

ST. THOMAS OF CANTERBURY SCHOOL
SEND INFORMATION REPORT (LOCAL SEND OFFER)



Mission statement

“Let all that you do be done with love.”

Our Mission, Ethos and Catholic Social Teaching

At St Thomas of Canterbury Primary School, our mission — *“Let all that you do be done with love”* — shapes everything we do. As a Catholic school, we are guided by the principles of Catholic Social Teaching (CST), which place human dignity, compassion, justice and solidarity at the heart of our inclusive practice.

We believe that every child is made in the image of God and has unique gifts, strengths and potential. Our approach to SEND reflects the CST principles of:

- Human Dignity – valuing every child as they are
- Solidarity – shared responsibility for inclusion across our school community
- Subsidiarity – working closely with pupils and families so decisions are made as close to the child as possible
- The Common Good – inclusive practice that benefits all learners
- Preferential Option for the Vulnerable – prioritising support for pupils facing additional barriers to learning

This report explains how we support pupils with Special Educational Needs and Disabilities (SEND). It should be read alongside the school’s SEND and Inclusion Policy.

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

High-quality, inclusive and adaptive teaching takes place in every classroom, every day. Teachers know their pupils well and carefully track progress through ongoing assessment and professional judgement.

A child may be identified as needing additional support if:

- Progress is slower than expected over time
- There is a gap between the child and their peers that is not closing
- Social, emotional or communication needs are impacting on learning
- Parents or carers raise concerns

Where concerns arise, teachers put additional support in place and monitor its impact closely. Some children may be **monitored** for a period of time and will have a Learner Profile and Monitoring Plan created to help us track progress, identify strengths, and ensure timely support. These plans are reviewed regularly and may lead to SEN Support if required.

What should I do if I think my child has SEND?

We encourage parents and carers to speak to the class teacher in the first instance if they have any concerns about their child's learning or wellbeing. Teachers are available before and after school and will listen carefully to your views.

If appropriate, concerns will be shared with the SENCO, who may arrange a meeting to explore next steps together. We value parents as partners and recognise them as experts on their own children.

What kinds of SEND does the school provide for?

St Thomas of Canterbury Primary School supports pupils with a wide range of needs, including:

- **Communication and Interaction** (e.g. Speech, Language and Communication Needs; Autism)
- **Cognition and Learning** (e.g. dyslexia, dyscalculia, developmental coordination difficulties, moderate learning difficulties)
- **Social, Emotional and Mental Health needs** (e.g. anxiety, ADHD, emotional regulation needs)
- **Sensory and/or Physical needs** (e.g. visual or hearing impairment, physical disabilities, medical needs)

The Integrated Resource – The Hive

The Hive is our Integrated Resource provision for pupils with significant physical needs, allocated by the Local Authority through an Education, Health and Care Plan (EHCP). Pupils in The Hive are supported through a bespoke, nurturing curriculum and are included in mainstream learning where appropriate, reflecting our commitment to inclusion, dignity and solidarity.

Further information on our Integrated Resource can be found [here](#).

How will the school support my child?

We follow the **SEND Code of Practice: 0–25 years** and use our best endeavours to ensure that every child receives the support they need to thrive.

Support is graduated and may include:

- Adaptive teaching within the classroom
- Targeted small-group or individual support
- Learner Profiles & Monitoring Plans for pupils being monitored
- SEN Support Plans for pupils on the SEND register
- Advice and involvement from external professionals

The SENCO works closely with teachers, families and other professionals to coordinate support.

How will the curriculum be matched to my child's needs?

Teachers adapt teaching to meet the needs of all learners. This includes adjusting tasks, resources, pace, scaffolding and support so that pupils can access learning and achieve success.

For pupils with more complex needs, learning may be personalised further, drawing on advice from specialists such as Speech and Language Therapists, Occupational Therapists or Physiotherapists.

Children in The Hive follow the National Curriculum at a level and pace appropriate to them, with learning shaped around their strengths, interests and individual needs.

How will I know how my child is doing?

Parents and carers are kept informed through:

- Termly SEND review meetings for pupils on the SEND register
- Annual Reviews for pupils with EHCPs
- Parents' evenings
- Ongoing communication with class teachers and the SENCO

For children with Monitoring Plans or SEN Support Plans, progress towards agreed outcomes is reviewed regularly and next steps are shared with families.

How will you help me to support my child's learning?

We work in partnership with parents and carers and provide guidance on how learning can be supported at home. This may include:

- Sharing strategies used in school
- Parent workshops or information sessions
- Regular communication with staff
- Appropriately adapted homework

What support is available for my child's wellbeing?

We place a strong emphasis on emotional wellbeing, self-esteem and positive relationships. Our approach is rooted in love, compassion and respect.

Support includes:

- A positive behaviour policy focused on relationships and regulation
- Trauma-informed practice across the school
- Access to a trained Trauma-Informed Practitioner
- A school-funded wellbeing service provided by Hallam Caring Services

The Well-being Practitioner is qualified and registered with the British Association for Counselling and Psychotherapy (BACP).

What specialist services are available?

The school works with a range of external professionals, including:

- Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy and Physiotherapy
- ASCETS (Autism Education Service)
- Hearing and Visual Impairment Services
- Health, Social Care and family support services

The SENCO coordinates this support in close partnership with families.

What training do staff have?

All staff receive ongoing training in inclusive practice and SEND. This includes whole-school training (e.g. autism, ADHD, trauma-informed practice, safeguarding) and targeted training based on need.

The SENCO, Miss Lauren McKay, is a qualified teacher and regularly reviews staff training needs to ensure high-quality provision.

Training is provided by Local Authority courses, external professional agencies, voluntary agencies and also through in-school training.

How is SEND provision evaluated?

SEND provision is monitored by the SENCO and Senior Leadership Team through:

- Progress and attainment data
- Review of Learning Plans and SEN Support Plans
- Classroom observations
- Feedback from pupils, parents and staff

How are pupils included in activities outside the classroom?

Staff (through planning) and children (through play and planned activities) are encouraged to make use of all the school grounds, including the play and woodland areas. A range of after school activities are offered, and these are accessible for SEND children, with the correct amount of expertise, support and supervision.

Our most complex learners are encouraged and supported to access as wide a range of experiences as possible through specific trips and activities outside of the mainstream classroom, planned within their provision, in order to enhance their learning, life skills and ensure full engagement and participation.

All trips, visits and extracurricular activities are planned to ensure inclusion wherever possible. Reasonable adjustments and risk assessments are completed so that all pupils can participate fully in the life of the school.

How accessible is the school?

The school is fully accessible, with ramps, power-assisted doors, accessible toilets and specialist facilities to support pupils with physical needs.

How will the school support transition?

We work carefully to support pupils at key transition points:

- Home visits and transition meetings for Early Years
- Close liaison with previous settings
- Additional transition support for pupils with SEND
- Detailed transition planning with secondary schools in Year 6

Pupils with SEND may receive additional visits, transition activities and personalised support to ensure a positive move to the next stage of education.

The child's SEND files are passed over to the secondary SENCO so that the receiving school has all the information about your child.

For a child with complex needs who may require specialist provision at secondary school, or to ensure that the receiving secondary school can appropriately meet the child's needs, parents are encouraged to visit a range of schools. The SENCO will support parents in accompanying them on any visits, as necessary.

How are decisions made about support?

Support is based on individual need and reviewed regularly. Decisions are informed by assessment, progress, pupil voice and parental views, reflecting the CST principle of subsidiarity.

How will I be involved in discussions about, and planning for, my child's education?

Parents are involved in the review meetings with the class teacher and SENCO. Within these meetings, parents' and child's views are sought and desired outcomes and actions are discussed and agreed.

Who can I contact for more information?

- **Class Teacher** – first point of contact if your child is already on roll with us
- **SENCO, Miss McKay** – for SEND-related queries or support: senco@st-tc.co.uk

Further information is available in the school's SEND and Inclusion Policy and via the Local Authority Local Offer.

Parents are also very welcome to make an appointment to come and look around the school.

Parents can also contact Sheffield SENDIAS who provide information, advice and support to parents/carers of children in relation to SEND;

www.sheffieldsendias.org.uk

The Sheffield Parent carer Forum also offer a range of support and information services;

www.sheffieldparentcarerforum.org.uk

Date: January 2026

Review date: January 2027