St Mary and St Thomas Church of England Primary School

Parents' Information

SEND Information Report 2026-2027

Introduction

All St. Helens Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, and Sensory and Physical Needs.

What is the Local Offer?

The LA Local Offer

- The Children and Families Bill became enacted in 2014. From this date, Local Authorities and schools were required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEND) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The School SEND Information Report

This utilises the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet.

Your Child has Special Educational Needs. What can we at St. Mary and St. Thomas Primary School offer you?

At St Mary and St Thomas Primary School, we embrace the fact that every child is different, and therefore, the educational needs of every child are different: this is certainly the case for children with Special Educational Needs.

Please see below for more information about the Local Offer from St. Mary and St. Thomas Primary School and how we will support your child.

1. The kinds of Special Educational Needs that are provided for at St. Mary and St. Thomas

Do you have children with Special Educational Needs and/or Disabilities (SEND) in your school? What type of SEND do those children have?	We are a mainstream school and the majority of our pupils are expected to reach age related expectations. The SEND team ensures that children with additional needs receive the support they need in the 4 areas of need as laid out in the Code of Practice 2014. These are: • Communication and Interaction • Cognition and Learning • Social, Emotional and Mental Health • Sensory and/or Physical needs

2. Information about the school's policies for identification and assessment of pupils with SEND.

Where can I find information about the school SEND Policy? How do you know if a pupil has SEND? How will I know if my child is receiving SEND support?	Pupils are identified as having SEND and their needs assessed through: • Information from parents, nursery, previous schools, class teachers • Summative testing, baseline assessment and progress data • Feedback from teaching staff and observations • Evaluation of interventions • Referrals from parents • Pupil referrals • Health professionals • Boxall profiles and Strengths and Difficulties Questionnaires (SDQs) Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When initial concerns are raised, the pupil will be placed onto our school tracking system for early identification of additional needs. This will be shared with parents at termly parent-teacher consultation appointments. As soon as your child's SEND has been identified, we will contact you and invite you to come into school to discuss plans to help them make progress from their starting point. Our SEND Policy will give you the information you need about how we make provision for all pupils with SEND and is available to read from the school website.

3a. The school's approach to teaching pupils with SEND.

How do you make sure that the SEND support is helping pupils make better progress?	At St. Mary and St. Thomas, we have high expectations for all children including those with SEND. All teaching is based on building on what your child already knows, can do and can understand. Provision for SEND pupils includes: • Quality first teaching with appropriate differentiation in place • Additional adult support in classrooms, where appropriate • Reduced class or group sizes, where appropriate • Personalised programmes through time limited programmes (SEND support plans) • Personalised provision through adapted resources and interventions, including therapeutic provision Your child's class teacher will be able to give you more information about what the class is learning and how he/she is helping your child to make good progress.

3b. Evaluating the effectiveness of provision for pupils with SEND.

How will I know that my child is making progress?	Every half term, class teachers assess their pupils' progress through summative and formative assessments. These assessments are then discussed at pupil progress meetings. Children working below age expectations, or making slower or no progress, are discussed at these meetings and appropriate interventions are planned to support them to progress from their individual starting point. Pupils on SEND support plans will have SEND reviews where the progress they have made against targets is discussed. Parents will be invited to these meetings as part of our termly parent-teacher consultations. Where appropriate, this will take place more frequently on an ad-hoc basis. All parents receive verbal feedback at parent-teacher consultations each term, and in their child's written report in July. This will include information about the

	stage they are working at in relation to the age related expectations in reading, writing and maths. Progress and evaluation is reported to the school committee member with responsibility for SEND and an annual report is made to the school committee.

3c. Arrangements for assessing and reviewing pupils' progress towards outcomes, including opportunities available to work with parents and pupils as part of this review.

How do you check and review the progress made by pupils with SEND?	Refer to answer 3b.
How will I be involved in those reviews? Who else will be there?	SEND review meetings take place every term following assessment week as part of parent-teacher consultations. During these meetings, the child's progress is discussed and together the class teacher, child and parents set new targets to enable the child to make progress. At these meetings, parents will be given information about where their child is working at in relation to the age-related expectations. Parents will be given a copy of their child's updated SEND support plan once these targets have been discussed. Where appropriate, review will take place more frequently on an ad-hoc basis.

3d. How adaptations are made to the curriculum and the learning environment of pupils with SEND.

How have you made the school buildings and site safe and welcoming for pupils with SEND or disabilities?	We support access to the school through building adaptations.
How do your teachers help pupils with learning difficulties or disabilities to learn, including what they learn?	We support access to the full curriculum through differentiation, allocating extra support to an individual or group according to set criteria and availability of resources. We develop self-esteem through therapeutic interventions and positive behaviour reinforcement, using assessment processes to identify any learning difficulties. We have ongoing observation and assessment, and provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
How can I find out more about what my child is learning at the moment?	Your child's class teacher will be able to give you more information about what the class is learning at the moment, and each class has curriculum information published on the school website. Learning is also shared through project-style homework, which allows the learning that has begun in the classroom to be continued with families at home. Parents are invited to attend Family Learning sessions and Parent Insight events throughout the year, where families can engage in learning experiences alongside their children and take part in lessons led by class teachers. In addition to this, the school newsletter shares information of ongoing learning on a weekly basis, with celebration of learning and activities within each class.

3e. Additional support for learning that is available to pupils with SEND.

Is there any extra support available to help pupils with SEND with their learning?	All staff receive In-Service training or information about the Code of Practice for SEND (2014), and issues relating to Disability. All staff have the opportunity to receive In-Service training on specific disorders and/or disability of children within their care as appropriate.
How will I know if my child is getting extra support?	Additional intervention staff are funded using Pupil Premium. These interventions are carefully monitored to ensure they are having an impact. School access additional support for Speech Therapy, Social and Emotional Support, Educational Psychology Assessment and for children whom English is an additional language. These are in addition to the services provided by the Local Authority. As soon as your child's SEND has been identified, we will contact you and invite you to come into school to discuss plans to help him or her progress. SEND review meetings take place every term following assessment week as part of parent-teacher consultations. During these meetings, the child's progress is discussed and together the class teacher, child and parents set new targets to enable the child to make progress. At these meetings, parents will be given information about where their child is working at in relation to the age-related expectations. Parents will be given a copy of their child's updated SEND support plan once these targets have been discussed, and this will detail any additional support the child is receiving. Where appropriate, review will take place more frequently on an ad-hoc basis.

3f. How the school enables pupils with SEND to engage in the activities of the school.

What social, before/after school and other activities are available for pupils with SEND?	School provides wraparound care for all children from Nursery to Year 6. This includes a breakfast club and an after-school club providing family support every day from 8.00am to 5.30pm during term time, and is offered to all children.
How can my child and I find out about these activities?	We have many extra-curricular activities on offer, which change each half term to allow a broad variety of opportunities for all children. The number of pupils with special educational needs engaging in extra-curricular activities is closely monitored in school. Children not engaging are targeted for specific extra-curricular activities. There is more information about extra-curricular activities in our school and on our website. Each half term letters are sent home detailing extra-curricular activities.

3g. Support that is available for improving the emotional and social development of pupils with SEND.

How does your school support pupils' emotional and social development?	Our school uses a range of different approaches to support the development of individuals, classes and whole school emotional and social development. Pupils are well supported by: • Our whole school ethos which facilitates a calm and welcoming environment • An anti-bullying policy that is supported by trained members of staff • A behaviour and relationships policy

	• Therapeutic interventions that provide programmes such as social skills, anger management, and self-esteem/confidence building • Targeted support for individual pupils e.g. bereavement support and play skills, emotional freedom technique, solution focused behavioural techniques, cognitive behavioural techniques • School council • Reading, wellbeing and play buddies • A quiet retreat at lunchtime (Chill-out club) • Jigsaw PSHE programme delivered across all year groups • Termly events with specific focus on emotional and social development such as Altru Drama performances and the observation of national days such as World Mental Health Day For children with specific social, mental or emotional health difficulties we work with the Educational Psychology Service/CAMHS/Barnardo's and other agencies where appropriate.

4. In relation to mainstream schools, the name and contact details of the SEND Coordinator.

Who should I contact if I want to find out more about how the school supports pupils with SEND?	Abbey Seville – SENDCO Abbey Seville is the school's SENDCO and is currently completing the National Professional Qualification (NPQ) for SEND. She is usually available to speak to parents on request at the beginning and end of the day. An appointment is not usually necessary. Other people you may want to talk to are: • Your child's class teacher • Miss N Shields – Family Support Worker and also a Mental Health First Aider • Mrs N Parry – Headteacher • Mrs K Tennyson – CEO • Miss L Smith – Trust director for Safeguarding and Attendance All staff can be contacted through the school office via phone or email: 01744 734320 / stmarythomas@three-saints.org.uk

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

How are the adults in school helped to work with children with SEND and what training have they had?	Abbey Seville is the school's SENDCO and is currently completing the National Professional Qualification (NPQ) for SEND. The school has a yearly school development and action plan that includes identified training needs for all staff to improve the teaching and learning of children including those with SEND. This includes regular annual training for all staff and may include further training on SEND or to support identified groups of learners in school such as children with neurodiversity or children with physical and sensory needs. This training is used to share knowledge, strategies and experience, and ensures consistency of the school's approach for children with SEND. All members of teaching and support staff are Safer Handling trained.

	The SENDCO, Headteacher and class teachers work closely with specialists from external support services who may provide advice or direct support as appropriate e.g. LASCS, EP services, CAMHS, EAL services, CDS, BIT etc.

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

What happens if my child needs specialist equipment or other facilities?	We liaise with a range of services including Access and Technology and Sensory Support to ensure the equipment necessary is provided to enable our pupils with Special Educational Needs or Disabilities to fully access the curriculum. This is usually funded using school's delegated SEND funding but sometimes school will apply to the LA for additional funding if needed.

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

How will I be involved with planning for and supporting my child's learning? Who will help me to support him/her at home?	Every term, class teachers assess their pupils in all areas of the curriculum. These assessments are then discussed at pupil progress meetings with the Senior Leadership Team, including the SENDCO and a member of the wellbeing team. Children working below age expectations or making slower or no progress are discussed at these meetings and appropriate interventions are planned to support them to make better progress. All parents receive verbal feedback at termly parent-teacher consultations, and in their child's report in July. This will include information about the stage they are working at in relation to the age related expectations. If needed, parents can request additional support through The Independent Parental Special Education Advice (IPSEA). Parents can also contact the Information, Advice and Support Services for SEND (IASS) for independent advice and support.

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

How is my child involved in his/her own learning and decisions made about his/her education?	Through our school council, self-assessment, pupil voice and involvement in their own SEND reviews, our pupils are fully involved in their own learning and the decisions made. Pupils take part in individual mentoring conversations each term with their class teacher; they are encouraged to identify the next steps they need to take in their learning and supported in how to do this when identifying their targets. Children with EHCPs are asked for their views annually as part of the review process. Children who access therapeutic support are asked for their views as part of assessment for SEMH needs.

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

Who should I contact if I'm not happy with my	In the first instance, complaints should be taken up with school staff directly concerned – usually the class teacher.

child's learning and/or progress?	If the complaint is not resolved then the matter should be raised with the SENDCO, who may: • Arrange a joint meeting with the complainant • Undertake further investigations • Refer the matter on to the Headteacher • Seek the involvement of external agencies, such as the Independent Parental Special Education Advice (IPSEA) • Take action to address the complaint • Decide if the complaint does not warrant any action, and advise complainants of further action they can take If the complaint is about the SENDCO, parents should seek a meeting with the Headteacher to discuss the matter.

10. How the governing body involves other bodies, including health and social services bodies, LA support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils.

Who else provides services in school for children with SEND or disabilities?	External agencies will be used to provide advice and In-Service training for staff, especially for specific needs as they arise within school.
How can my family get support from these services?	• External agencies will be used to identify specific targets for pupils in line with the school's procedures. • Annual reviews of funded pupils, or pupils with an Education, Health and Care Plan, are carried out with parents, professionals and a Local Authority representative, usually the school inclusion officer or case worker. • Regular liaison takes place with health professionals to access the following services: School Nursing Service, Speech and Language Therapy, Physiotherapy, Occupational Therapy, and the Child and Adolescent Mental Health Service. • Parents have the right to make referrals to most of these services and can seek further advice from the Information, Advice and Support Services for SEND (IASS) for independent advice and support.

11. The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with clause 32.

Who should I contact to find out about other support for parents and families of children with SEND or disabilities?	The Local Offer by St. Helens Local Authority provides details of services and support provided for parents and is available to view on their website. http://www.sthelens.gov.uk/what-we-do/schools-and-education/

12. The school's arrangements for supporting pupils with SEND in transferring between phases of education.

How will you help my child make a successful move into the next class, secondary school, or other transition?	In the summer term, the current class teacher has a transition meeting with the new class teacher in order to pass on necessary information to enable pupils with SEND to continue making progress. Key information is stored on our secure system which can be accessed by class teachers to provide chronological insight of the support children with SEND have received.

	Our Year 6 teachers, the SENDCO and a member of the Wellbeing Team meet with representatives from various secondary schools to share relevant SEND information. This is then disseminated to the relevant staff in their new secondary school. Transition work is completed in the summer term to support pupils with anxieties, and external groups, such as drama companies, support this process. Children with an ASD diagnosis are supported by LASCS in some circumstances to further support their transition to a new class or setting. Our Reception teacher visits local nurseries to observe children and discuss their individual needs with the nursery key workers. Our EYFS staff engage with parents through the intake meeting in the summer term prior to entry/transition, and individually through parent meetings in September. At these meetings, individual needs are discussed and transition plans put into place to support the child and their family. The Early Years team work closely with The Bridge Centre to support transition for children who already have identified additional needs and support or are under assessment.

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

Where can I find out about other services that might be available for our family and my child?	The St. Helens Local Authority website has information about their Local Offer and the services that are available: https://www.sthelens.gov.uk/schools-education/SEND-the-local-offer The school website has information about our SEND Policy and Local Offer as well as the SIR (SEND Information Report). http://www.sm-st.co.uk