



St Thomas More
Catholic Primary School

SEND Information Report 2025-26

Headteacher: Mr Tom Hunt

Chair of Governors: Mrs Carolyn Beal

Date: September 2025

Date for Review: September 2026

Family, Aspiration, Love

SEND Information Report

SENDCo: Louise Salmon

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St Thomas More Catholic Primary School, (part of the Bishop Wilkinson Education Trust) is a maintained mainstream school for students from the ages of 4 to 11 years. The school caters for students with a range of additional educational needs.

As part of the Children and Families Act 2014, all schools are required to provide a Special Educational Needs and Disability (SEND) Information Report to parents. This report details how the school can support children and young people with Special Educational Needs and/or Disabilities and should be read in conjunction with the SEND Policy.

At St Thomas More , we support and value the abilities of all our students and celebrate their unique gifts. It is our duty to provide equal opportunities for every person in our care, and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We pay close regard to the key principles of inclusive education:

- Setting suitable learning challenges.
- Responding to students' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of students.
- Raising awareness of additional needs and creating an inclusive learning environment throughout OLMSTJ.

Admission arrangements for students with SEND

St Thomas More caters for students of all abilities, including those with identified learning difficulties and disabilities. If you would like your child to attend St Thomas More Catholic Primary School you should discuss the suitability of St Thomas More with the school and participate in a review with any professionals who work with your child. At the review meeting, should your child already be placed on the SEND Register, yourself and the professionals involved will discuss possible next steps or you may wish to contact the SEN department of your local authority. They will then advise you on what steps should be taken. The local authority will signpost parents to schools that can meet the needs of their child.

Parents/carers are welcome to visit St Thomas More and this is especially important before making a decision about a placement. If you make a decision about the school, you would

like your child to attend, you should inform the Local Authority of your first choice of school. Once the placement is agreed, we will work with you to support your child during the transition period.

For further information, please visit our School Admissions Policy and SEND policy located on our website.

Further advice and information are available from Mr T Hunt 0191 386 4761 or by e-mail at senco@stmb.bwcet.com

The kinds of special educational needs for which provision is made at the school

St Thomas More is a mainstream school catering for students of all abilities from aged 4 to 11, including those with identified learning difficulties who have an Education Health Care Plan (EHCP) and those who are on their school's special needs register at times of transfer. St Thomas More currently provides support for students with a great range of special educational needs (SEN) and disabilities including physical disability, autism, speech and language and communication needs, specific learning difficulties (dyspraxia, dyslexia etc), global, moderate learning difficulties, visual and hearing impairments and social and emotional and mental health needs. We believe in the potential of all our students and we strive to ensure that every student is successful in achieving their own personal goals.

At St Thomas More, we utilise a 4 Wave system of provision for students with SEND. The rationale for this is that the vast majority of students with additional needs can effectively be supported by Quality First Teaching (QFT) with adapted strategies to their provision in lessons and/or across the school site. We refer to this as Wave 1.



This inclusive approach is designed to support needs (diagnosed and undiagnosed) at the earliest possible opportunity and ensure that the limited resources available, for targeted intervention (Wave 2) and intense support (Wave 3), are able to be effectively deployed and monitored.

The nature of a wave system is that students can, and should, move up and down levels of provision according to their needs at any given time. Our ultimate intention is to identify needs, put effective provision in place and monitor progress to ensure that all young people are accessing the broadest and most balanced curriculum.

Identification and assessment of students with special educational needs

The school SEND policy and the arrangements to support students with SEN are fully compliant with the regulations of the 2014 Children and Families Act and the Special Educational Needs and Disability Code of Practice 0-25 years, June 2014. The SEND policy is available on the school's website.

All students follow a broad balanced curriculum that is appropriate to their age and stage of development which is personalised to take into account their needs and abilities.

Identification of new students transferring from other settings is through routine data collection, setting visits, outside agencies, parents/carers transition meetings, taster days, and transitional visits.

Within the first four weeks at St Thomas More, all Reception children are assessed using the Reception Baseline Assessment. All students with a reading age of more than two years behind their chronological age will be offered and encouraged with parental permission to attend intervention programmes. Students who display anomalies between reading, spelling and cognitive ability will also be investigated irrespective of whether they are 2 years behind their chronological age.

The school is aware that needs may change over time and that additional needs may be identified in the context of a secondary school which did not present themselves in the much smaller setting of a primary school.

Concerns about a student having SEND can be raised by any member of staff (through the initial concerns form procedure), any parent/carer (through the parent SEND concerns form procedure) or students themselves. Any concerns regarding students with special educational needs are made directly to the SENDCo. An initial analysis will be made and, if required, may lead to further specialist assessment before a decision regarding additional support is made. The students will be added to the schools SEND register and parents/carers/staff will be fully informed of any decisions made. Additionally, parents/carers will be fully consulted if a child is identified as perhaps moving off the SEND register.

Assessment is a continuing process that can identify students who may have special educational needs. This is closely monitored. The school will measure children's progress by referring to:

- Baseline reading and spelling assessments.
- End of unit assessments in all subject areas.

- Evidence from teacher and Learning Support Assistant observation and assessment.
- Their performance compared to peers who have a similar prior attainment
- Their progress against target grades.
- Standardised screening or assessment tools.
- Books and homework.

Provision for students with special educational needs (whether or not they have a EHC plan)

Provision for students with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's Headteacher, SENDCo and all other members of staff have important responsibilities. St Thomas More we don't have an identified 'SEND Team' as we are aware we are all part of that team.

All teachers are teachers of students with special educational needs and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all students'

(Teachers' Standards 2012)

Teaching such students is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students will learn and progress within these arrangements. However, for students with special educational needs, there may be a need to provide an enhanced level of provision should they have a significant gap to their peers in one of the 4 broad areas of need.

- Cognition and Learning
- Communication and Interaction
- Physical/Sensory
- Social, Emotional, Mental Health

Our classroom teachers are responsible for SEND provision within the classroom and for providing Wave 1 - Quality First Teaching. This is the first and most important step in providing an appropriately differentiated, personalised and inclusive curriculum, and ensuring each child is recognised as an individual. We ensure that students with additional needs are supported through targeted use of Reasonable Adjustments to support curriculum access, reduced class sizes, additional and/or different teaching and learning approaches as well as intervention strategies.

Class teachers retain responsibility for the progress of individuals and are at the centre of planning SEND provision with the SENDCo and any specialist staff involved with the child or young person.

Effectiveness of the school's provision for SEND students is evaluated through:

- Use of modular assessment data, lesson observations, case studies, book scrutiny, staff liaison and marking to measure progress in the classroom.
- Senior leadership (SLT) monitoring and evaluation procedures across all departments.
- School annual SEND review.
- School development plans.
- Weekly staff meeting.
- Discussion with teachers.
- Discussion with students.
- Parental consultation and feedback.

Assessing and reviewing the progress of students with special educational needs

- Progress is closely monitored through the school's assessments in all subject areas. Teacher assessments for students are available and shared during Parents' Evening. For students with SEND these are analysed and should further intervention be required this will be addressed and typically students would be moved to Wave 2 - Short Term Intervention. Students will transition down the SEND Register if significant progress is being made. Any students failing to make expected progress will be discussed in the Pupil Progress meetings and intervention sessions/support agreed-upon on an individual basis.
- At St Thomas More, all students on the SEND Register (Waves 1 - 4) are formally discussed and reviewed at the end of each term by the SENDCo and Head of School. This process enables students' placement on the register to be fluid and based on progress/regression in relation to the broad areas of need. Additional support can be allocated or withdrawn based on individual circumstances. Any student movement across the SEND Register will be shared systematically with staff and parents at this point. Where a student is believed to require transitioning to/from Wave 3 (SEN K) parents will be formally consulted in line with the Graduated Approach.
- All students' progress is continuously monitored by teaching staff across school using their monitoring systems, classwork and homework.
- Assessment results and progress are produced for SEND pupils at the end of every term.
- Additional termly SEND Parents evenings/consultations are held for those students on Wave 3 and 4 of the SEND Register. This provides parents/carers a formal Interim Review

opportunity to meet the SENDCo and review students' SMART targets associated with their SEND Support Plans.

- The SENDCo is available by telephone (0191) 386 4761 or e-mail at senco@stmb.bwcet.com
- Annual Reviews of Education Health Care Plans (EHC plans) are calendared in accordance with Local Authority allocation. Parents, carers and professionals are invited to attend the Annual Review meeting to discuss progress and to be involved in target setting and agreeing upon appropriate intervention strategies to help the students both in school and at home. All relevant teaching staff are asked for feedback on the students which is sent out to parents before the review. Every student is offered the opportunity to express their opinion and views are taken into consideration. Students are encouraged to contribute, where possible, in the decision-making process including setting targets.
- As St Thomas More Catholic Primary School is a small school, Class Teachers oversee the pastoral care of students in school and may invite parents to attend meetings in school to discuss the progress of their child, under the direct guidance of the SENDCo. Whenever possible, the SENDCo will be in attendance at such meetings.

Approach to teaching students with special educational needs

- All pupils are taught in mainstream classes.
- All subject teachers adapt work to match the needs of all students in their class in order to enable them to access the curriculum more successfully. They employ a range of creative strategies to engage learners in all areas of the curriculum.
- When a student has been identified as having SEND, we will take action to remove barriers to learning and put effective specialist provision in place. Recommendations and strategies to enable access to the curriculum are made by external professionals and the SENDCo.
- Information on individual students and their individual needs is systematically provided to staff by the Senior Leadership Team and accessed directly from the St Thomas More Catholic Primary School's SEND Register.
- Staff are guided by a 'Mainstream Guidance' document that assists with adaptations to support learners.

Adaptation of the curriculum and learning environment for students with special educational needs

- **Teaching:** adaption of resources and learning materials by the subject teacher with the support from the SENDCo/Teaching Assistants where needed.
- **In-class support:** Teaching Assistants offer in-class support to identified students or groups of students across the range of subjects and abilities.
- **One-to-one and small group intervention:** literacy, numeracy and social intervention programmes designed to support student's attainment are specifically aimed at students who are working significantly below the expected level based.

- **Specialist equipment:** any appropriate specialist equipment may be provided for the students for example, handwriting pen, sloping writing board etc.
- **Assistive technology:** Accessed through the relevant agency, students in school with a hearing impairment that impacts on day-to-day life and education have equipment such as microphones and transmitters. Students with a visual impairment may have access to technology and other resources to support their learning.
- **Physical environments:** the school is an older building and does have some access ability restrictions however, the school will do everything in its power to allow equal access. Accessible toilets are available across the school building.

Specific provision is also provided for the different areas of need. The table below explains the detail of this support:

Type of SEN	Support provided in school	September 2025 Review
Communication and Interaction	<ul style="list-style-type: none"> • We use visual timetables when needed to support children to understand what will happen and when. 	difficulties.
Autism Spectrum Condition (ASC)	<ul style="list-style-type: none"> • We provide areas with reduced distractions and low stimulus. • We offer additional support during break and lunchtime where appropriate. • We use social stories to help children learn how to approach different social situations. • We run small groups focusing on friendship and emotional coaching. • We have a variety of resources available to use, depending on a child's sensory 	
Speech, Language and Communication Needs		

- A whole school approach is embedded to ensure learning spaces are engaging, interactive but crucially, low stimulus and clutter free.

- We have ensured that Teaching Assistant time is used effectively to offer targeted interventions – a particular success has

been the turn-taking and communication support in EYFS

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- Time is spent with children helping them to identify situations that cause anxiety and finding ways to relieve that anxiety.
 - We offer speech and language support following involvement from Speech and Language Therapists.
 - We access the expertise and advice of the local authority Speech and Language Support Team and the Autism and Communication Team.

Cognition and Learning Needs

Moderate Learning Difficulties (MLD)

Specific Learning Difficulties (SpLD)

- We access the expertise and advice of the Local Authority Cognition and Learning Team and Educational Psychologists to ensure the needs of the children are clearly identified.
- We provide small group support with a focus on literacy or numeracy skills, depending on need.
- We use intervention programmes to improve literacy and numeracy skills, e.g. Lexia and Times Tables Support.
- We provide resources, where needed, to support children with specific needs – e.g., coloured overlays to help with reading for our dyslexic children.
- Targeted Same Day Intervention is well established as part of our 'Quality First Teaching' Wave 1 approach – this works to ensure gaps are identified and support is swiftly offered.
- We use a small steps tracking tool to monitor progress of pupils working below age related expectations.

Social, Emotional and Mental Health Needs

Mental Health Condition Social Difficulties

Emotional Difficulties

- We provide excellent pastoral care for our children.
- Our Behaviour Curriculum is designed to encourage an environment where pupils “Be ready, Be Respectful and Be Safe” – At the very core of this is the aim to ensure pupils grow into adults who are polite, respectful, grateful and put others before themselves – thus supporting the emotional differences between individuals.
- We complete risk assessments and then take action to ensure the safety and inclusion of all children, whenever possible, in all activities.
- We call upon the Local Authority Emotional Wellbeing and Effective Learning (EWEL) Team to support pupils who require it.
- We put in place short term support for a child with a specific emotional need, for example, bereavement.
- We run small group sessions with a focus on social skills.
- We seek the expert advice and support of outside agencies, including the School Health Advisor and Durham CAMHS Children and Young
- We have staff trained as Mental Health Leads
- The Behaviour Curriculum: is embedded in school – it has a ‘Route B’ approach for some pupils.

People's Service
(CYPS)

Sensory and Physical Needs

Hearing / Visual Impairment

Physical difficulties

Multi-Sensory Impairment

Medical Needs

- We provide support and practical aids where appropriate to ensure pupils can access the curriculum.
 - We seek advice and guidance from school health for pupils with significant medical needs.
 - We run intervention sessions to improve pupils' skills, e.g. gross and fine motor skills.
 - We request and act upon advice and guidance from Durham Sensory and Physical Support team and the Movement and Sensory Motor Skills team.
 - We use technology to enhance pupil's access to the curriculum.
 - Through regular information sharing, staff receive training in understanding the impact of a physical or sensory need on the teaching and learning of the child.
- We have worked closely with parents, NHS staff and catering staff to ensure pupils with specific diet needs are met.

Referrals can be made to these agencies as and when the need arises:

- Educational Psychology (EP)
- Children and Young People's Service (CYPS)
- Emotional Well-Being Team (EWT)
- Speech and Language Therapy Service (SALT)

Family, Aspiration, Love

- The Disabled Children Team

- Occupational Therapy (OT)
- School Health/ School Nurse Service
- Social Services

All staff have completed the schools safeguarding and child protection training. To continue professional development, teaching staff, the SENDCo and/or LSAs attend additional training depending on the subject and areas of responsibility. The SENDCo also provides training for CPD.

Arrangements for consulting parents of children with special educational needs about and involving such parents in the education of their child

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be encouraged to play an active and valued role in their child's education. Parents and carers will be regularly updated on their child's progress within school, and information on their child's SEND progress. Parents and carers can request a meeting at any time and have direct access to the SENDCo via telephone, email or making an appointment at reception.

Arrangements for consulting students with special educational needs about and involving them in their education

Young people with special educational needs often have a unique knowledge of their own needs. Their views about what sort of help they would like to assist them to make the most of their education will be elicited. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

- Pupils' views are gathered for all reviews, Education Health Care Plan or otherwise.
- Pupils regularly work with their teachers to review progress across subject areas and to set targets.

Transition Arrangements

Transition is carefully planned. In order to ensure successful transition from primary school, across the key stages and onto secondary school, the students and parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEN provision will be shared with the next school /setting through the review process.

The SENDCo, Class Teacher and/or the Headteacher works closely with secondary feeder schools, and where there are those with particular Special Needs, meetings can be arranged with their SENDCo/Transition Coordinator and parents to facilitate a smooth transition. Additional transition

visits are organised for small groups/individuals to familiarise students with the buildings, routines, school lunch hall, staff etc to help reduce anxieties.

In the event of a complaint from parents/carers of students with special educational needs concerning provision made at school

- The first point of contact would normally be the Headteacher or SENDCo.
- Initially an attempt will be made to resolve a complaint about SEN provision at school level. If the complaint is unresolved, then the person making the complaint is advised of their rights under section 23 of the Education reform Act to make a complaint. The governing body will consider the complaint, after which, if necessary, the LA will become involved. School will inform parents/carers of the local authorities commissioned independent disagreement resolution service.

Parents/carers can get support from Durham Special Educational Needs Information Advice and Support Service (SENDIASS) <https://durhamsendiass.info/>

Durham's Local Offer

Click [here](#) to access and read Durham's Local Offer.