

SEND Information Report 2025-2026

St. Thomas CE Primary School, Leigh



Document Produced by:	Mrs. E Delvard
Approved by:	Mr. M Boyle
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What is a Special Educational Need or Disability (SEND)?

In July 2014 the DfE produced a new [SEND \(Special Educational Needs and Disability\) Code of Practice](#), which defines SEND as:

- 'A child or young person has SEN if they have a learning difficulty or disability which calls for special provision to be made of him or her.'
 - 'A child of compulsory school age or a young person has a learning difficulty if he or she:
 - *has a significantly greater difficulty in learning than the majority of others of the same age.*
- OR
- *has a disability which prevents or hinders them from making use of facilities, of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.'*

Special educational provision is educational or training provision that is **additional to, or different from**, that made generally for other children or young people of the same age by mainstream schools.

The Code of Practice provides statutory guidance on duties, policies and processes relating to children and young people with special educational needs (SEN) and disabled children and young people.

What is the SEND (Special Educational Needs & Disabilities) Information Report?

This SEND Information Report has been produced to outline what we offer as a school and how this supports the Local Authority with what they offer. The outcomes for the report are:

- To provide clarity and confidence for our families
- To improve choice and transparency for our families
- To provide early interventions
- To identify gaps in provision
- To secure better outcomes at school and at local level.

What is our approach to SEND?

What do we want for our pupils with SEND?

We want our pupils with SEND to thrive within our school community and the wider community so that they can experience 'life in all its fullness' (John 10:10). We want our pupils with SEND to achieve success and make good progress across the curriculum during their time with us.

How do we make sure our pupils with SEND 'THRIVE'?

Training – staff will be trained in making suitable adaptations to their teaching to meet the needs of all of our pupils.

Help – we will help our pupils and staff to be the best that they can be.

Respect – we will ensure all members of our school community respect and celebrate differences.

Inclusive – we will provide inclusive learning environments where pupils with SEND are successful and feel happy, safe, secure and valued.

Value – we will value the voice of our pupils and families, working collaboratively with them to provide the best possible outcomes for our pupils with SEND.

Excellent – we will ensure all of our pupils receive an excellent education through monitoring and reviewing.

Wigan's Local Offer is all the provision they expect to be available across education, health and social care for children with SEND including those who do not have Education Health and Care plans. Details of Wigan's Local Offer can be found at

<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx>

What kinds of SEND do school provide for?

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning - moderate/severe/profound and multiple learning difficulties and specific learning difficulties for example, dyslexia, dyspraxia and dyscalculia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs (for example, visual impairments, hearing impairments, processing difficulties, epilepsy) and moderate/severe/profound and multiple learning difficulties

More detailed information can be found on the [Local Offer Website](#)

Who can I talk to if I have concerns about my child?

Your child's class teacher should be the first person you talk to if you have any concerns about how your child is progressing. In school we also have a Family Support Worker and SENDCo (Special Educational Needs Co-ordinator) who you can talk to about your child. The Headteacher and the SEND Governor link teacher are also available should you wish to make an appointment to speak to them.

Headteacher: Mr M. Boyle

SENDCo: Mrs E. Delvard

Designated Safeguarding Lead and Deputy Headteacher: Mrs C. Royal

Early Years Lead (who works closely with SENDCo): Mrs H. Toher

Family Support Worker: Mrs. L Cavill

SEND Governors: Mrs A. Davies and Mrs P. Blackburn

All members of staff can be reached via email at: enquiries@leighsaintthomas.wigan.sch.uk or via the school office on 01942 672730.

How does the school know if a child needs extra help?

Children with special educational needs/disabilities (SEND) are mainly identified through carefully planned observations and assessments as they enter Reception class. As part of the transition process coming into St Thomas', the Reception teacher completes home and/or Nursery visits which allows them to gain a holistic view of the child and begin to form excellent relationships with parents and carers. During this time, it is really important we get an accurate picture of how a child is progressing and if any agencies are already involved such as the Speech and Language Team (SALT).

For children who develop a specific need/require further support later in their learning journey, for example in key stage 1 and 2, termly pupil progress meetings take place between teachers and senior management team to identify children's needs following assessments.

The SENDCo, Headteacher, Designated Safeguarding Lead, Early Years Lead and Family Support Worker work closely together to ensure that each child's holistic development is considered. Following the above, the SENDCo liaises closely with other agencies such as Wigan's Targeted Education Support Service (TESS), Educational Psychologist (EP), Speech and Language Team (SALT), Ethnic Minority Achievement Service team (EMAS), Occupational Therapists (OT), CAMHS (Child & Adolescent Mental Health Service) Outreach Team, Child Protection Advisors, AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers), Inclusion Team, Social Services, School Nurses and Start Well services.

Other methods of highlighting a need are:

- Through teacher/teaching assistant observations, of progress made; attainment against objectives and national expectations; behaviour; and social & emotional needs.
- Concern made by the children, parent/carer or an outside agency.
- Close links with the health & care service.
- National Curriculum Teacher Assessments

What is the Graduated Approach?

As a school, we adhere to the statutory Special Educational Needs and Disability (SEND) Code of Practice which outlines that schools should follow a Graduated Approach. Here is how we follow the Graduated Approach:

Assess

When concerns are raised, an analysis of the child's needs will take place and information will be gathered by the class teacher and SENDCo. This will draw on the teacher's assessment of the child, their previous progress and attainment, as well as the views of parents/carers and the child themselves. It will also draw the child's development in comparison to their peers and national data and, if relevant, advice from external support services. If an external agency is not already working with the child, we will gain consent from parents/carers before we involve them.

If a child has been identified as receiving SEND support, they will be added to the Special Educational Needs Register when it is annually reviewed. Parents will be informed.

Plan

Where it is decided to provide a pupil with SEND support, the teacher and the SENDCo will agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support to be provided and any teaching strategies or approaches that are required. This will also be recorded on the school's information system and an Individual Provision Plan (IPP) may be developed. An IPP outlines targets for a child with SEND and the support that is going to be provided to ensure these targets are met. These are shared with parents/carers to gain

their voice and ensure they are involved in contributing to the progress of their child at home. They are reviewed termly. See Appendix 2 for an example of an IPP.

Do

The class teacher will remain responsible for working with the child on a daily basis to implement the agreed support. Where interventions are provided by different members of staff, the class teacher is still responsible for monitoring the impact and success of the SEND support being provided. The SENCO can support the class teacher in offering further support and advice to all staff working with the child.

Review

The effectiveness of the support and interventions and their impact on the child's progress should be reviewed in line with the agreed date by the class teacher, with the support of the SENDCo. This will be shared with parents/carers and then they, along with the child, will be consulted in planning next steps.

If a child fails to make adequate progress and is working significantly below Age Related Expectations, after high quality targeted support has been provided, the class teacher and SENDCo may begin to gather evidence for a minimum of 2 terms to initiate the Education Health Care Plan (EHCP) process. See above in 5.2 for more information.

Where a child has an Education Health Care Plan (EHCP), the local authority, in collaboration with the school, must review that plan as a minimum every twelve months. The SENDCo and class teacher will liaise with parents/carers at this time.

The Special Educational Needs Register will be reviewed annually during the Summer 2 term and children will be added/removed at this point to ensure there is sufficient evidence from the academic year to support the decision to add/remove a child from the SEND register.

The school's provision for children with SEND is reviewed through rigorous monitoring of classroom practice by the Headteacher, SENDCo and Senior Leadership Team alongside data analysis.

How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have too
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

How is extra support allocated to pupils?

- The school budget, received from Wigan LA, includes money for supporting children with SEND.

- The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- All resources/training and support are reviewed regularly and changes made as needed.
- The Headteacher and the SENDCo discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected

How do pupils receive increasing levels of support, including Education Health Care Plans (EHCPs)?

Stage One

The first step to responding to children who have, or may have, SEND is high quality teaching that is adapted to meet the needs of individual pupils. This includes:

- High quality teaching that responds to the strengths and needs of all children and is adapted where appropriate.
- Staff having high expectations of all children and ensuring that all children succeed and make progress.
- Explicit instruction, which includes high quality delivery of new content building on what children already know and can do, effective questioning and modelling.
- Flexible grouping whereby children have the ability to collaborate with peers and adults and also work independently.
- Providing scaffolding for children who may need support temporarily and working towards removing the scaffolding gradually.
- Identifying and addressing barriers to learning.

Stage Two

For some children, they may need further targeted support. For your child this would mean they:

- May participate in small-group, targeted interventions delivered by a familiar adult (for example Sounds Write phonics interventions, Drawing and Talking Therapy or counselling).
- May have further targeted in-class support provided by a familiar adult.
- Would be added to the Special Educational Needs Register at the end of the academic year during the Summer 2 Term when the Headteacher and SENDCo review it.

Stage Three

For some children, professional support from outside of school is needed who can offer specialist advice and support.

This may be:

- Local Authority central services such as the Outreach Team or Sensory Support Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language Team (SALT) or Occupational Therapy (OT).

For your child this would mean:

- You will be invited to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist, TESS Team, Educational Psychologist etc. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
 - Support to set better targets which will include their specific expertise.
 - A group run by school staff under the guidance of the outside professional e.g. a social skills group.
 - Group or individual work with outside professional advice/ support.

Stage Four

For some children with severe, complex and lifelong needs, a particularly high level of support, which cannot be provided from the budget available to the school, is required. This is when the process for an Education Health Care Plan (EHCP) begins.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support already in place.
- After the reports have all been sent in, the Local Authority will make a final decision. If your child's needs are severe, complex and lifelong meaning that they will need a very high level of support in school to make good progress, they will write an EHC Plan. If they conclude this is not the case, they will ask the school to continue with the support already in place and set up a meeting in school to ensure your child makes as much progress as possible.
- The EHC Plan will outline the amount of money the school will receive in order to carry out the recommended support as stated in the EHC Plan. It will also have long and short term goals for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

What is an Individual Provision Plan (IPP)?

An Individual Provision Plan (IPP) is an individualised plan for a child who needs school-based interventions, outside agency involvement or is formed as part of their EHC Plan. It is a document which sets out some very clear and specific goals showing how these targets are going to be achieved and with what support—interventions/ class support/ programmes from SALT etc. Working in

partnership with school and home will be crucial in the success of these IPPs and parents/carers are invited in at different points throughout the year to discuss progress. They will be reviewed termly.

Who are the other people providing services to children with SEND in this school?

Directly funded by the school:

- Family Support Worker
- Teaching Assistants
- Additional Educational Psychology input to provide a higher level of service to the school
- Counsellor

Paid for centrally by the Local Authority but delivered in school:

- Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- TESS – Targeted Education Support
- Speech and Language Therapy

Provided and paid for by the Health Service but delivered in school:

- School Nurse
- Occupational Therapy
- Physiotherapy

How are the teachers in this school helped to work with children with SEND and what training do they have?

- The SENDCO's role is to support the class teacher in planning for children with SEND. The SENDCO is completing the SENDCO qualification.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as Speech and Language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Outreach Service, SALT etc.

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teacher's planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- Their progress is reviewed formally every term and tracked against the National Curriculum or Early Learning Goals if in Reception.
- For children who leave Reception having not achieved a Good Level of Development (GLD) because they have not achieved the expected Early Learning Goals (ELG) in the Early Years Curriculum, they will be given further opportunities to achieve these Goals at the beginning of their time in Y1.
- At the end of each Key Stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- Some children identified with SEND will have their own Individual Provision Plan (IPP) which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENDCo team will also check that your child is making good progress within any individual work and in any group that they take part in.

How do we know the provision for children with SEND is effective?

- By reviewing pupils' individual progress towards their goals each term.
- By reviewing the impact of interventions after a set period of time.
- By gaining pupil voice to identify the impact of the provision provided.
- By monitoring by the SENDCo, Headteacher and Subject Leaders to ensure the provision for SEND is of a high quality across all subjects.
- By using provision maps to measure progress and impact.
- By holding annual reviews for pupils with EHC plans.

What support do we have for you as a parent of a child with a SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- The Family Support Worker is available to discuss any issues that may impact on your child's progress in school.
- All information from outside professionals will be discussed with you directly, or where this is not possible, in a report.
- IPPs will be reviewed with your involvement each term.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school planner may be used to support communication with you, when this has been agreed to be useful for you and your child.
- The school website has information about SEND.

- The Local Offer is useful in supporting families and signposting them to further information or services: [Wigan Local Offer](#)

How is St. Thomas' accessible to children with SEND?

Adaptations are made to the curriculum and teaching approaches to ensure all children can access learning and make progress in relation to their own starting points. Our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are invited and encouraged to go on our residential trips. Sports day/school plays/special workshops, etc. are accessible to all children regardless of their need. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Children who have an EHC that names the school as part of the planned provision will be offered a place without reference to the admissions criteria. St Thomas does not prioritise on the grounds of ability. If a child had a disability, learning difficulty or learning disability for which specialist teaching or equipment is essential but not available within the school's resources, the school will liaise with the LA to secure the best possible resources for the child.

Our KS1 building is sited on a single story and has wheelchair access. Our KS2 building has classrooms over two floors. We have wheelchair access via a ramp to the main entrance and via two alternative entrances. We can be flexible with our classroom arrangements for pupils in wheelchairs or with walking difficulties to enable them to work on the lower level. We have disabled toilets at various locations within the buildings. We are able to provide changing facilities for EYFS, KS1 and KS2 as well as a designated medical room (if required). Our Equality Policy and Accessibility Plan are regularly updated. At St Thomas', we are always happy to discuss individual access requirements. We have access to a translation service through the EMAS team.

How will we support your child when they are leaving this school? Or moving to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school:

- We will contact the school SENCO or Inclusion Manager and ensure they know about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and transition/planning meeting will take place with the new teacher. All documentation will be shared with the new teacher.
- If your child would be helped by a book to support them understand moving on then it will be made specifically for them.
- Your child will spend some time in their new classroom with a familiar adult to them in school to help them adjust and get ready for the change.
- In some cases, it helps for parents/ carers to be a part of this transition in school and maybe invited in to spend some time with your child in their new classroom.

In Year 6:

- The SENDCo and/or class teacher will attend Primary Transition meeting to discuss the specific needs of your child with the SENCO/Inclusion Manager of their secondary school.

- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- We can support parents in any transition meetings/ Open Days at High School by providing key questions to ask on the visits which will support you when making decisions about which High School to send your child to.

From Nursery/ Preschool to Reception:

- The preschool setting will make available any records they have on your child and share this with our Reception teacher.
- The Reception teacher will arrange a visit into Nursery and/ or home so the first meeting takes place in a setting comfortable and familiar to your child.
- Children will be invited into school with a family member to start becoming familiar with their new classroom and adults. If more sessions are needed, this can be arranged and any required adjustments can be discussed and arranged also during these visits.
- If your child is known to Wigan's Early Years team, this team will contact the school to share information and offer support for the transition period.
- If your children is known to any NHS services, for example SALT, school will request programmes and support plans.
- Children start school on a part time basis to allow them the opportunity of making that transition smoothly and calmly and limit undue anxieties.

How do we support the social, emotional and mental health needs of children with SEND?

- We use the Zones of Regulation across school to develop children's emotional literacy and support them to recognize and manage everyday emotions successfully so that they can thrive in all areas of their life.
- We have a supportive, positive learning environment throughout school that encourages children to feel happy and safe, in order to thrive, and children receive empathy and support when necessary.
- Pupils with SEND are encouraged to be part of the school council.
- Pupils with SEND are also encouraged to be part of activity clubs to promote teamwork/building friendships etc.
- We offer counselling sessions or Drawing and Talking Therapy for those who are identified as needing it.
- Our Family Support Worker and one of our Teaching Assistants have gained the Trauma-Informed Diploma qualification allowing them to provide specialist support for children who have experienced trauma.
- We may develop a Positive Handling Plan (PHP) in collaboration with the child and parents/carers to identify how we provide emotional and behavioural support. These will be reviewed termly.
- We may refer a child to an external service, for example the Outreach Service, the behaviour team within TESS, Children and Adolescence Mental Health Service (CAMHS) or other

agencies who support social, emotional and mental health needs, to gain further specialist support.

- Staff receive training on social, emotional and mental health and how different SEND can affect children's social, emotional and mental health.
- We have a zero-tolerance approach to bullying. Please see section 14 of our behaviour policy for further details.

What if I have a complaint about the SEND provision within school?

Complaints about SEND provision in our school should be made to the Class Teacher or SENDCo in the first instance. They will then be referred to the school's complaints policy. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Attached is the link to the School's Complaints Procedure can be found [here](#).

Here are some comments made by members of our school community about our SEND provision;

A child: "When my teaching assistant re reads the question to me and talks about my work with me, it helps me to understand better."

A child: "I feel better when I have shared my worries with Mrs Cavill at lunchtime, I can then go back to class and get on with my work without worrying."

A parent: "I really value all the extra support that my child is receiving, it is really bringing him on!"

A parent: "School have been extremely supportive in co-ordinating the EHCP journey."

A parent: "Thank you for everything you have done to make sports day so inclusive. I used to think doing sports day was something I would never see my child do but it was perfect for her and I could see how excited she was!"

If you require any further information, please do not hesitate in contacting the school's SENDCo via email at: enquiries@leighsaintthomas.wigan.sch.uk or via the school office on 01942 672730.

Wigan Local Authority's Local Offer Website has further information about SEND - [Wigan SEND Local Offer](#)