



St Thomas's C of E Academy

Special Educational Needs (SEN) Information Report

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, you can read our SEND policy.

You can find it on our website or you can ask Mrs Beardsley, the Special Educational Needs Co-Ordinator to provide you with a copy of the policy.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments Visual impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Fiona Beardsley who is a qualified teacher and the Head Teacher at St Thomas' C of E Academy.

Mrs Beardsley holds the National Award in Special Educational Needs Co-ordination (NASENCO).

Mrs Grove works alongside Mrs Beardsley to support children accessing Speech and Language Therapy.

Mrs Helena Smith is the Manor MAT Director with SEND responsibility.

At St Thomas' C of E Academy, we aim for all pupils with Special Educational Needs and / or disability to:

- Have access to the full curriculum through appropriate levels of scaffolding and support through high quality teaching
- Identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND

- Have access to their learning environment with any reasonable adjustments being made
- Participate and engage in all activities with peers that also include the wider curriculum i.e. residential visits and extra-curricular activities
- Ensure that every pupil experiences success in their learning and achieves to the highest possible standard
- “Promote pupils self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”
- Be prepared for stages in their life leading to greater independence

Class teachers

All of our teachers are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of TAs who are trained to deliver SEN provision. They are teaching assistants who work closely with Wolverhampton Outreach to provide skilled interventions for our pupils who have complex needs or who spend time in our Learning Hub.

The Learning Hub

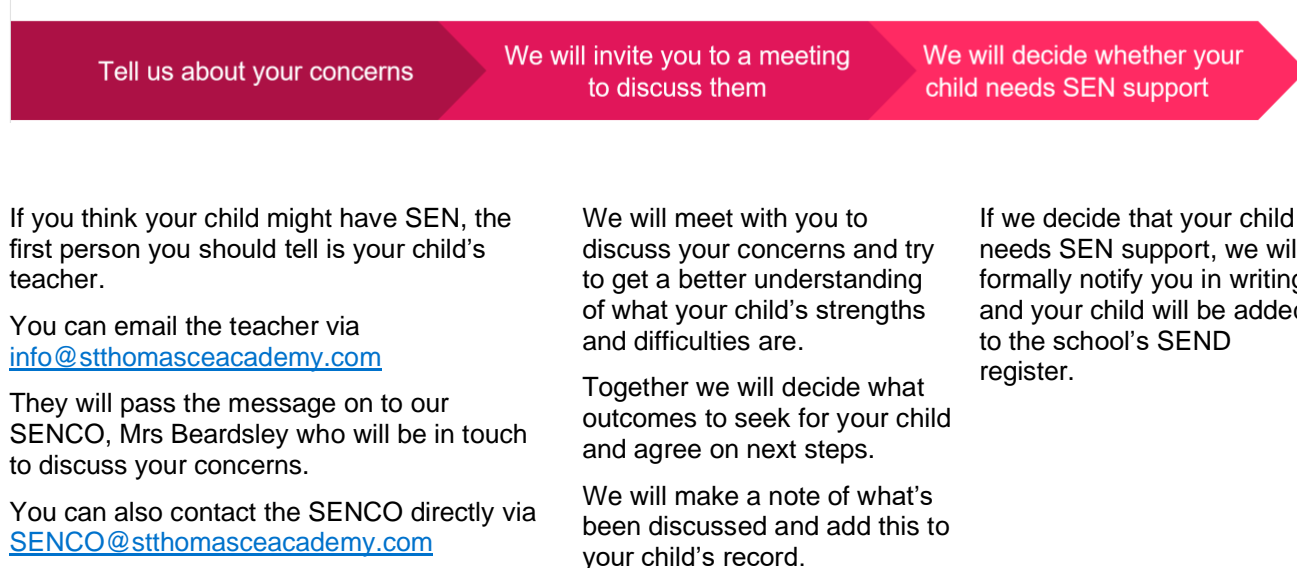
We have a dedicated Learning Hub for children with very complex ASD needs who find being in the mainstream classroom difficult for several reasons. The Learning Hub is staffed by its own dedicated TAs who work very closely with the children’s teachers who retain responsibility for the planning, progress and attainment of the children. Both teachers and TAs meet with parents termly and TAs liaise with parents daily to ensure high quality, effective communication and so enable staff to meet the needs of the children. The teachers and Hub staff work closely with Wolverhampton Outreach and the children’s Educational Psychologists to ensure everyone involved with the Learning Hub is guided and informed by expert and evidence based informed practice.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?



4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are constantly looking for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teachers, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

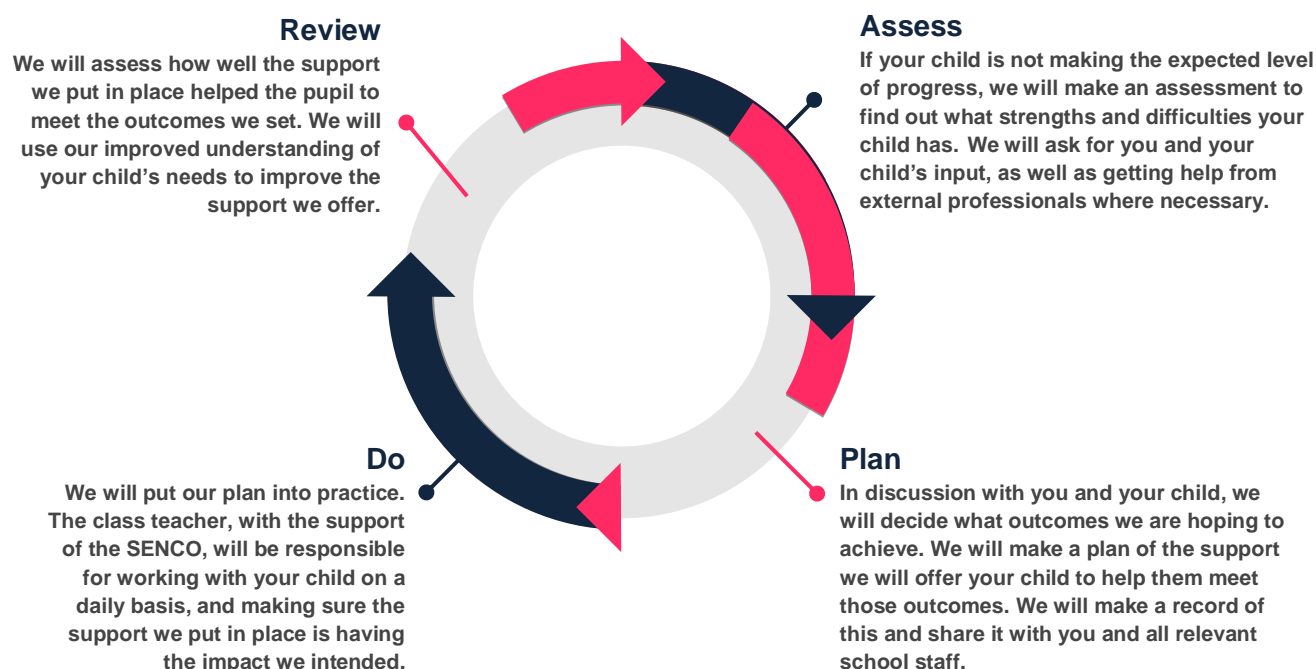
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Your child's teacher will write Individual Target Plans which are reviewed and updated every three to four weeks. They will share these with you and outline whether your child has made progress against the targets. You will have termly meetings with your child's class teacher which are in addition to the usual parents evenings.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress.

Your child's class/form teacher will meet you three times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher via info@stthomasceacademy.com

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no single approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work or adapting the teaching style or content of the lesson
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary or reading instructions aloud
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font as examples
- Teaching assistants will support pupils on a 1-to-1 basis when necessary
- Teaching assistants will support pupils in small groups when necessary

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Now and next boards PECS Learning Hub Provision (ratio of adults 2:4) Sensory tools
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Scaffolding and adaptive learning Writing slope Covered overlays Use of coloured paper in exercise books Use of memory retention techniques Referral to the Specialist Learning Support Service Precision Teaching Pre-teaching Concrete apparatus / concrete aids Colourful semantics
Social, emotional and mental health	ADHD, ADD	Quiet workstation Calming techniques Cool Kids Learning breaks Referral to Wolverhampton Outreach Zones of Regulation Mindfulness
	Adverse childhood experiences and/or mental health issues	Strengthening Families Worker providing therapeutic interventions following referral Nurture group support CAMHS referrals
Sensory and/or physical	Multi-sensory impairment	Referral to Outreach or Occupational Therapy Adapted resources

These interventions are part of our contribution to Wolverhampton's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals after 3- 4 weeks
- Reviewing the impact of interventions termly
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

At St Thomas' C of E Academy, we intend that all pupils, wherever possible will access our curriculum. We aim to ensure all our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip and all pupils are encouraged to take part sports day, school plays and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will seek to make the reasonable adjustments that are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

All school admissions are managed by Wolverhampton LA whose criteria is open and transparent.

13. How does the school support pupils with disabilities?

St Thomas' C of E Academy has an Accessibility Plan which is reviewed annually. It can be found under the SEND section on the school website. If you would like a paper copy, please contact the SENCo via senco@stthomasceacademy.com and we will be happy to provide you with one.

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the Junior Leadership team and hold other posts in school such as Worship Leaders, Playground Coaches, Librarians, Lunchtime Supervisors and Eco Warriors.
- Pupils with SEN are also encouraged to be part of a variety of clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN by having a Strengthening Families Worker who works with children to provide them with emotional support
- We run a nurture club for pupils who need extra support with social or emotional development
- We never bullying. We prevent bullying in the school by instilling our six Christian Values through Worship and other regular assemblies. We have a clear Behaviour Policy which staff consistently implement to challenges bullying in all its forms
- We have a culture and ethos which instils in our pupils that there is a place for us all at St Thomas' C of E

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support and put into place bespoke plans to meet individual need.

16. What support is in place for looked-after and previously looked-after children with SEN?

Mrs Beardsley will work with staff to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

If you have a concern or a complaint then we would like to hear how you are feeling, we aim to resolve concerns as quickly as possible.

The Manor MAT has a complaint procedure which can be followed if concerns cannot be resolved at a school level. You can find the Complaints Procedure on our website or can ask for a paper copy via info@stthomasceacademy.com

Complaints about SEN provision in our school should be made to Mrs Beardsley, the SENCO and Head Teacher in the first instance.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, you can look at the Wolverhampton Local Authority website which publishes information about the local offer.

The Information Advice and Support Service is an independence advisory service which can help you navigate the world of SEND which can feel complex and difficult at times.

If you would like support with either of these please contact Mrs Beardsley via SENCO@stthomasceacademy.com

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Adaptive teaching** – when teachers change how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages