



SEND INFORMATION REPORT JANUARY 2026

St Thomas of Canterbury Catholic Primary School

SEN Information Report based on the model developed by representatives from Hertfordshire parents and schools

BACKGROUND

- Our SEN information report should be read in conjunction with the Policy for SEN available on the school website and the DFE: SEN Code of Practice 2015 (link on school website)
- We are committed to supporting families to thrive and early intervention and support is vital. Early intervention and support is available through our **Families First Key Workers (Emma Overett and Wendy Clark)** Should you wish to find out more about Early Help and Support for your family, please see:

Families First Portal Link:

- <https://directory.hertfordshire.gov.uk/kb5/hertfordshire/directory/familiesfirst.page?familiesfirstchannel=1>

At St Thomas of Canterbury our Special Educational Need Co-ordinator (**SENCO**) is Mrs Emma Overett. Our SENCo also works in the role of Executive Lead for SEND across our Trust – ST Francis of Assisi Catholic Academy Trust.

A SENCos role is to lead the school's strategic objectives for SEND and inclusion, support teachers and wider staff in the continued professional development and co ordinate and monitor the effective provision of children at SEN support and EHCP level.



HOW DOES THE SCHOOL KNOW IF CHILDREN/YOUNG PEOPLE NEED EXTRA HELP?

Teachers assess children continuously through a combination of informal and formal methods. Activities are adapted to meet the needs of individual children who may need additional support or those who need additional challenge.

Some children may occasionally require additional individual or small group support to enable them to remain on track with their peers.

Strategies used for additional support and individual targets are recorded on the School Provision Map which is reviewed by Staff at the beginning of each term. The impact of interventions are evaluated termly

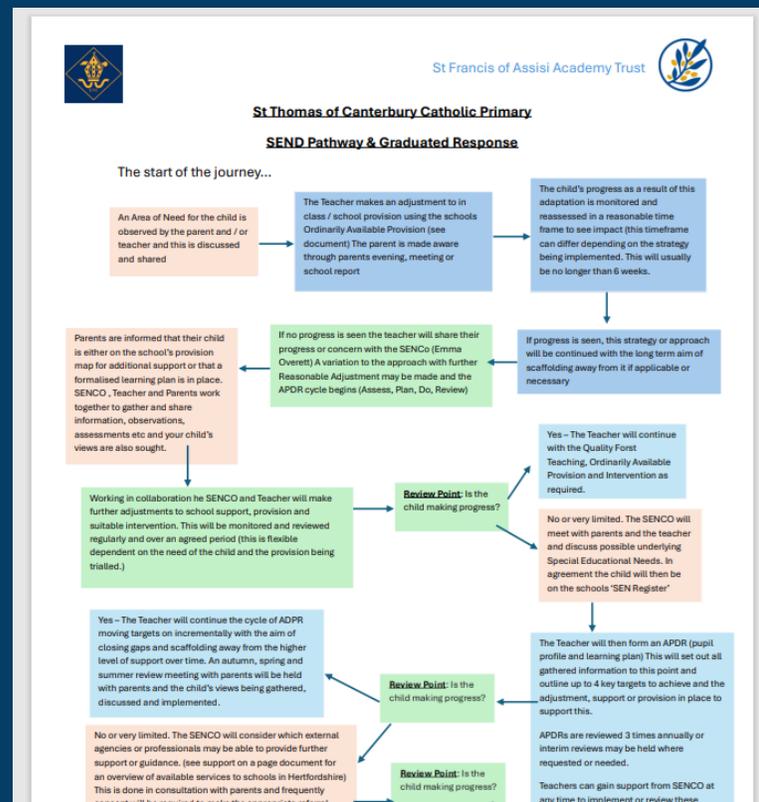
If a child is not making anticipated progress despite interventions this may be indicative of a deeper underlying barrier to learning requiring further investigation which may involve seeking advice from external professional bodies

Discussions between parents, class teacher, support staff and a SENCo will plan for the next steps and gain consent for any involvement from external professionals.

Every school has a 'Graduated Response' and 'APDR' cycle. This is the schools ways of responding to potential SEND needs and following a process of Assess, Plan, Do, Review' (APDR). Please see our school website for a helpful flow chart which will direct you to both the process and the staff members involved.

WHAT SHOULD I DO IF I THINK MY CHILD MAY HAVE SPECIAL EDUCATIONAL NEEDS?

- Please see our school's Graduated Response on the SEND page of our website



- Should you have any questions at all, please do contact your school's class teacher in the first instance or Mrs Overett via emma.overett@stcanterbury.herts.sch.uk

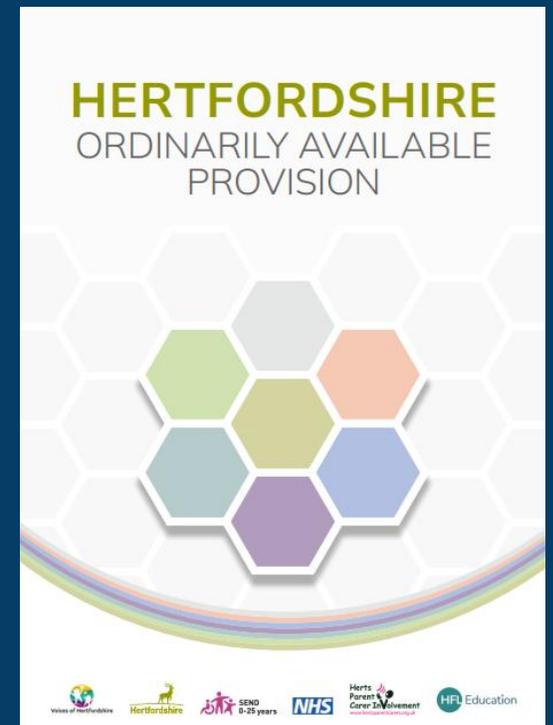
SEND AND ORDINARILY AVAILABLE PROVISION

SENCOs across St Francis of Assisi Trust agree that pupils to be included on the DFE census for SEN Support and therefore in the school's SEN register are defined by:

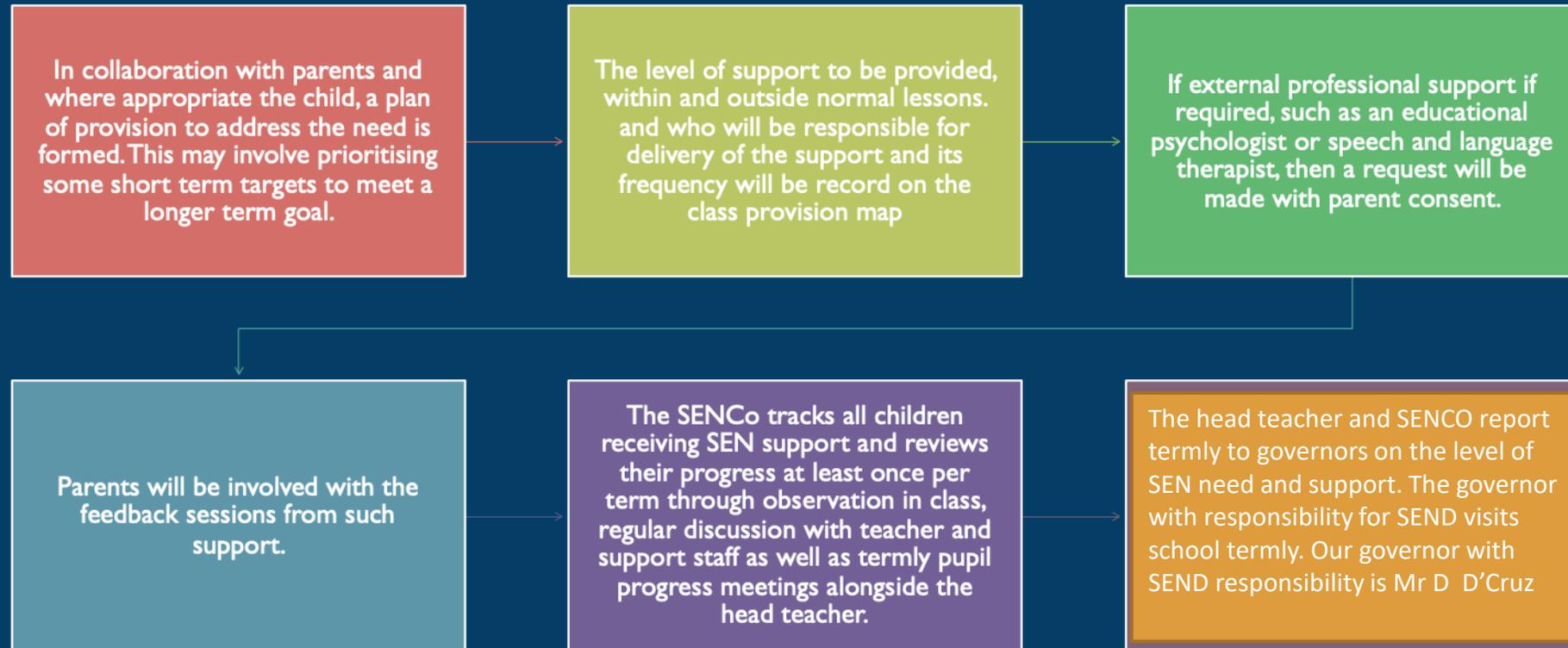
Pupils who have a learning difference or disability and require provision which is additional to or different from the universally available provision as a result of their learning difference or disability.

Hertfordshire County Council have recently released the following document which outlines what schools are advised should be their Ordinarily Available Offer and Practice for all children in schools. Note this is not statutory but good practice for all pupils.

St Thomas of Canterbury have taken this document as a basis and developed their own Ordinarily Available Provision offer. Please see our school website under SEND for this. This outlines what all teachers are able to provide in their classrooms or through planned intervention before any child is identified as having SEND. It is the first step of our Graduated Response to reacting to any potential learning need.



HOW WILL SCHOOL STAFF SUPPORT MY CHILD?



EDUCATION HEALTH AND CARE PLAN (EHCP)

Where significant needs are identified which are likely to continue throughout a child's education then it may be appropriate to consider assessment for an Education and Health Care Plan (EHC plan)

Parents play a key role in this process. They must consent and are fully involved in each stage of the process.

In partnership with the class teacher, SENCO and parents, an application for EHCP will be submitted to the Hertfordshire SEN team and an EHCP may be issued.

EHCPs are reviewed annually to formally evaluate the effectiveness of provision on your child's wellbeing and progress

To note: if your child is in EYFS, their EHCP will be reviewed every 6 months.
Our school website has a link to a parents guide to the process of EHCNA (EHCP Assessment process and timescales)

HOW WILL I KNOW HOW MY CHILD IS DOING?

- Termly parent's consultation evenings where teachers discuss the progress of children give valuable feedback regarding the success of intervention
- Annual written reports are also provided for all children, which will make reference to any SEN support provided
- For children receiving SEN Support - additional meetings are held with the teacher (and if required the SENCo) to discuss progress against the child's individual targets and the agreeing of new targets. These meetings are once per term or more regularly if agreed in collaboration with teacher, parent and SENCo
- Additional meeting to feedback on recommendations from any external professional advice will also be held.
- Short discussions may take place before school or at the end of the day regarding specific issues or events and /or through the use of the home/school diary, online portals such as Tapestry or Seesaw. Communication is personal and and so the method of which will be agreed with parents to ensure it is beneficial and manageable for all parties.
- Regular contact with parents is vital and parents may always make an appointment to see their child's teacher or the SENCo at any time



HOW WILL THE LEARNING AND DEVELOPMENT PROVISION BE MATCHED TO MY CHILD'S NEEDS?

Children with SEN will participate in all lessons along with their peers and any support will be provided within the classroom.

Teachers will differentiate activities to allow for particular needs or difficulties. This may take the form of a slightly different task based on the same teaching input or different outcomes expected from children on SEN Support.

Reasonable adjustments will always be made with regard to: materials, resources and the learning environment.

Although avoided where possible, it may be necessary for a child with SEN to leave the class with a teacher or teaching assistant to undertake an additional or different task aimed at closing a learning gap, pre-teaching of subject vocabulary/knowledge or consolidation of skills required for a future lesson

The provision provided and its success will be kept under constant review and adapted accordingly.

The child's view of the support provided and its effectiveness will always be taken into consideration and provision will be adapted as a result.

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELLBEING?

- Some children may have social and emotional difficulties which may form barriers to learning and affect their confidence or overall emotional development.
- Children's emotional literacy is developed across the whole school with a consistent approach to the teaching of emotional literacy and regulation. Every classroom has visual prompts for daily 'check ins and emotional literacy related vocabulary.
- Individual and group support sessions are used as opportunities to explore these areas and discuss the child's concerns. These may take the form of 1:1 support in Emotional Literacy sessions or through a Lego Therapy Programme with trained staff, Drawing and Talking sessions or Rainbows Pastoral Support.
- Social stories may be used or 'Circle of Friends' activities when appropriate.
- Our 'Rainbows' pastoral support programme is a powerful tool for talking and sharing helping to approach difficult subjects in an age appropriate way – see website for more information.
- It may be appropriate to involve the use of external agencies such as CAMHS (Children and Adolescent Mental Health Services) to assist the school in developing appropriate programmes.
- Other options could include the use of a Families First Assessment to support the whole family in managing a child's needs.
- Referrals to external support agencies such as the nursing service to provide a short term bank of sessions aimed at wellbeing which can be run in school or art/play therapy may also be available
- Children with medical or physical needs will be supported appropriately to ensure any barriers to learning are minimised (See Medical Needs Policy). Our school is committed to increasing our capacity to meet the needs of children with medical and physical needs and have an Accessibility Strategy Plan in place to do so. Please see the school website for this detail.



Early help, brighter futures



Every class has at least one teaching assistant present in class throughout the working day.



All our support staff attend professional development training to enable them to provide appropriate support for all children including those with needs including reading and writing strategies, supporting speech and language development, maths support and supporting children with autism.



When a child has specific physical needs staff will receive appropriate training if this is a new need to the school. In the past we have supported children with cerebral palsy and cochlea implants.



If the school needs the support of outside professional advice in order to meet the needs of a child more effectively then, with parental approval, this will be requested.



Teaching assistants help to deliver support programmes developed by outside agencies such as: Speech and Language therapists, Educational psychologists, SPLD(Specific Learning Difficulties such as Dyslexia and Dyspraxia) base teachers, autism support and CAMHS support workers.

Examples of external services and specialists we access to support children at St Thomas' include:

- Rivers ESC (behaviour, SEND and anxiety)
- Amwell View Outreach (ASD and specialist level of SEND need)
- SALT (speech and language therapy)
- OT (Occupational therapy team)
- Sensory Processing Service
- Dspl3 SEND Family Support Worker (Home family support and advice)
- Cognition and Learning Team
- Autism and Social Interaction
- Ask SALLI advice Line
- Deaf and Hearing Impairment Team

WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

WHAT TRAINING HAVE THE STAFF, SUPPORTING CHILDREN AND YOUNG PEOPLE WITH SEND, HAD OR ARE HAVING?

All support staff are trained in 'Little Wandle' supporting phonics reading skills for all phases and can support children's reading from any point. This includes a 'Keep Up' programme for children who are at risk of falling behind with the acquisition of phonics and reading as well as a SEND programme.

Likewise all support staff receive training to enable them to effectively support writing development and mathematics.

All our staff, including teaching staff, support staff, MSAs and office staff, have received training for supporting children with autism and ADHD.

All staff in school work with external professional services to gain expertise and training such as Rivers ESC Behaviour Support Team, Emotional Wellbeing and Behaviour Special's (EYFS) Speech and Language Therapy, SLCN and Autism Team.

Several have supported children with physical needs involving wheelchairs, cochlea implants and ileostomy bags.

Needs that arise that are new to the school trigger new training needs which are addressed at the earliest opportunity.

In addition St Thomas' are currently taking part in the PINS project, a programme supported by the DFE working on enhancing our school offer of Ordinarily Available Provision and Adaptation for all children regardless of SEND status. As part of this projects, staff have received training and regular feedback.



HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

If your child is identified, in collaboration with yourself, as requiring SEN support then you will be invited to at least one focussed review meeting per term to discuss progress against targets and setting of new targets. You are welcome at any time to discuss current needs and support strategies that can be implemented in school and at home.

In addition to these will be the usual termly parent consultations and the annual school report to parents.

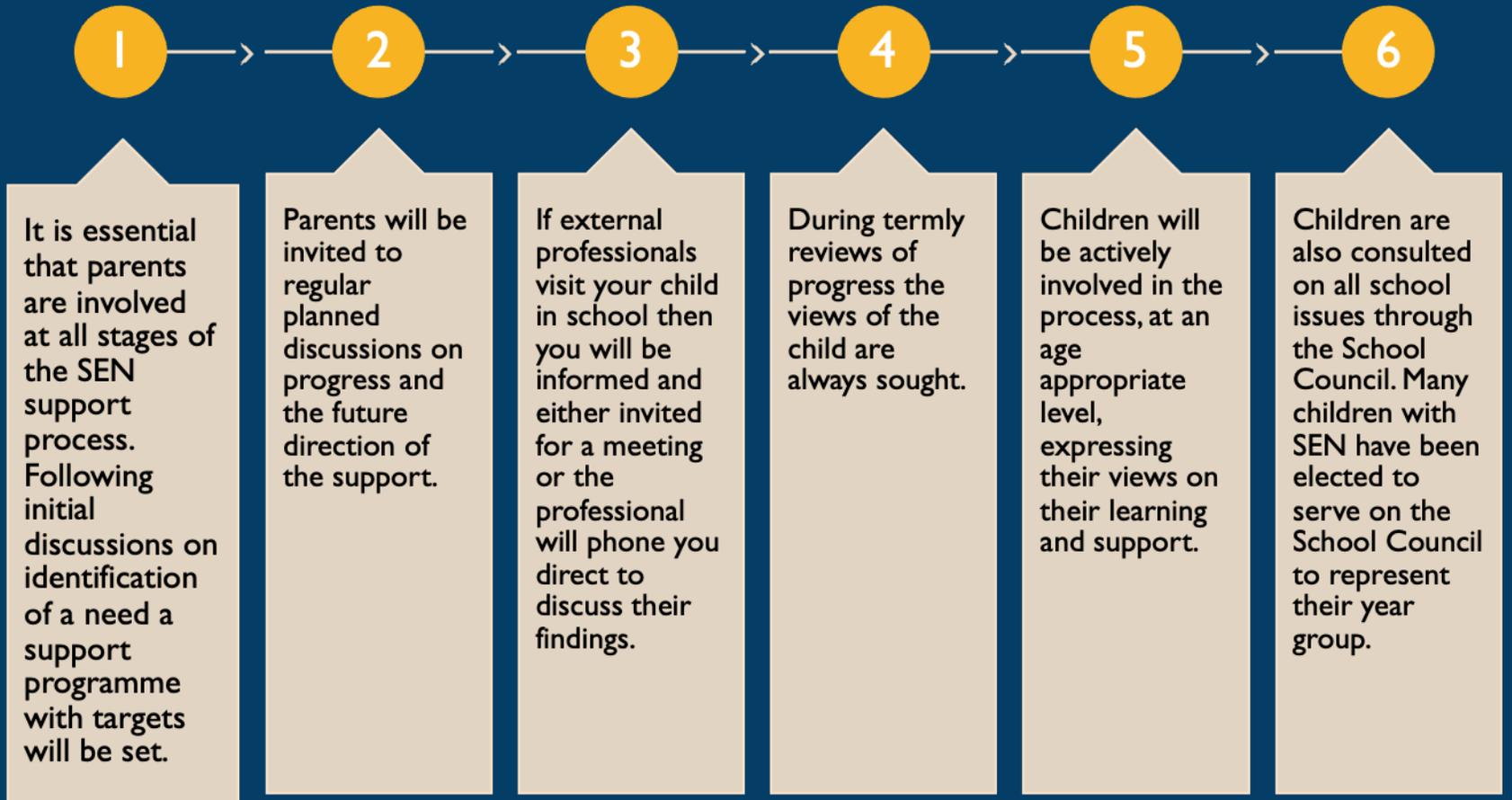
There may also be more frequent communication as required through the agreed communication method e.g Tapestry / SeeSaw, during handover at the gate or through additional meetings related to observation/consultation visits by external professionals. This will guide you with what support you may be able to put in place to work collaboratively with the school towards pre agreed and identified next step targets. These form the ADPR cycle.

Periodically we offer parent workshops focussed on supporting topics such as reading, maths homework, internet and e-safety and research projects.

Regular SEN parent coffee mornings are also hosted at St Thomas' to ensure parents develop a network of support in the parent community sharing ideas, strategies and just having a chat! Often external professionals attend these sessions also to upskill parents and draw attention to support and services which are available.



WILL I BE INVOLVED IN DISCUSSIONS ABOUT AND PLANNING FOR MY CHILD'S EDUCATION?



HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?

To date we have always been able to include **all** children, including those with SEN and disabilities in educational trips, sports activities (including swimming, athletics, Tag Rugby)); and residential adventure activities.

Visits are carefully planned with all children in mind. The planning process normally involves pre-visits to the site where the needs of children with SEN and disabilities can be identified and discussed with site staff; the completion of a Risk Assessment and behaviour management plans for individual children as required.

It may be necessary for an adult to be assigned on a one-on-one basis to a child with SEN to assist them in obtaining the most out of an activity, assisting with understanding of instructions, working with others, managing equipment etc.

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?



St Thomas' has had a full disability access audit completed and has developed an annual action plan from this to ensure it continues to move towards a fully accessible school. The review of this annual action plan is available on the school website alongside an Accessibility Action Plan which sets out the schools aims for the next 3 years to improve access to The Curriculum, Physical Environment and Access to Information for both parents and carers and pupils at St Thomas'.

The school site sits on a steep slope and comprises buildings from the 1850s, 1920s, 1950s and 1960s. The main buildings sit on five different levels connected by flights of stairs. All stairs have high visibility nosings.

The lower level is accessible through a lift at the front entrance. The remainder of the site is accessible via a series of slopes and ramps around the outside of the buildings.

The toilets in Early Years may be adapted for wheelchair use and changing when required. We have a large toilet cubicle in KS2 that is adaptable for disabled use. We also have access to a modern fully equipped adult disabled toilet in the church directly opposite the school.

DISABILITIES AND EQUALITY

Admissions and Induction

Where it is appropriate children with disabilities may require additional induction on admission to our school. Additional opportunities for planning meetings to ensure resources and the environment are prepared to meet the needs of the child may occur prior to induction. Further opportunities for the child to visit the school, experience the environment and meet staff may be timetabled to ensure children and parents feel confident prior to starting at St Thomas'. For further details regarding admissions please see Admissions Policy.

Equality vs Equity

We are committed to meeting the needs of all children. The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in 2005. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

Children are provided with 'what they need to succeed' in order to make the same rate of progress as their peers in conjunction with their developmental stage. All children need different resources to support their learning and their ability to access the environment and curriculum. Some children may require additional resources to help them to achieve. These may include, but are not restricted to; adult support, ergonomic seating or equipment, additional sensory stimulus breaks, a differentiated curriculum, visual aids to communicate or plan activities, hearing loops or visual supports, differentiated time table or environment / area to access learning in.

Through regular PSHE sessions we teach the differences and similarities between different groups of people and individuals and support all of our children to have a secure understanding of others differences and needs in order to succeed. Children are taught tolerance and respect towards all peers despite their disabilities or differences.

Curriculum & Delivery of information

Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modified teaching materials, equipment or lesson content, or offer alternative activities where children are unable to manipulate tools or equipment. Teacher's and support staff work with the child and the parents to decide where challenges are apparent and what resource or strategy could be used to overcome these barriers. These are then regularly reviewed at parent meetings to ensure a strong partnership between home and school to meet the best interest of the child.

HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD TO JOIN THE SCHOOL, TRANSFER TO A NEW SCHOOL OR THE NEXT STAGE OF EDUCATION AND LIFE?

For children with existing identified SEN joining the school, the SENCo will contact the SENCo at the child's previous school to ensure all information and support plans are effectively transferred.

With children in Early Years, staff may pay home visits and visit the child in their setting in order to assess the level of need and support which may be required at St Thomas'. The school uses Hertfordshires Early Years Transition Toolkit to help plan, guide and make a success of all transitions into Nursery and Reception.

In the summer term we have weekly transition sessions so children become used to the environment they will be moving to. The need for additional support is considered and transfer discussions take place between the teachers and support staff concerned. Full transition plans are made for pupils with SEND through SENCo and teacher discussions. These can be highly personal due to the needs of individuals but may include activities such as: additional classroom visits, transition books and resources to take home with visuals and photographs, visits with new teachers or trusted adults, a staggered timetable, the moving of designated furniture or resources / safe spaces for individual children, visits to new settings with trusted adults etc If you feel your child would benefit from enhanced transition opportunities, please do contact the SENCo to discuss next steps.

When children with SEN transfer to secondary school the teacher and SENCo will meet with the SENCo from the secondary school to transfer all necessary information. Usually, the SENCo at the new school will meet with parents and invite the child to visit the school prior to the main induction day.



HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SPECIAL EDUCATIONAL NEEDS?

The school receives a small budget for SEN provision.

This funding is for the schools discretion of spend. It can be used for the training of staff to meet needs, the purchase of resource or equipment to support individuals or groups, the funding of intervention or provision for children or employment of support staff to assist children with SEN and to provide additional resources that may be required to aid their learning beyond the resources commonly used by most other children. This funding of additional staff is however increasingly being advised against by external professionals. Funding for 1:1 support can only be accessed for children with Specialist levels of funding through the route of an EHCP. Even with this level of funding a child is not guaranteed to receive 1:1 designated support. The funding provided is to help the school to provide the provision set out in Section F of a child's EHCP and therefore it remains at the discretion of the school how such funding should be best spent.

For some children this funding and 1:1 support is a beneficial resource in order to deliver highly personalised curriculum and provision outside of what is available as part of high quality teaching and reasonable adjustment. The SENCO in conjunction with Head teacher will plan for how EHCP funding will be spent to best meet the needs of the child based on advice and current research.

The funding provided does not cover the full cost of our SEN support staff and resources. Governors try to ensure that sufficient funds are budgeted to meet the needs of SEN Support based on the needs across the school community.

To meet some children's needs, who do not currently have an EHCP, additional funding may be required to provide a short term intervention or resource. This is allocated through the process of FIF funding (as of April 2026). Please speak to the SENCo if you think that your child would benefit from short term targeted support to find out more.



HOW IS THE DECISION MADE ABOUT HOW MUCH SUPPORT MY CHILD WILL RECEIVE?



The level of support is determined initially by the classteacher and SENCo prior to the establishment of the SEN Support provision on our school provision map. This is then discussed with parents.



Support will be provided in class wherever possible on either an individual or small group basis. Isolation of children for support is kept to a minimum.



Additional funding to support your child's needs will be allocated by the Hertfordshire SEN team at the time of EHCP review.

HOW CAN I FIND INFORMATION ABOUT THE LOCAL AUTHORITY'S LOCAL OFFER OF SERVICES AND PROVISION FOR CHILDREN AND YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITY?

- Further information on the Local Offer of services and provision for children and young people with special educational needs and disabilities within Hertfordshire parents can be found at:

www.hertsdirect.org/localoffer.

For further advice and support please contact SENDIAS

<https://www.hertssendiass.org.uk/home.aspx>



WHO CAN I CONTACT FOR FURTHER INFORMATION?

The first point of contact is always the class teacher. For children with SEN then it may be appropriate for joint meetings with the teacher and the SENCO

The SENCO at St Thomas' (Mrs Overett) has undertaken full accreditation training in this role. She is responsible for initiating the involvement of any external professionals and for overseeing the administration and monitoring of all children receiving SEN support.

If parents are unhappy with the support being provided for their child then they may wish to discuss this with the headteacher.

If a concern remains then parents may follow the complaints procedure to be found on the school website.

