



St Thomas More Catholic Primary School, Saffron Walden

SEND INFORMATION REPORT

No. STM-026

Unique Policy Reference No	STM-026
Approved by (inc date)	<i>Governing Body</i>
Date Version Approved	<i>24 November 2025</i>
Date next due for review	<i>September 2027</i>
Author (<i>Document Owner</i>)	<i>Headteacher</i>
Accountable Director (<i>Relevant ED</i>)	<i>Main Committee</i>

Special educational needs and disability code of practice: 0 to 25 years. Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities

Publishing information: SEN information report

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and **must** include information about:

- The kinds of SEN that are provided for

St Thomas More Catholic Primary School is an inclusive mainstream Catholic Primary School. We do not specialise in SEN, but seek to best meet the needs of all our pupils.

- Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools).



The named SENCO is Mrs Moy. Mrs Moy can be contacted via the school office.

Please see our website for relevant policies including our Special Education Needs Policy.

Identification of SEN is built into the overall approach to monitoring the progress and development of all pupils at our school. Before identifying a child as needing SEN Support, the class teacher, working with the SENCO and with the involvement of the senior leadership team, will establish a clear analysis of the pupil's needs including:

- The current class teacher's assessment and experience of the child.
- Previous assessment data and information about the child including Pupil progress, attainment, and behavior.
- Advice from our experienced SENCO.
- The views and experience of parents. We take seriously any concerns raised by a parent.
- Child's development in comparison to their peers.
- The child's own views.
- If relevant, advice from external support services.
- The Code of Practice states: A young person has a learning difficulty or disability if they: have a significantly greater difficulty in learning than the majority of others of the same age.
- Arrangements for consulting parents of children with SEN and involving them in their child's education.

We take seriously any concerns raised by a parent and seek to work together with parents to secure the best outcomes for their child.

Parents are involved in a **minimum** of 1 formal meeting a term with their child's class teacher and when appropriate the SENCO is involved, this can be at the parents request or by the class teacher. Depending on the needs of the child the class teacher or SENCO may decide to meet with parents more frequently than this.

- Arrangements for consulting young people with SEN and involving them in their education

Young people with SEN are consulted and are involved at age/developmentally appropriate level in their education.

- Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review

The class teacher is responsible for the assessment of his/her pupils. Where appropriate, based on evidence based assessments, the SENCO with and in consultation with Senior Leadership Team colleagues monitors and reviews progress of the child and any appropriate support and interventions as set out in our Special Needs Policy.

- Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.

Usually, transition arrangements between classes are managed by the class teacher. Transition arrangements are personalised based on the individual pupils needs and planned by the class teacher and SENCO. The SENCO manages the transition arrangements between schools. There is close liaison between the local Nurseries, Infant and Junior and Secondary Schools. Close liaison with parents is integral to the transition process in preparing children for their next step. When children transfer to an Enhanced Unit or Special School, this process is managed by the SENCO.

- The approach to teaching children and young people with SEN.

A range of support mechanisms are used including adapted teaching, small group support, 1:1 work and personalised programmes. Advice from outside agencies is additionally sought when it is deemed appropriate by SENCO with and in consultation with Senior Leadership Team colleagues. An outside professional, such as Speech and Language Therapists, demonstrate programmes of work to staff and then programmes are implemented by a Teaching Assistant.

- how adaptations are made to the curriculum and the learning environment of children and young people with SEN

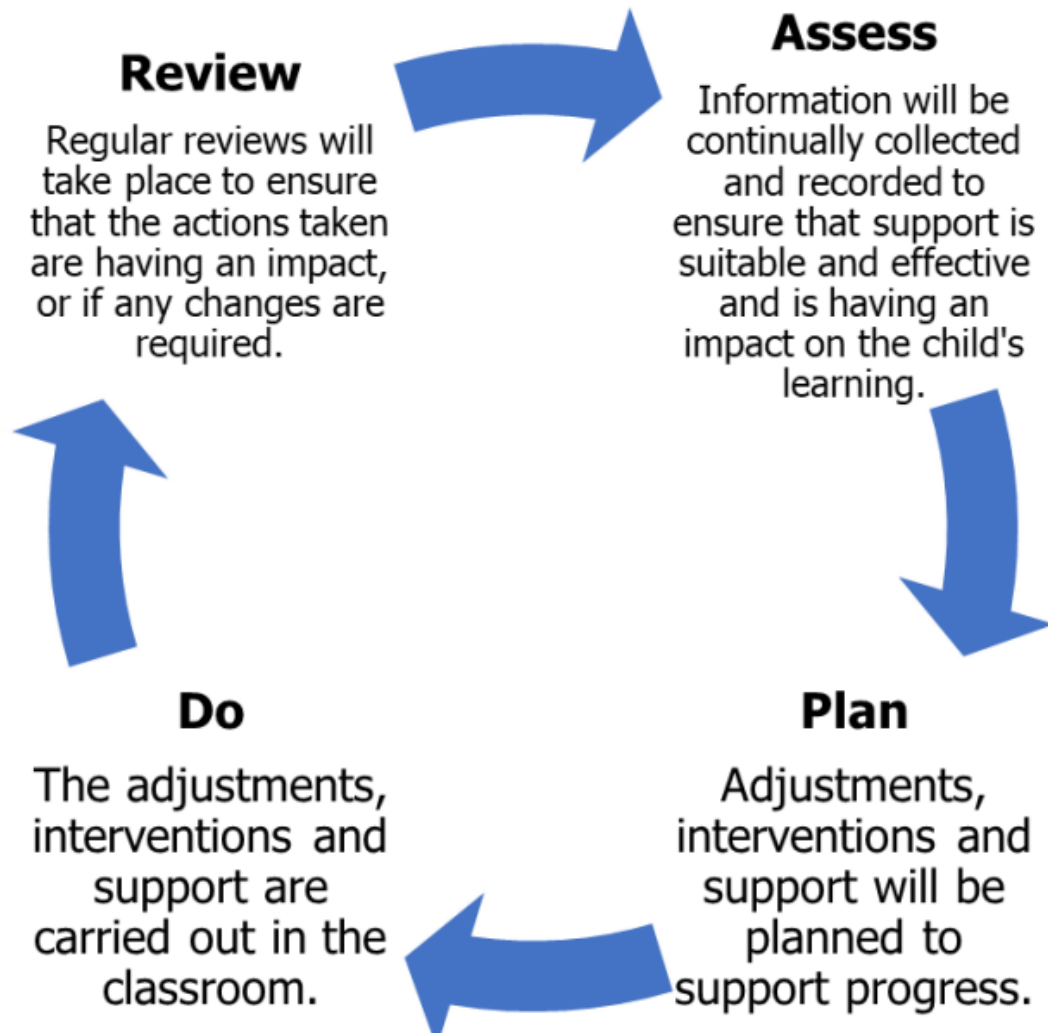
Adaptations are made to the curriculum and the learning environment of children and young people with SEN based on the advice contained in individual pupils Educational Health Care plans and/or one plans or Medical Care plans (currently known as One Plan or Medical Care plan). These record the recommendations of the SENCO, visiting specialists including Speech Therapists, and Educational

Psychologists and via referrals made to health professionals such as Paediatric Consultants, specialist nurses, and Occupational Therapists. Intended outcomes for pupils are also recorded as a consequence of following those recommendations.

- The expertise and training of staff to support children and young people with SEN and how specialist expertise will be secured.

SEN support staff have a range of experience, in a wide range of Special Educational needs. This is targeted in particular areas of support as deemed appropriate by the Head teachers/ SENCO. When appropriate, specialist expertise is used to train staff and support children. This support may be from visiting specialists such as a Speech Therapists, our Inclusion Partner, and Educational Psychologists and via referrals made to health professionals such as paediatric consultants, nurses and occupational therapists.

Most recently, we have worked with Essex Inclusion partner who has provided training sessions for all staff on ADHD and Autism.



- Evaluating the effectiveness of the provision made for children and young people with SEN.

The effectiveness of the provision made for children with SEN is integral to our usual assessment arrangements but the progress of SEN pupils is also monitored specifically by the SENCO and Key Stage Leaders/ Senior Leadership Team/ Headteacher

- How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

Children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN by our personalised approach to considering SEN and making reasonable adjustments.

- Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

Children with SEN have access to the services in school that support every child's emotional and social development. All staff are proactive in listening to feedback and monitoring and advising when specific support is needed for example, 1:1 learning mentoring sessions with a teaching assistant, and/or additional group work on social skills. We work with MIND locally to provide additional group work activities for children. For some children, we work with their parents and together we seek a referral to YCT therapeutic counselling services <https://yctsupport.com/services/>

- How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families.

The SENCO and Headteacher work together to decide when specific support from agencies, including health and social care bodies, local authority support services and voluntary sector organisations, would be best used to meet children and young people's SEN and supporting their families. Families are supported by other agencies who work closely with the school, for example; via a referral to our school nurse who may allocate a Healthy Family Support Worker. Some families are supported by Social Care initiatives such as Family Solutions support workers who work to support families for up to a year, once a referral has been accepted by the Family Operations hub. Another way a family may be supported at Early Help is by a Team around the Family meeting involving a TAFSO A Team Around the Family support officer appointed by Essex.

- Arrangements for handling complaints from parents of children with SEN about the provision made at the school

Please see school's websites for our complaints procedure.

The above should include arrangements for supporting children and young people who are looked after by the local authority and have SEN.

Children who are looked after by the local authority have a designated teacher. The designated teacher is the Headteacher.

Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language. It should include information on the school's SEN policy and named contacts within the school for situations where young people or parents have concerns. It should also give details of the school's contribution to the Local Offer and **must** include information on where the local authority's Local Offer is published.

Please see the link below to the Essex Local Authority's local offer.
<http://www.essexlocaloffer.org.uk/>

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.

Details of our curriculum can be found on our school website. This curriculum is adapted or made more accessible to ensure all children in our school are able to access it. Each teacher considers every child with SEN and personalises the curriculum to meet their needs.

Schools should also make data on the levels and types of need within the school available to the local authority. This data will be required to inform local strategic planning of SEN support, and to enable the local authority to identify pupils who have or may have SEN. Such data, collected through the School Census, is also required to produce the national SEN information report.

Data is kept by the school according to GDPR regulations and shared with the Local Authority and is collected through the school census. The Head Teacher oversees all data.

K Moy SENCO September 2025

