND and making sure there are excellent records of your child's progress and needs. To provide support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) achieve the best possible progress.
Subject Leaders /SLT	They are responsible for: Checking on the progress of your child and working with class teacher in identifying, planning and delivering any additional help your child may need. Ensuring that the school's SEND offer/policy is followed in the classrooms.

Head teacher – Mrs Linney	The Head is responsible for: The day to day management of all aspects of the school, this includes the support for children with SEND. Giving responsibility to the Inclusion Lead and class/subject leaders but is still responsible for ensuring that your child's needs are met. Making sure that the Governing Body is kept up to date about issues in the school relating to SEND. Child Protection – she is the Designated Teacher for Child Protection. Pupil Premium Grant and Looked After Child funding.
SEND Governor - Mrs S Chapman	SEND Governor is responsible for: Making sure that the necessary support is made for any child who attends the school who has SEND. Making sure that the children on the SEND register are making appropriate progress. Making sure that the school curriculum is adjusted appropriately for children with a SEND
3) How does St Thomas identify and assess pupils with special educational needs?	
When a pupil makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of need. Every term there is a Pupil Progress meeting held with a Senior Leader, Class Teacher and Teaching Assistant. At this meeting, children whose progress is different to the rest of the class are discussed and a way forward is mapped out. At this point the child may not be classed as having an SEND. When a teacher or a parent has raised a concern about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the Inclusion Lead.	
4) How will the school let me know if they have any concerns about my child's learning in school?	
* If your child is then identified as not making appropriate progress the school will set up a meeting to discuss this with you in more detail, for example; - to listen to any concerns you may also have - to plan any additional support your child may receive - to discuss with you any referrals to outside professionals to support your child's learning. * If it seems appropriate for the child to be on the SEND register an Individual Education Plan will be written and a further meeting arranged to share this and to discuss the next steps.	
5) How can I let the school know if I am concerned about my child's progress in school?	
If you have concerns about your child's progress you should speak to your child's teacher initially. * If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to Mrs Connolly (Inclusion Lead) * If you are still not happy that the concerns are being managed and that your child is still not making progress you should speak to Mrs Linney (Head teacher) * If you are still not happy you can speak to Mrs Chapman (SEND Governor)	
6) How will you consult with my child and involve them in their education?	
As part of our approach to teaching and learning for all pupils we discuss with our children their progress and attainment via pupil conferencing, giving verbal feedback and writing comments in their books.	

7a) How do we evaluate the effectiveness of our provision for pupils with special educational needs?
We evaluate the effectiveness of our provision by using the following criteria: The school ensures that any child's SEND are identified early and parents are notified of any concerns. IEP meetings with parents We take account of the views of the parents and the child. The SENDco is working towards NPQSENCO. Progress is monitored and reviewed at least termly by the class teacher and the SLT. The SENDco meets regularly with colleagues in Westhoughton to moderate each other's practice. The School SIP analysis of the progress of all groups of children in school. There is co-operation between agencies and feedback is positive. The Governor's Pupil Welfare Inclusion and Progress committee scrutinise the progress of the all groups of children to see if they match with the SIP and schools opinions. The Governors commission external reviews such as "Inclusion Quality Mark" for external validation.
7b) How do we assess and review the progress of our pupils with special educational needs?
Your child's progress is continually monitored by his/her teacher, subject leaders, Inclusion Lead and SLT. Their progress is reviewed formally every term, sometimes using standardised test which gives a score which can be interpreted at age expectation. The progress of children with a statement of EHC plan are formally reviewed at Annual Reviews with all agencies involved in your child's education having the opportunity to feedback on your child's progress. The class teacher will also check that your child is making good progress within any individual work and in any group that they take part in.
7c) How do we teach pupils with special educational needs?
Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. Support staff will support with your child's learning in the classroom. Specific resources and strategies will be used to support your child individually and in groups. Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
7d) How do we adapt the curriculum and learning environment for pupils with special educational needs?
We ensure that equipment used is accessible to all children regardless of their needs. We provide support with homework at lunchtimes. Keywords, visual timetables, visual overlays and literacy resources are used across the school to support children's learning.

7e) What additional support for learning is available?		
Type of support provided	Class teacher via outstanding targeted classroom teaching also known as Quality First Teaching.	*Ensuring that the teacher has the highest possible expectations for your child and pupils in their class *Ensuring that all teaching is based on building what your child already knows, can do and can understand. *Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning etc. *Putting in place specific strategies (which may be suggested by the SENDco or outside agencies) to support your child to learn.
	Specific group work with a smaller group of children. This group may be: * in the classroom or outside * by a member of staff who has had training to run these groups.	Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. They will plan group sessions for your child with areas of development identified to help your child make more progress. A teaching assistant/teacher or outside professional will run these small group sessions using the teacher's plan.
	Specialist groups run by outside agencies e.g. Speech and Language therapy and/or individual support	Your child will have been identified by the class teacher/Inclusion Lead (or you will have raised your worries) as needing more specialist input instead of or in addition to excellent classroom teaching and intervention groups. You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. You may be asked your permission for the school to refer your child to a specialist professional e.g. Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school. The specialist professional will work with your child to understand their needs and make recommendations, which may include: Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better Support to set better targets which include their specific expertise

		A group run by school staff under the guidance of the outside professional e.g. social skills group etc. A group or individual work with outside professional The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.
	Specified Individual Support This is usually provided via an Education, Health and Care Plan. (EHCP) This means that your child will have been identified by the class teacher/Inclusion Lead as needing a particularly high level of individual or small group teaching (more than 20 hours a week), which cannot be provided from the budget available in school. Usually your child will need specialist support in school from a professional outside the school. This may be from: Local Authority central services such as Woodbridge Academy -, Bolton Behaviour Support or outside agencies such as Speech and Language service.	The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more detail about this in the Local Offer. After school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all the professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support already in place. After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write an Educational Health Care Plan. If this is not the case, they will ask the school to continue with the support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
7f) what activities are available for pupils with special educational needs in addition to those in accordance with the curriculum?		
Here at St Thomas we follow the statutory National Curriculum. We also have additional curriculum activities to supplement what we believe to be right for our children. All children are planned into the curriculum activities and adaptations are made on an individual basis.		

7g) What support is available for improving the emotional and social development of pupil with special educational needs?	
Initially we will support your child in school. This will involve working alongside the class teacher to put in enhanced reward systems to help the child. When this process has been tried and monitored, we are able to work with other agencies to make referrals to CAMHS (Child and Adolescence Mental Health Service) counsellors and Behaviour Support and to refer to Pupil Referral Units, for a placement if all agencies and parents agree that this would be the right support for the child. Meetings will be held regularly at this stage with all professionals in the Early Help arena. These placements are initially part time and the pupil remains on the school roll for the duration of the placement. A placement at the Bridge can be acquired by application to a panel, if all of the above steps have been tried and the child's needs are still not being met fully.	
8) How are the teachers in school supported to work with children with an SEND and what training do they have?	
The Inclusion Lead's job is to support the teachers in planning for children with SEND. The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD, Dyslexia etc. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from Woodbridge Academy etc.	
9) How are equipment and facilities allocated to support children with special educational needs?	
The school budget, received from the Local Authority, includes money for supporting children with SEND. The Head Teacher allocates the budget for Special Educational Needs in consultation with school governors, on the basis of needs in the school. The Head teacher and the Inclusion Lead discuss all the information they have about SEND in the school, including, • The children getting extra support already • The children needing extra support • The children who have been identified as not making as much progress as would be expected. and decide what resources/training and support is needed. All resources/training and support are reviewed regularly and changes made as needed.	
10) How does the governing body involve other people in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?	
Directly funded by the school	Teaching Assistants for class and targeted support Teaching time specifically for teaching children with additional needs Additional Speech Language Therapy input to provide a higher level of service to the school Educational Psychology input to provide a higher level of service to the school Behaviour Support Service Inclusion Lead management time Woodbridge Academy Team Relax Kids

Provided and paid for by the Health Service but delivered in school	School Nurse/Community Paediatric Nurses Speech and Language Team Occupational Therapy/Physiotherapy Advanced Practitioner Paediatricians Health Visitors	
11) Contact details of support services		
	This is available on the offer website https://www.bolton.gov.uk/sendlocaloffer/	
12) How will we support your child when they are leaving this school or moving to another year?		
We recognise that “moving on” can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.		
If your child is moving to another school: *We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. *We will make sure that all records about your child are passed on as soon as possible		
When moving years in school: *Information about your child will be shared with their new teachers *If your child would be helped by a personalised plan for moving to another year, we will put this in place.		
Local authority's offer.		
To view the Local Authority offer and see how the school fits into this please visit the website below. https://www.bolton.gov.uk/sendlocaloffer/		

Currently the school is facilitating support for a number of children.

	Autumn Term 2025
1-1 TA support across the day	Relax Kids – Parent and child workshop – seeking uptake
Relax Kids – individual and small group interventions	Spelling interventions for KS2 children
Submission of an EHCPs for children	Standing desks available for a number of children
Materials used to support children with Irlen syndrome	Use of laptops for writing for a small number of children
Working with external agencies to obtain a diagnosis for a number of children	