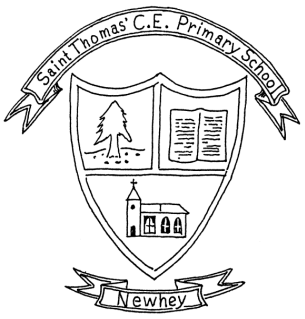


St. Thomas' CE Primary School Information Report 2026/27

Reviewed on an annual basis
Next Review: September 2027

SENCo: Miss Nina Hobbs (Assistant Headteacher)
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1. The kinds of special educational needs and disabilities for which provision is made at the school:

- Cognition and Learning For example: Dyscalculia, Dyslexia, Dyspraxia.
- Sensory, Medical and Physical For example: Asthma, Epilepsy, Visually Impaired, Hearing Impaired, Physical, Sensory Processing Disorder.
- Communication and Interaction For example: ASD, Asperger Syndrome, Speech and Language.
- Social, Emotional and Mental Health For example: ADD, ADHD and attachment.

This list of examples is by no means exhaustive.

2. Information, in relation to mainstream schools, about the school's policies for the identification and assessment of pupils with SEND

- Early intervention is always our priority.
- We identify SEND through staff referrals, parent referrals, progress data, baseline testing and data information from previous schools and information from external agencies, including health, speech therapy, CAMHS etc.
- We follow the current code of practice for Special Educational Needs and Disability, updated in April 2020.
- Our school's SEND policy can be found on the school's website; https://www.stthomasce.rochdale.sch.uk/Key-Info/Special-Educational-Needs/

3. Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC plans, including

a. How the school evaluates the effectiveness of its provision for such pupils

- Our approach is an inclusive approach. We believe in including all pupils in aspects of school life.
- We make reasonable adjustments as appropriate.
- Quality first teaching takes place in every classroom.
- Early intervention is always our priority.
- We use a graduated response model.
- We evaluate Provision Maps and support plan targets on a regular basis.
- We track pupils' progress in relation to the National Curriculum.
- Our monitoring is undertaken by the SENCO who is also the Assistant Headteacher.
- We review our Inclusion Policy annually.
- We use feedback from parents/carers.
- We measure the impact of interventions.
- We analyse pupil outcomes and progress.

- We map the provision of pupils across the school.

b. The school's arrangements for assessing and reviewing the progress of pupils with SEND

In addition to the above:

- We follow the progress of children meeting with outside agencies for example speech therapy, and assess and review regularly throughout the year.
- We follow a cycle of: consultation meeting - set targets - review targets with children who have Educational Psychology involvement.
- For children with EHC plans an annual review takes place once a year. Interim meetings may also be held.
- When assessing SEND children, consideration is given to their needs for example a reader, a scribe, extra time or rest break may be necessary. Generally, whatever support is provided in the classroom is provided as far as is permitted during tests.
- We hold Pupil Progress meetings with the Headteacher.
- Initial concerns are discussed with SENDCO, followed by meeting with parents, followed by referrals to outside agencies if appropriate or placement of appropriate intervention programmes.
- We instigate Educational Psychologist assessments and other assessments through health, social care and other agencies as appropriate.

c. The school's approach to teaching pupils with SEND

- The fundamental aim of our school is to enable each child to succeed and fulfil their own potential.
- Unlocking potential and removing barriers to learning is the promise and commitment of our school. We work in partnership with all of our families to make high aspirations a reality for every child.
- Provision for children with SEND is a matter for the school as a whole. In addition, to the Local Advisory Board (LAB, formerly the governing body), the school's Headteacher/SENDCO, and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with SEND. Teaching such children is therefore a whole school responsibility. At the heart of the work of our school is a continuous cycle of planning (plan, do, assess and review), teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of our children. The majority of children will learn and progress within these arrangements. Those with SEND will receive support that is additional to or different from the provision made for other children.

- At St Thomas' CE, we aim to identify children with particular needs on admission, and as they move through the school. Assessment of children may include observation of children's social skills and learning experiences in all curriculum areas, teacher assessment and use of a number of tests which will enable peer group comparisons to be made. Through these assessments we will also identify gifted children and additional resources will be used to extend and fully develop their potential. Our school will endeavour to respond to these particular needs. Children who speak English as a second

language may also require additional modified programmes and differentiation of the curriculum.

d. How the school adapts the curriculum and learning environment

- In the classroom school acts upon advice from all external agencies. For example:
  - enlarging print for VI children
  - sitting at the front for HI children
  - use of assistive technology
  - personalised visual timetables
  - quiet work stations
  - use of coloured overlays for children with dyslexic traits
- We use Pupil Premium funding as appropriate.
- The curriculum is adapted to meet the needs of SEND children.
- All classrooms aim to be dyslexia friendly though the use of visual timetables, labelled resources, and working walls, and access to word cards, phonic prompts, number lines and 100 squares etc. Our display boards are decorated in neutral tones to support our children with sensory needs, including those with ASD.
- The use of AFL(Assessment for learning) in class has enabling children to really understand where they are up to with their learning and what they need to do next to improve further. More than this, children demonstrate an increasing capacity to become independent learners, self-evaluating/critiquing their work and improving this against success criteria. We use questioning to probe and challenge, success criteria, thumbs up, thumbs down, talk partners and 'purple polishing' to edit

e. Additional support for learning that is available for pupils with SEND

- Our teaching assistants are trained to deliver a number of intervention programmes. These include, precision monitoring, social groups, Theodorescu Percepuo-Motor Programme (fine motor skills) to name a few. We map interventions for individual children and review the effectiveness of them regularly
- We follow the SEND Code of Practice, updated in 2020.
- We provide Provision Maps and support plans with smart targets.
- We follow advice, recommendations and targets suggested by external agencies and their targets form part of the child's Provision Map/support plans/EHC plan.
- We follow programmes and advice given by SALT and OT therapists. Targets are shared with parents and they are advised of how they too can help at home.
- We use specific resources as recommended from outside agencies.
- We utilise Pupil Premium funding as appropriate.
- We teach a differentiated curriculum with quality first teaching as our main focus. Further support and intervention is matched to individual needs and provides a personalised programme for every child.

f. Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum

- All extra-curricular activities
- Before/After School Club
- Residential trips

g. **Support that is available for improving the emotional and social development of pupils with SEND**

- Friendship Terrace
- ELSA (Emotional literacy support assistant)
- Forest School
- Mental Health Champions
- Mentoring sessions
- Lego therapy
- Educational Psychology advice (from the LEA and as part of the Forward as One Trust)
- Referrals to #Thrive or CAMHS

4. **In relation to mainstream schools, the name and contact details of the SENCO**

- Nina Hobbs (Assistant Head/SENCo Telephone: 01706 847093
- email: hobbsn@stt.fa1.uk

5. **Information about how the expertise and training of staff in relation to the CYP with SEND and about how specialist expertise will be secured**

- The school has a SENDCO who is also the Assistant Headteacher.
- Most staff are trauma informed and are trained and certified to use Team Teach.
- Teaching Assistants are trained to deliver various programmes including Precision Teaching, Friendship Terrace, Lego Therapy, ELSA, Forest School.
- Most staff members are trained First Aiders.
- The school receives support from School Health, advisory teachers from various teams as part of Rochdale Additional Needs (RANS), and occupational therapy and speech therapy.
- Support and advice is given from the SENDCO.
- CPD training is offered regularly as above and on a needs basis.
- At the end of school year, teachers meet with the next teacher to handover SEND information ready for the new school year.
- Pupil progress meetings take place with the Headteacher.
- The Headteacher and SENCO will organise training as and when required.

6. **Information about how equipment and facilities to support children with SEND will be secured**

- Discussion with the agencies involved.
- Discussion with the parents.
- Discussion with the SENCO/Headteacher.
- Equipment/facilities to support children with SEND are regularly purchased.

7. **The arrangements for consulting parents and carers of children with SEND about, and involving such parents in, the education of their child**

- Throughout the year, there are two Parents' Evenings and there is an end of year annual

report to parents.

- Provision Map and support plan review meetings are offered to parents to discuss and evaluate targets.
- Progress and outcomes are also discussed during consultation meetings with the local authority's or Trust's Educational Psychologist. Parents are given a report and a discussion takes place regarding the outcome of any Educational Psychologist assessments.
- Progress and outcomes of assessment by other agencies are also discussed during consultation meetings.
- The progress of children with EHC plans is discussed at their annual reviews. At their Year 5 annual review, transition to high school is discussed with parents and the LA. Additional interim meetings may also take place.
- Parents may be invited into school to discuss their child's progress at any time.

8. The arrangements for consulting young people with SEND about, and involving them in, their education

- Children are supported where necessary to think of their strengths and areas for development and how to develop in these areas in school and at home.
- Children with significant needs will have a One Page Profile to share their interests, hopes and any concerns.
- Those children with an EHC plan will be consulted with to seek their thoughts, feelings and hopes as part of the review process.

9. Any arrangements made by the LAB relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school

- The first point of contact is the class teacher followed by the Headteacher.
- In the event that a complaint cannot be resolved, then the matter will be referred to the Chair of the LAB (formerly Governing Body)

10. How the LAB involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEND and in supporting the families of such children

- We have access to school health practitioners.
- We liaise closely with the local authority's and Trust's Educational Psychologist services, Rochdale Additional Needs service (and its various teams of support) and the relevant health and social care professionals such as speech therapy, occupational therapy and Homestart.
- Governors are briefed annually on the progress on our special Inclusion Policy including involvement of outside agencies. The Headteacher/SENDCO also reports to the LAB each term on SEND children and their support.

11. The contact details of support services for the parents of pupils with SEND

- Parents and carers are supported through the Local Authority's (LA) Local Offer, of which the school is part. The LA's Local Offer signposts the relevant services for parents and we work closely with parents and carers in school to help them find the relevant help and support for them.
  https://www.ourrochdale.org.uk/kb5/rochdale/directory/localoffer.page

- The school website, and the section 'Parents' lists people who can support parents and carers. As does our SEND local offer, found on our SEND webpage.
- The Rochdale Family Service Directory supplies details of support available and can be found at https://www.ourrochdale.org.uk/kb5/rochdale/directory/service.page?id=EcjSw10viws
- *See also SEND local offer*

12. The contact details of support services for supporting pupils with SEND in transferring between phases of education or in preparing for adulthood and independent living

- The LA's Local Offer signposts the relevant services for parents and we work closely with parents in school to help them find the relevant help and support for them.

13. Information on where the local authority's local offer is published

https://www.ourrochdale.org.uk/kb5/rochdale/directory/localoffer.page