

## APPENDIX B

### **SEN Information Report 2025**

St. Thomas's CE School is a mainstream primary school.

#### **How does the school know if children need extra help and what should I do if I think my child may have special educational needs?**

We have close relationships with parents. Class teachers are encouraged to raise concerns and have discussions with parents and relevant colleagues. All staff are aware of expected development at different ages and have expertise in identifying additional / special educational needs (SEN).

If you have a concern about your child's development please raise this with the class teacher, in the first instance.

#### **How does the school identify children with special educational needs?**

All children's progress is rigorously monitored throughout school. We use data that is collected using standardised assessments and SATs tests, alongside teacher observations and assessments to identify and track the progress of all children, including those with Additional Needs.

Children identified as having SEN are placed on the SEN register and receive support from staff through the writing of an Individual Pupil Profile (IPP).

The SENCo and Teaching Assistants also use a range of diagnostic assessments to provide more detailed analysis of a child's strengths and difficulties.

If the child has involvement from outside agencies e.g. speech and language therapy, the advice given by these professionals will be acted upon through general classroom practice, small group work and Pupil Profile activities. Each teacher has access to information about all pupils within the class, provision map and SEN Register. It is the responsibility of the Class Teacher in consultation with the SENCo and Teaching Assistants to ensure that an Pupil Profile or Pupil Plan is in place for children with Special Educational Needs. This is reviewed termly. Children who have an Education Health and Care Plan (EHCP) will have an Annual Review of their needs and any additional provision made by the LEA. Children with an EHCP will have a Individual Pupil Plan (IPP) written by their class teacher to support their learning.

Children whose additional needs are related to attendance, social and/or behaviour difficulties may have a Behaviour Management Plan or Early Family Help Plan. These are the responsibility of the SENCo and Pastoral Support Manager alongside support and advice from external agencies.

*On Entry* - When children are first admitted to school EYFS staff will take note of assessment information from any feeder nursery and baseline assessment.

*Teacher Referral* - If a teacher has a concern about a child they bring it to the attention of the Head teacher or the SENCo.

*Curriculum and assessment monitoring* - The curriculum subject leaders, Pastoral Support Manager, SLT, SENCo and Head teacher will monitor the attainment and progress of pupils with special educational needs as part of their role. They will ensure that the SENCo is kept fully informed and if they have a concern they will bring it to the attention of the SENCo via pupil progress meetings (with the Head teacher), pupil progress forms and Inclusion Meetings. The SENCo will keep a Provision map which also includes a measure of progress to inform how effective interventions have been and to identify next steps to support pupils.

Parents of all pupils and pupils are informed formally of the progress made at a termly parents evening and in an annual written report. Staff will discuss with both parents and pupils their progress on a more informal basis as and when appropriate or required.

### **How is a child placed on the SEN Register?**

If a child's performance is below age related expectation and they fail to make adequate progress the school will carefully monitor the attainment and achievement of the child. The child will access whole class teaching, small group work and some 1-1 tutoring, as appropriate. The class teacher, Inclusion Team and SENCo will identify barriers to learning that effect the child's progress.

If, despite intervention a child does not make adequate progress a child may be placed on the SEN Register if parents and staff feel that the child may have an underlying special educational need.

*Movement between stages* - If a pupil fails to make adequate progress despite the additional support which the school gives over a period of 2 or 3 IPP's at school action then outside support will be requested using the Early Help form.

*IPP Reviews* - IPPs will be reviewed termly and the IPP will be discussed as part of the termly parents meeting. Parents will be sent a copy of the reviewed IPP and the new IPP and parents views will be welcomed.

*EHCP Reviews* - If a child has an Education Health and Care Plan the school will hold an Annual Review each year.

We recognise and support children who have needs other than those of SEN, which may impact on progress, attainment or wellbeing, including;

- Disability
- Health and Welfare
- Attendance and Punctuality
- EAL
- Being in receipt of the Pupil Premium
- Grant Being a Looked after child
- Being the child of a Serviceman/woman.

**How will both you and I know how my child is doing and how will you help me to support my child's learning?**

In addition to the school's normal reporting arrangements, we also have an "open door" policy to enable more informal and frequent conversations with you and your child. The progress of each child is carefully monitored and tracked on a regular basis. This, along with other information gathered informs staff on the next steps for your child.

Provision maps are held and the effectiveness of all Interventions are monitored using this document.

Progress and targets are discussed as part of the school's normal reporting arrangements.

In some cases, your child may require an individual support plan or behaviour management plan which will be drawn up in consultation with you and your child and reviewed regularly. For some children with profound and lifelong needs an Education Health and Care Assessment may be requested with advice and support from external agencies.

Where appropriate, we signpost parents to relevant agencies within the communities who can offer further support to you and your child. These can be viewed on the Westmorland and Furness Local Offer.

### **How will the school staff support my child?**

Class teachers are responsible for the education of all the children in their class. They plan the education programme for children who have or may have SEN with support from the school's Special Educational Needs Coordinator (SENCo). Where appropriate, children may be supported by an additional adult. For example, this support could be in class; in a small group outside the class or one-to-one.

The school has a nominated governor for Special Educational Needs – Jo Dowker - who reports directly to the governing body.

### **How will the curriculum be matched to my child's needs?**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support may be appropriate in some cases. This will enable your child to access the relevant curriculum. Strategies which are used to enable relevant access for all children to the National Curriculum are:

- Quality First Teaching
- Differentiation of the curriculum to match tasks to ability.
- Grouping of children according to phonic ability.
- Use of a range of teaching styles which recognise the individual learning styles of the children in the class.
- Use of TAs to provide additional support.
- Small withdrawal group and 1-1 teaching.
- Access to resources to support pupils with sensory or physical difficulties
- Alternative means of accessing the curriculum through ICT, and use of specialist equipment.
- Peer group support through mixed ability grouping, paired reading and collaborative working.

- Use of Team Teach techniques within the classroom and as part of the whole school behaviour policy.
- Access to extracurricular clubs, and to the social life of the school.
- Access to all staff for both children and parents
- INSET for all staff on the needs of children with SEN.
- The SENCo is responsible alongside class teachers in ensuring that access arrangements are in place for children taking tests – internal and statutory.
- The schools policy on Managing Medical Conditions is also available on the school website.

### **How is the decision made about the type and how much support my child will receive?**

The decisions about the type of support your child needs will be based on discussions between all interested parties including you as a parent. The amount and type of support will be reviewed on a regular basis against the progress your child has made.

### **How will my child be included in activities outside the school classroom including school trips?**

Lunchtime and playtimes are staffed by experienced and well trained staff. All children have access to the Pastoral Support Manager during these times. Wherever possible staffing will be in line with the needs of the children.

Every year group in Key stage 2 has a residential trip. The additional needs and support required by each child will be considered during the planning of the residential, in consultation with parents.

St. Thomas's offer a wide range of extracurricular clubs both at lunchtime and after school. Our approach to children accessing activities outside the classroom is similar to our approach to accessing a relevant National Curriculum. In addition to these strategies (outlined above) we will carry out appropriate risk assessments and consider staffing training and requirements to enable children to access activities outside the classroom, if appropriate.

### **What support will there be for my child's overall wellbeing?**

A wide range of small group interventions are used to support the wellbeing of children with SEN and to promote positive behaviour. For example, circle time and Socially Speaking/Time to Talk.

The school follows statutory guidance in the administration of medicines and provision of personal care.

The Pastoral Support Manager and Inclusion Manager are available to support families with a range of issues. They are regularly involved in multiagency working. The Pastoral Support Manager supports children and families with attendance.

School Council is open to all pupils and a democratic vote takes place annually to appoint pupils to it.

More information about Attendance, Personal Care, Behaviour, Managing Medicines and PSHE can be found on the school website or by request from the school office.