

GARSTANG ST THOMAS CHURCH OF ENGLAND SCHOOL

SEND Information Report 2026–2027

At Garstang St Thomas Church of England Primary School, we believe that every child is wonderfully unique and deserves to feel happy, valued and included.

Some children need a little extra help with their learning, communication, physical needs or emotional wellbeing. Whatever their needs, we are committed to working alongside families to ensure every child flourishes.

This guide explains how we support children with **Special Educational Needs and Disabilities (SEND)** and answers many of the questions parents often ask.

This report explains how we implement our SEND policy in practice. It is published on our school website, reviewed at least annually and updated sooner if our provision, staffing or contact details change.

This report is prepared in line with the Special Educational Needs and Disability Regulations 2014 and the SEND Code of Practice. It should be read alongside our SEND Policy, Accessibility Plan, Admissions Policy and Complaints Policy.

If you cannot find the answer you are looking for, please get in touch — we are always happy to talk things through and help you find the right support.

Our Vision for Inclusion

At Garstang St Thomas Church of England Primary School we believe that every child is uniquely created and deeply loved by God. We are committed to providing an inclusive Christian education in which every pupil is welcomed, valued and encouraged to flourish academically, socially, emotionally and spiritually.

Our school vision is rooted in our Christian values and underpins everything we do. We believe that all children should experience a sense of belonging, develop confidence in themselves and discover their God-given potential regardless of any special educational needs or disabilities.

We strive to create a learning community where differences are respected, diversity is celebrated and barriers to learning are removed wherever possible. Every member of staff shares responsibility for ensuring that pupils with SEND participate fully in the life of the school and achieve the very best outcomes.

Our approach reflects our school values:

- **We are guided by God** – recognising the dignity and worth of every child.
- **We love each other** – fostering an inclusive community where everyone belongs.
- **We love learning** – ensuring all pupils access an ambitious and engaging curriculum.
- **We wonder why** – encouraging curiosity and high aspirations for every learner.
- **We joyfully serve** – working collaboratively with families and professionals.
- **We lead** – empowering pupils to become confident, independent learners.
- **We persevere** – supporting pupils to overcome barriers and celebrate success.

Inclusion is not viewed as a separate aspect of school life; it is central to everything we do. We believe that pupils with SEND should, wherever possible, learn alongside their peers within the classroom through high-quality adaptive teaching, supported by carefully planned interventions when required.

What is SEND?

SEND stands for **Special Educational Needs and Disabilities**.

A child may have SEND if they need additional or different support to help them learn compared with most children of the same age.

Children may need support for a short time or throughout their education.

Every child is different.

Every journey is different.

How will I know if my child needs extra support?

Children develop at different rates.

Sometimes parents notice something first.

Sometimes teachers notice.

Sometimes another professional shares information with us.

We identify children's needs through:

- Daily classroom observations
- Ongoing assessments
- Conversations with parents
- Listening to children
- Information from previous schools or nurseries
- Advice from health professionals
- Speech and Language assessments
- Educational Psychology advice

We never make decisions based on one test or one conversation. Instead, we build a full picture over time by bringing together assessment information, classroom observations, parent views, pupil voice and advice from professionals where this is available.

If we think your child would benefit from additional support, we'll always discuss this with you first.

We believe parents know their child best

Your views matter.

Your experiences matter.

Your questions matter.

Involving children and parents in decisions

We involve parents, carers and children when identifying needs, planning support, setting outcomes and reviewing progress. Parents will receive a copy of their child's Individual Pupil Plan each term. We listen carefully to pupil voice in a way that is appropriate to each child's age,

communication style and level of understanding, so that their views, strengths, interests and hopes help shape the support they receive.

We want to work with you—not just for you.

We know that no one understands your child better than you do.

If you're worried about anything, please come and talk to us.

There is never a "wrong" time to ask.

What support could my child receive?

Every child receives high-quality teaching every day.

Teachers adapt learning in lots of different ways.

This might include:

- Breaking learning into smaller steps
- Visual resources
- Practical equipment
- Extra explanations
- Different ways to record work
- Flexible grouping
- Regular check-ins
- Additional thinking time

Many children receive these adaptations without needing SEND Support.

If further help is needed, children may also receive:

- Small group teaching
- Reading support
- Maths interventions
- Phonics support
- Speech and Language activities
- Social communication groups
- Emotional wellbeing support
- Precision teaching
- Sensory strategies
- Personalised resources

Every programme is planned carefully and reviewed regularly.

Pupils with SEND access a broad and balanced curriculum alongside their peers wherever possible. Teachers plan carefully so that learning is ambitious, adapted and accessible, while additional support is used to help pupils work towards the same curriculum aims whenever this is appropriate.

What kinds of SEND do we support?

Children's needs are grouped into four broad areas.

Communication and Interaction

- Some children may need support with:
- Speech
- Listening
- Understanding language
- Social communication
- Autism

Cognition and Learning

Support may include:

- Reading
- Writing
- Maths
- Memory
- Dyslexia
- Dyscalculia

Social, Emotional and Mental Health

Children may need support with:

- Confidence
- Anxiety
- Emotional regulation
- Friendships
- Attention

Physical and Sensory Needs

Some children may need support with:

- Hearing
- Vision
- Physical disabilities
- Medical needs
- Sensory processing

Who supports children with SEND?

Supporting children with SEND is everyone's responsibility.

Your child may work with:

- Their class teacher
- Learning Coaches
- The Assistant Headteacher (Inclusion) / SENDCo
- Specialist professionals
- NHS therapists
- Educational Psychologists

Most importantly...

Your child remains part of their class and school family.

The governing body has oversight of SEND provision through the named SEND Governor. Leaders and governors review SEND information, provision, pupil outcomes and parent feedback so that they can understand strengths, identify priorities and hold the school to account for inclusive practice.

What do Learning Coaches do?

Our Learning Coaches play an important role in supporting children's learning.

They may:

- Hear children read
- Support small groups
- Deliver intervention programmes
- Encourage independence
- Help children stay focused
- Support communication
- Encourage confidence

They work closely with teachers to make sure support is matched to each child's needs.

How do we monitor progress?

Children's progress is reviewed throughout the year.

We look at:

- School assessments
- Teacher observations
- Children's work
- Wellbeing
- Parent feedback
- Pupil voice

Support is reviewed regularly and changed whenever needed, using evidence from assessments, observations, pupil voice, parent feedback and the impact of any interventions.

How do we evaluate the effectiveness of SEND provision?

We evaluate the effectiveness of SEND provision by reviewing pupil progress, attendance, wellbeing, behaviour, participation in school life, parent feedback, pupil voice and the impact of interventions. Leaders and governors use this information to check that provision is appropriate, to identify what is working well and to decide where further improvement is needed.

If something isn't working, we'll try something different.

The Graduated Approach

We follow four simple steps.

Assess — We identify strengths and barriers.

Plan — We agree outcomes together.

Do — Support is put in place.

Review — We evaluate progress and decide next steps.

This cycle continues for as long as needed.

Working with other professionals

Sometimes we work alongside specialists.

This might include:

- Speech and Language Therapy
- Educational Psychology
- Occupational Therapy
- Physiotherapy
- CAMHS
- School Nursing
- Specialist Teaching Services

Parents are always involved whenever referrals are made.

What if my child has an EHCP?

A small number of children have an **Education, Health and Care Plan (EHCP)**.

An EHCP provides additional support where a child's needs cannot be met through the school's usual SEND provision.

We work closely with families and professionals to deliver everything agreed within the plan.

EHCPs are reviewed every year.

For children with an EHCP, we contribute to the statutory annual review process with the family, the Local Authority and relevant professionals. The review considers the child's progress towards outcomes, whether provision remains appropriate and whether any changes to the plan should be requested.

Looking after emotional wellbeing

Children learn best when they feel happy and safe.

We support emotional wellbeing through:

- Trusted adults
- Pastoral support
- Nurture approaches
- Calm spaces
- Outdoor learning
- Zones of Regulation strategies (where appropriate)
- Opportunities to talk

Medical needs

If your child has a medical condition, we'll work with you to ensure they can take part in all aspects of school life.

This may include:

- Individual Healthcare Plans
- Medication arrangements

- Risk assessments
- Staff training
- Educational visit planning

Starting school and moving on

Transitions are really important.

We carefully plan for children who are:

- Starting Nursery
- Starting Reception
- Moving classes
- Joining from another school
- Moving to secondary school

Extra visits and personalised transition plans can be arranged whenever needed.

How do staff keep their knowledge up to date?

Learning never stops for adults either!

Our staff receive training in areas such as:

- Autism
- Speech and Language
- Dyslexia
- ADHD
- Emotional wellbeing
- Medical needs
- Adaptive teaching
- Safeguarding

Accessibility

We want every child to be able to participate fully in school life.

We continually review:

- Our buildings
- Learning resources
- Access around school
- Educational visits
- Technology

So that barriers are reduced wherever possible.

Admissions, equality and reasonable adjustments

Children with SEND and disabled children are admitted to school in line with the published admission arrangements. We do not treat disabled pupils less favourably because of their disability. We make reasonable adjustments, where required, so that pupils with SEND and disabilities can access learning, take part in school life and join educational visits as fully as possible.

We have an Accessibility Plan which sets out how we improve access to the curriculum, the physical environment and written information for disabled pupils. The plan is reviewed regularly and should be read alongside this SEND Information Report.

Equipment, facilities and specialist support

Where a child needs additional equipment, resources or specialist advice, the class teacher and SENDCo will work with parents and, where appropriate, external professionals to identify what is needed. This may include adapted furniture, visual supports, sensory resources, assistive technology, specialist teaching advice, therapy recommendations or personalised access arrangements. Decisions are based on assessed need and are reviewed as part of the graduated approach.

If you have concerns

Please don't worry alone.

The first person to speak to is usually your child's class teacher.

Together we can decide whether any further support is needed.

If appropriate, the SENDCo will also become involved.

We believe that early conversations often prevent bigger worries later.

Complaints, disagreement resolution and independent advice

If you are unhappy about SEND provision, please speak to your child's class teacher or the SENDCo first so that we can try to resolve the concern quickly. If the concern is not resolved, you may use the school's published complaints procedure. Families can also seek impartial information, advice and support from Lancashire SEND IAS. Where disagreements relate to Education, Health and Care needs assessments or EHCP decisions, Lancashire County Council provides information about disagreement resolution, mediation and appeal routes, including access to independent mediation advice.

Frequently Asked Questions

Does my child have to be on the SEND Register to receive extra help?

No.

Teachers adapt learning for children every day. Many children receive additional support without being on the SEND Register.

Can I ask for a meeting?

Absolutely!

We're always happy to arrange a meeting to talk through any concerns.

Will my child always need SEND support?

Not necessarily.

Some children need support for a short period, while others benefit from longer-term provision.

Support is reviewed regularly.

How often will I be updated?

You'll receive regular updates through:

- Parents' Evenings
- Review meetings
- Emails
- Phone calls
- Informal conversations

Who do I contact?

- Class Teacher (first point of contact)
- Assistant Headteacher (Inclusion) / SENDCo
- School Office

We're here to help.

Contact Us

Garstang St Thomas Church of England Primary School

Kepple Lane, Garstang, Preston, PR3 1PB

Assistant Headteacher (Inclusion) / SENDCo: Mr Jack Wilkinson

School Office: 01995 603454

Email: inclusion@garstang-st-thomas.lancs.sch.uk

School Website: www.garstangstthomas.com

Lancashire Local Offer and SEND IAS: Information about wider SEND support, services, disagreement resolution, mediation and appeals is available through Lancashire County Council's Local Offer and Lancashire SEND Information, Advice and Support Service.

Finally...

Every child deserves to feel included, respected and able to succeed.

Whether your child needs support for a short time or throughout their time at primary school, we will work alongside you every step of the way.

Thank you for trusting us with your child's education. We look forward to working together to help them flourish.