

THOMAS A' BECKET INFANT SCHOOL



Special Education Needs and Disabilities (SEND) Information Report

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

AREA OF NEED	
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

2. Which staff will support my child, and what training have they had?

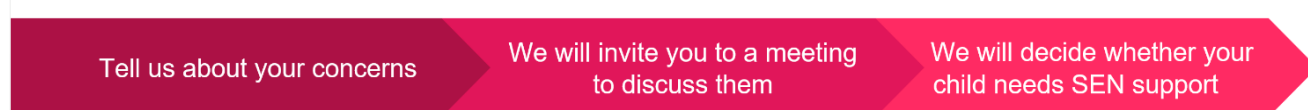
Our Inclusion Team consists of our Inclusion Leader / SENDCo, Teresa Bourne, and a team of dedicated TA's trained to deliver SEND provision. In addition to this, all of our teachers receive in-house SEND training, and are supported by the Inclusion Team to meet the needs of pupils who have SEND.

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Learning and Behaviour Advisory Teams (LBAT) and Autism Social Communication Teams (ASCT)
- Educational psychologists
- Occupational therapists

- Early Years Inclusion Teams
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS) and Child Development Centre (CDC)

3. What should I do if I think my child has SEN?



If you think your child might have SEND, the first person you should tell is your child's teacher. You can arrange a meeting through a conversation at pick up, or by emailing directly. They will pass the message on to our Inclusion team, Teresa Bourne and Kayleigh Sodhy, who will be in touch to discuss your concerns. You can also contact the team directly at send@tabinfant.org.uk	We will meet with you and the class teacher to discuss your concerns (Team Around the Child meeting) and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.	If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.
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4. How will the school know if my child needs SEND support?

All our class teachers are aware of SEND needs and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a child is not making expected progress, they will inform you and try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the child extra support to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the Inclusion Team to support in identifying potential barriers to learning, including considering if there may be an additional need. If the class teacher needs the Inclusion Team to further support your child, you will be notified.

The Inclusion Team will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there

have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The Inclusion will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

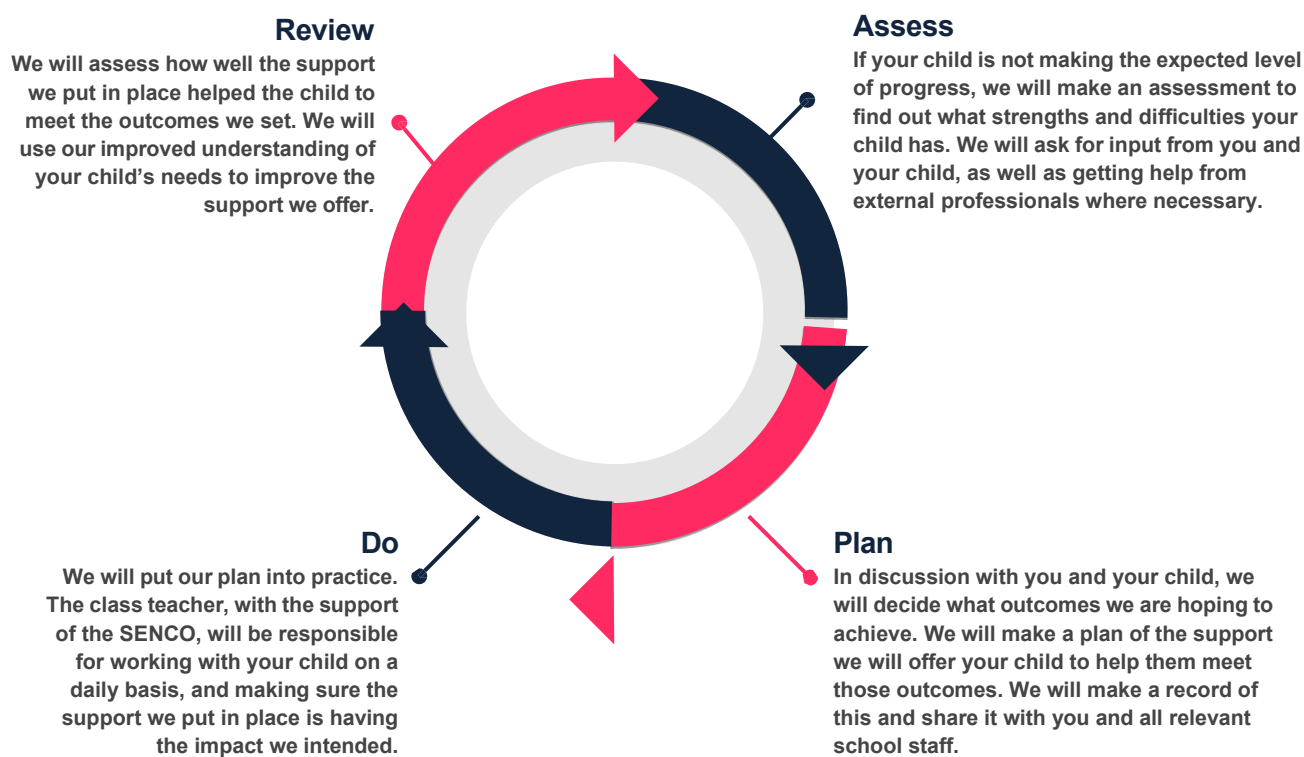
Based on all of this information, the Inclusion Team will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the Inclusion Team will work with you to create an Individual Learning Plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress through Team Around the Child meetings and Individual Learning Plan reviews.

Your child's class/form teacher will meet you regularly to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The Inclusion Team may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. This conversation can happen on the door or through emailing the teacher directly.

7. How will my child be involved in decisions made about their education?

Whilst we recognise that our children are very young, we also understand the importance of capturing their voice.

We may seek your child's views by asking them to:

- Talk about what helps them and what they find tricky
- Asking you to give a summary of what they have shared at home.

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

Please refer to our graduated response Provision Map for further information on the scaffolds and adaptations we make for children at Thomas A' Becket Infant School.

These interventions are part of our contribution on the West Sussex Local Offer website.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Regular monitoring and quality assurance by the Inclusion Leader, Teresa Bourne.
- Using small steps trackers to measure progress
- Holding an Annual Review Meeting (if they have an education, health and care (EHC) plan)

10. How will the school resources be used to support my child?

Depending on the needs of your child we may provide:

- Additional adult support, such as during specific learning times or as part of an intervention.
- Further training for our staff.
- External specialist expertise.
- Specialist and adapted equipment.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, sports days, Nativities and extra curricular activities. No pupil is ever excluded from taking part in these activities because of their SEND or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

West Sussex County Council's admissions procedures provide a consistent and transparent system for all applicants. Having SEND or a disability does not influence whether a child is offered a place, as decisions are made solely on the published admissions criteria. We make reasonable adjustments throughout the process such as offering 1:1 visits for families with a child with additional needs, providing information in alternative formats, or supporting families with application forms - to ensure accessibility for all. We also encourage early communication with families and, where appropriate, outside professionals so we can plan a smooth transition and put the right support in place from the start. In line with national guidance, children with an Education, Health and Care Plan (EHCP) are admitted through the separate Local Authority process, which names the school on the child's plan and ensures their placement is appropriately matched to their needs.

13. How does the school support pupils with disabilities?

Our school actively supports pupils with disabilities by taking steps to ensure they receive the same opportunities as their peers and by making reasonable adjustments whenever needed. We provide appropriate facilities, auxiliary aids and services to help disabled pupils access all areas of school life, including the curriculum, the physical environment, and wider opportunities. Full details can be found in our Accessibility Plan, which sets out how we will continue to increase participation in the curriculum, improve the physical environment to enhance access to education and school services, and ensure that information is available in accessible formats for all pupils.

14. How will the school support my child's mental health, and emotional and social development?

Our school is committed to supporting pupils with additional needs in their emotional and social development by creating an inclusive environment where their views are heard and valued. Pupils are encouraged to take active roles in school life and joining clubs that promote teamwork, confidence, and friendships. We offer additional support through regular check-ins with the Inclusion Team and small group interventions to ensure pupils feel listened to and supported. For children who need further help with social or emotional development, we have an additional learning space that provides a safe and structured space for building resilience and positive relationships. For further information on adaptations we make for children, please see our Graduated Response Provision Map on our website.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Nursery to school:

We have a rigorous transition procedure for supporting children moving from nursery to Thomas A' Becket Infant school. These include:

- Visits to the child at home or nursery
- Stay and play sessions
- Story times

More information on our transition arrangements can be found on our school website.

Between years:

To help pupils with additional be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's needs are discussed
- Schedule additional meet and greets with the incoming teacher towards the end of the summer term
- Write a "Pupil Passport" to share with the new teachers which explains the child's strengths and what they might find difficult.

Between schools:

When your child is moving on from our school, we will ask you what information you want us to share with the new setting. If they are moving to Thomas A' Becket Junior school, an "enhanced" transition plan will be written which includes additional visits, sports mornings and additional meetings with teachers.

16. What support is in place for children in the category Children We Care For and additional SEND needs?

Our Inclusion Team deliver regular professional development for staff to ensure that teachers understand how circumstances for children in this category (CWCF) and their SEN might interact, and what the implications are for teaching and learning.

Children in this category will be supported much in the same way as any other child who has additional needs.

17. What should I do if I have a complaint about my child's SEND support?

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to Teresa Bourne (SENDCo / Inclusion Lead) tbourne@tabinfant.org.uk and/or Becky Lindford (Head Teacher) blindford@tabinfant.org.uk They will be handled in line with 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

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

We fully support our parents to seek advice from parent support agencies. Information for parents is available from SENDIAS (SEND Information and Advice Service) on 03302 228 555 or

sendias@westsussex.gov.uk

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN

- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

Approved by: Teresa Bourne		Date: September 2026
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