



Infinity Academies Trust











Ready to learn; Prepared to flourish.

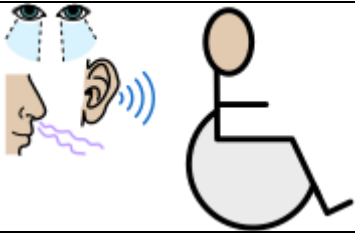


SEND Information Report
St Thomas' CE Primary Academy
April 24


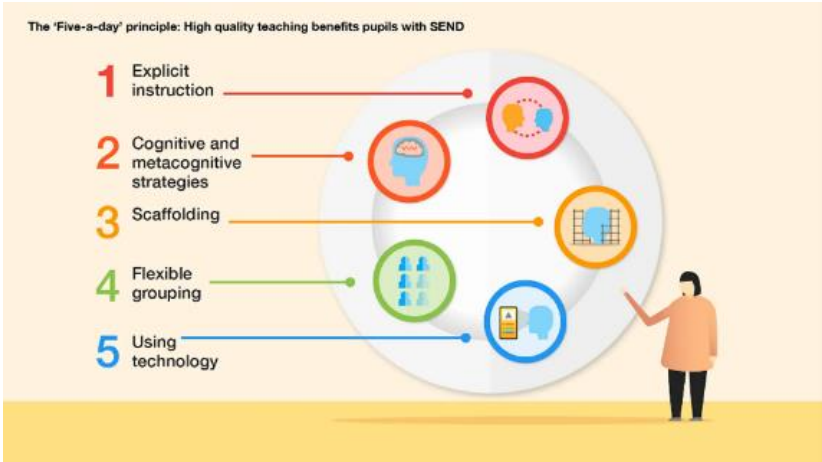
SEND INFORMATION REPORT


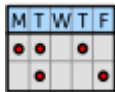



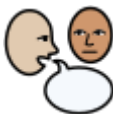








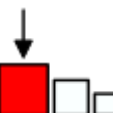

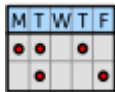



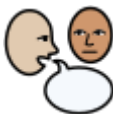








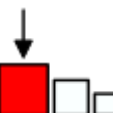

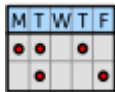



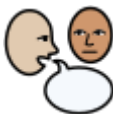








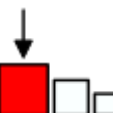


At St Thomas's CE Primary Academy, we encourage every child to reach their own potential. Through building knowledge and early identification and intervention, we aim to ensure that all children make personalised progress and the opportunities and experiences are varied, rich and inclusive. All children are given the access to an ambitious and balanced curriculum which is differentiated where appropriate to enable them to understand the relevance and purpose of learning. The curriculum is designed to develop curiosity, build knowledge and skills which prepares all our children to develop their character and prepare them for the next stage of their journey. Staff work closely with external agencies and other professionals to support our families and develop our provision for children with SEND. We ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.




Name of School:	St Thomas' CE Primary Academy
Address:	Wyberton Low Rd, Boston PE21 7RZ
Telephone:	01205 362860
Email:	enquiries@infinityacademies.co.uk
Head teacher:	Miss Joanne Sharples
Special Educational Needs Coordinator:	Mrs Marie Tiwari
Age Range:	4 – 11
Last Ofsted Inspection:	June 23
Outcome of Inspection:	Good
Number of pupils with Special Educational Needs:	78
Number of pupils with an EHCP :	11





























 <p>Special Educational Needs</p>	<p>At St Thomas Primary Academy we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.</p> <p>A child has special educational needs if he or she has a learning difficulty or disability that calls for special educational provision to be made for him or her over and above any differentiated planning which is already done by the teacher.</p> <p>St Thomas' CE Primary Academy will have due regard for the Special Needs Code of Practice when carrying out its duties towards all pupils with special educational needs and ensure that parents are notified when SEND provision is being made for their child.</p> <p>As stated in the Code of Practice 2015, persistent behaviours do not necessarily mean that a child has SEND. Therefore, behaviour is no longer a category for identifying pupils, but may be an indicator of an underlying problem. Reactive and pastoral plans are used to support pupils in school but they do not qualify children being added to the SEN register.</p> <p>Some pupils however, do need to be placed on the SEND register for Social, emotional and mental health needs where their needs have an impact on their ability to learn.</p> <p>As an Academy, we recognise the individuality of our pupils needs and tailor our support according to these. No pupil is given a label based on their needs and positive steps are made to ensure pupils voices are taken into consideration at all times</p> <p>SEND is categorised into the following areas in the SEN code of practise 2015:</p> <table border="1" data-bbox="507 1377 1385 2000"> <tr> <td data-bbox="507 1377 948 1615">  </td> <td data-bbox="948 1377 1385 1615">Cognition and learning</td> </tr> <tr> <td data-bbox="507 1615 948 1852">  </td> <td data-bbox="948 1615 1385 1852">Communication and Interaction</td> </tr> <tr> <td data-bbox="507 1852 948 2000">  </td> <td data-bbox="948 1852 1385 2000">Social, Emotional and Mental Health</td> </tr> </table>		Cognition and learning		Communication and Interaction		Social, Emotional and Mental Health
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		Sensory and Physical
 <p>Identifying and Assessing Need</p>	<p>At St Thomas Primary academy we work closely as a team and if staff have a concern about a child, they are provided with a special educational needs request form and discuss concerns with parents/carers. A child will then be given some bespoke interventions for a period of 4 – 6 weeks as we begin to follow the Graduated Response Approach of 'Assess, Plan, do and Review'.</p> <div data-bbox="528 857 1362 1344">  <p>Review Teachers continually review pupil progress and how effective the support has been.</p> <p>Assess Identify pupil strengths and needs to inform effective planning and appropriate provision.</p> <p>Do Implement the support and gain a greater understanding of how the pupil learns.</p> <p>Plan Use assessment information and views to plan teaching approaches.</p> <p>Pupil and School Support</p> </div> <p>After this period we will decide if a child needs to be placed on the SEND register and invite parents/carers in for a meeting, where we will share the targets your child will be working on and the support they will be given.</p> <p>Some children will be monitored using Pivats, this allows the children who are working at below key stage standards to have small step targets set in lessons to allow them to achieve and begin to work independently.</p> <p>Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.</p> <p>The school has access to a range of specialist support agencies if your child has been identified as having specific gaps in their understanding of a subject/area of learning and who therefore has been identified as requiring SEN Support. These are listed below:</p>	



	<ul style="list-style-type: none"> • Educational Psychologists • GPs • Speech Therapists • Physiotherapists • Occupational Therapists • Behaviour Outreach Support Service • Working Together Team (autism outreach) • Specialist Teacher Team • Healthy Minds • CAHMS • Paediatrician • Health Services
 <p>Our approach to teaching Children with SEND</p>	<p>We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.</p> <p>Teachers adapt their high-quality teaching to cater for their pupil's needs and plan individual timetables or pathways where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.</p> <p>We use the EEF guidance 'Five a day' and embed the key principles into all our lessons.</p>  <p>The infographic 'The Five-a-day principle: High quality teaching benefits pupils with SEND' features a central circular graphic with five colored icons connected to numbered text boxes on the left. The principles are: 1. Explicit instruction (red), 2. Cognitive and metacognitive strategies (orange), 3. Scaffolding (yellow), 4. Flexible grouping (green), and 5. Using technology (blue). A teacher figure is shown on the right pointing at the central graphic.</p> <p>In terms of what we offer children with Special Educational Needs and/or Disabilities, this is different for every child and it is important to emphasise that, as much as possible, this provision is designed by the relevant St Thomas' staff members working alongside the child, the child's family and, where necessary, outside agencies after having gained your consent * (e.g. a Speech and Language Therapist or an Educational Psychologist).</p> <p>Typically, a child with Special Educational Needs and/or Disabilities will have an Individual Education plan which sets out targets that are currently being worked on and what additional provision is put in place for that child. The content of the action plan is discussed, as appropriate, with the child and the child's family and if appropriate after assessments from outside agencies.</p>


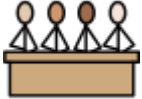

 <p>Curriculum adaptations</p>	<table border="1"> <tr> <td data-bbox="504 300 802 568"> <p>Visual timetables</p>  </td> <td data-bbox="802 300 1091 568"> <p>Now and next boards</p>  </td> <td data-bbox="1091 300 1390 568"> <p>Sensory circuits</p>  </td> </tr> <tr> <td data-bbox="504 568 802 759"> <p>Assistive technology</p>  </td> <td data-bbox="802 568 1091 759"> <p>Talk partners</p>  </td> <td data-bbox="1091 568 1390 759"> <p>Peer marking</p>  </td> </tr> <tr> <td data-bbox="504 759 802 949"> <p>Self assessment</p>  </td> <td data-bbox="802 759 1091 949"> <p>Word banks</p>  </td> <td data-bbox="1091 759 1390 949"> <p>Pre-teaching</p>  </td> </tr> <tr> <td data-bbox="504 949 802 1140"> <p>Fidget toys</p>  </td> <td data-bbox="802 949 1091 1140"> <p>Ear defenders</p>  </td> <td data-bbox="1091 949 1390 1140"> <p>Timers</p>  </td> </tr> <tr> <td data-bbox="504 1140 802 1330"> <p>Chunking</p>  </td> <td data-bbox="802 1140 1091 1330"> <p>Work blown up</p>  </td> <td data-bbox="1091 1140 1390 1330"> <p>Sensory room</p>  </td> </tr> </table> <p>We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow children to access the classroom environment.</p> <p>We also seek the advice and guidance from outside agencies as and when the need arises.</p>			<p>Visual timetables</p> 	<p>Now and next boards</p> 	<p>Sensory circuits</p> 	<p>Assistive technology</p> 	<p>Talk partners</p> 	<p>Peer marking</p> 	<p>Self assessment</p> 	<p>Word banks</p> 	<p>Pre-teaching</p> 	<p>Fidget toys</p> 	<p>Ear defenders</p> 	<p>Timers</p> 	<p>Chunking</p> 	<p>Work blown up</p> 	<p>Sensory room</p> 
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 <p>Parent consultations</p>	<p>At St Thomas Primary Academy we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.</p> <p>If you have any concerns regarding child then in the first instance, contact your child's class teacher and arrange a meeting. The teacher will listen to your concerns and be able to advise you about the Special Educational Needs and Disabilities process and support in our school. At any point, you can also arrange to speak to the SENDCo (Special Educational Needs Coordinator), Mrs Tiwari. This information will be then be shared with the relevant members of staff within the school. Our SEND Policy clearly</p>																	

	<p>explains the processes that our school follows to identify any additional needs a child may have. A follow up meeting will be arranged to ensure your concern is addressed and to plan any additional support your child may receive. If relevant at this stage, possible referrals to outside professionals/agencies to support your child’s learning will be discussed. If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCO and/or Assistant Head Teacher.</p> <p>You can also refer to the ‘Special Educational Needs and Disabilities Code of Practice: 0-25 years’ for statutory guidance for organisations who work with and support children and young people with SEND and their parents. (https://www.gov.uk/government/consultations/revision-of-the-send-code-of-practice-0-to-25-years).</p>
 <p>Pupil voice</p>	<p>Pupil’s views are very important, they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school. Pupils are made aware of the targets they are working towards and know what they need to do to reach their target.</p>
 <p>Evaluating Provision</p>	<p>Staff review progress in SLT meetings and discuss the child’s next steps.</p> <p>Reviewing children’s individual progress towards their goals at regular intervals, as a minimum every term.</p> <p>Establishing children’s baseline before receiving interventions and reviewing the impact of interventions at regular intervals.</p> <p>Monitoring by the SENDCo.</p> <p>Holding annual reviews for children with Education Health Care Plans.</p>
 <p>Staff Training</p>	<p>At St Thomas Primary Academy, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.</p> <p>The senior leadership team within the school are constantly discussing the needs within the school and, where an area of concern is highlighted, whole school training is organised to ensure staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.</p> <p>When a new member of staff joins the school, we ensure they understand the systems within the school, and they are given information about the children they are working with.</p>

	<p>If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) Working Together Team (WTT), we will always discuss this with you first.</p> <p>Some of our staff have completed training in the following areas. When staff go on a course, they have the opportunity to give feedback to the rest of the staff.</p> <table border="1" data-bbox="512 517 1385 1249"> <tr> <td data-bbox="512 517 802 779">  Bucket time </td> <td data-bbox="802 517 1093 779">  Team teach </td> <td data-bbox="1093 517 1385 779">  Autism </td> </tr> <tr> <td data-bbox="512 779 802 1019">  Phonics </td> <td data-bbox="802 779 1093 1019">  Speech and language </td> <td data-bbox="1093 779 1385 1019">  Nurture support </td> </tr> <tr> <td data-bbox="512 1019 802 1249">  De-escalation </td> <td data-bbox="802 1019 1093 1249">  Sensory needs </td> <td data-bbox="1093 1019 1385 1249">  Specific Learning difficulties </td> </tr> </table>	 Bucket time	 Team teach	 Autism	 Phonics	 Speech and language	 Nurture support	 De-escalation	 Sensory needs	 Specific Learning difficulties
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 Transition support	<p>Nursery to Reception.</p> <p>We hold taster sessions in the second half of the summer term in preparation for their September start.</p> <p>The SENDCo visits nurseries to meet the children and discuss any concerns with the staff to help the transition run smoothly.</p> <p>End of year transition</p> <p>When children move up a year, we provide social stories which includes photos of the teacher, teaching assistant and classroom environment.</p> <p>Children will be taken to see their new adults and classroom towards the end of the summer term. Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.</p>									

	<p>Class teachers, Sendco and learning mentors meet with each other during the summer term to discuss the needs of the children and share Individual Education Plans.</p> <p>Secondary Transition</p> <p>We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible.</p>
 <p>Clubs and Trips</p>	<p>All our extra-curricular activities and school trips are available to all our children, including our after school clubs.</p> <p>All children are encouraged to go on our trips including residential.</p> <p>All children are encouraged to take part in sports day, school competitions, school assemblies and lead learner opportunities.</p> <p>All children are encouraged to apply for roles of responsibility in school e.g. school council, church council etc.</p> <p>No child is ever excluded from taking part in these activities because of their SEN need.</p>
 <p>Admissions</p>	<p>The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.</p> <p>The SENCO and Early Years Team liaise closely with other settings and outside agencies with regard to the transition of SEN children into Nursery and from early years settings into school.</p> <p>The SENCO liaises closely with other settings where a pupil is admitted at any point throughout their primary years.</p> <p>The Governing body embraces the view that the admissions criteria should not discriminate against any pupil with SEND and have due regard for the practice advocated in the Code of Practice, in that, "All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND...Pupils with special educational needs but without EHC's must be treated as fairly as all other applications for admission." (Code of Practice 1:33)</p> <p>Our School's Accessibility Plan is available via the school website.</p>

 <p>The role of the class teacher</p>	<p>The Code of Practice clearly acknowledges the importance allocated to the teacher with regards to Special Needs, The teacher's responsibilities include:</p> <ul style="list-style-type: none"> • Being aware of the school's procedures for the identification, assessment and subsequent provision for SEND pupils. • Collaborating with the SENDCo to decide what action is required to assist the pupils with SEND in making progress. • Working with the SENDCo to collect all available information on the pupil with SEND. This involves; completing termly Provision Maps to identify specific children's additional needs and also a provision evaluation to review progress and the impact of the intervention. Evaluations are used to inform the next cycle of support. • Ensuring intervention is delivered and is appropriate to the child's needs, making sure accurate and evaluative records are kept on a weekly basis to show progress and difficulties of the child. • Developing constructive relationships with parents. • Creating Individual Education Plans (IEP) for pupils on the register and sharing these with parents. Review meetings with parents should take place each big term (3 times per year)- where progress and attainment are a concern then the SENDCo will be present. • Discussing the children's targets, progress and support with the child and listening to their view points and taking them into consideration when planning the children's next steps. • Being involved in the development of the school's SEND policy
 <p>The role of the SENDCo</p>	<p>In collaboration with the Governing Body and Senior Leadership Team, the SENDCo determines the strategic development of the SEND policy. Other responsibilities include:</p> <ul style="list-style-type: none"> • Overseeing the day-to-day operation of the SEND policy. • Coordinating the provision for pupils with SEND. • Liaising and giving advice to fellow teachers. • Managing SEN Teaching Assistant timetable. • Overseeing records of pupils with SEND, analysing and evaluating termly provision maps and provision evaluations. • Ensure pupil record cards are completed by class teachers (3 times per year) and reviews are held alongside the review and planning of interventions, targets and support. • Ensure Reviews are held in accordance with policy. • Liaising with parents of pupils with SEND and how they can contribute to the 'Plan, Do, Review' cycle. • Making a contribution to staff training. • Liaising with external agencies, LA support services, health, social services and voluntary bodies.

	<ul style="list-style-type: none"> • Ensuring all people involved with teaching and supporting pupils with and EHCP are fully informed of the plan. • Meeting with pupils and carry out pupil interviews and questionnaires about their views and the support they receive in school.
 <p>The role of the Headteacher</p>	<p>The Head Teacher's responsibilities include:</p> <ul style="list-style-type: none"> • The day-to-day management of all aspects of the work of the school, the SEND provision and budget included. • Keeping the governing body well informed of SEND within the school. • Informing parents/carers of the fact that SEND provision has been made for their child. • Ensuring that the school has clear and flexible strategies for working with parents, ones that encourage parental involvement in their child's education.
 <p>The role of the governing body</p>	<p>The governing body has an important responsibility with regards to pupils with SEND, these include:</p> <ul style="list-style-type: none"> • Ensuring that the provision for SEND pupils is made and this is of a high standard. • Ensuring that an appropriately qualified teacher is appointed as SENDCo. • Ensuring that SEND pupils are fully involved in school activities. • Having a regard to the Code of Practice when carrying out responsibilities regarding SEND pupils. • Being fully involved in developing and the subsequent review of the SEND policy. • Reporting to parents/carers on the school's SEND Policy. • Taking an active part in actions carried out by the SENDCo. • Meeting with the SENCo and reviewing the impact of SEND support.
 <p>Pupils with medical needs</p>	<p>If a child has been diagnosed with a medical need, an individual care plan is written in consultation with parents and outside agencies (if appropriate) and then all members of staff are made aware of it. Staff are given appropriate training such as Epi-pen and diabetes training to ensure the child can be supported correctly. If medication is required with some diagnosis then a written consent and plan is provided alongside the care plan. All teaching assistants and office staff are provided with First Aid training.</p> <p>The school recognises that pupils at school with medical conditions, should be properly supported so that they have full access to education, including school trips and physical education. Some children with</p>

	<p>medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.</p> <p>Some may also have special educational needs (SEN) and may have a statement, or EHC plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. Please refer to the school's policy for supporting pupils with medical conditions.</p>
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How can I access support for myself and my family?

There is further information about various aspects of support on the Local Authority's website:

<https://www.lincolnshire.gov.uk/special-educational-needs-disabilities-send/local-offer>

At St Thomas' CE Primary Academy we strive to support children and families in the best way we can. We recognise that at time outside agencies will become involved in helping support your family and they have many different acronyms which may be confusing to you.

Below is a list of the most common acronyms you might come across, along with the meaning:

ADD	Attention Deficit Disorder	OT	Occupational Therapist
ADHD	Attention Deficit Hyperactivity Disorder	PEP	Personal Education Plan (for looked after children)
ASD	Autism Spectrum Disorder	PMLD	Profound and Multiple Learning Difficulties
BESD	Behavioural, Emotional and Social Difficulties	PP	Pupil Premium
CAF	Common Assessment Framework	RAD	Reactive Attachment Disorder
CAMHS	Child and Adolescent Mental Health Services	RAISE online	Reporting and Analysis for Improvement through School Self Evaluation
CIN	Child in Need	SALT	Speech and Language Therapy
COP	Code of Practice	SDQ	Strengths and Difficulties Questionnaire
CP	Child Protection	SEND	Special Educational Needs and Disabilities
CYP	Children and Young People	SENDCo	Special Educational Needs Co-ordinator

DDA	Disability Discrimination Act	SLCN	Speech, Language and Communication Needs
EAL	English as an Additional Language	SLD	Severe Learning Difficulty
EHCP	Education Health Care Plan	SM	Selective Mutism (formerly known as elective mutism)
EP	Educational Psychologist	SpLD	Specific Learning Difficulty
FSM	Free School Meals	SPDs	Sensory Processing Disorders
GLD	Global Learning Delay	START	Statutory Assessment Resources Team
HI	Hearing Impaired	TAC	Team Around the Child
IEP	Individual Education Plan	TAF	Team Around the Family (when CAF is about whole family)
LDD	Learning Difficulties and Disabilities	TFF	Together for Families
LO	Local Offer	VI	Visually Impaired
LSCB	Local Safeguarding Children Board		
MARAG	Multi Agency Referral Action Group		
MLD	Moderate Learning Difficulty		
ODD	Oppositional Defiant Disorder		

Who can I contact for further information?

- Miss J Sharples – Headteacher
- Mrs M Tiwari - SENDCo