



**Special Educational Needs (SEN) Information Report for Parents and Carers
2025/2026**

What type of SEND does Thomas's Academy provide for?..... 3

What should I do if I am concerned about my child's progress or think they may have a SEND?..... 3

Where can I go for further advice and support?..... 4

H&F SEND Information and Advice Support Service (SENDIASS)..... 4

How will the school let me know if they have any concerns?..... 4

How do you assess and review my child's progress?..... 4

How does the school decide whether a child has a special educational need?. 5

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

What if my child has an EHC plan?..... 6

How will my child be involved and consulted?..... 6

How is teaching and the curriculum adapted to my child's needs?..... 7

How will you evaluate the effectiveness of the SEN provision?..... 8

What support is there for my child's social and emotional well-being and to prevent bullying?..... 8

How do you promote positive behaviour?..... 8

What training and specialist skills do the staff supporting children with SEND have? 8

What do you do to make the school environment and curriculum accessible for all children?..... 9

How will my child be included in activities outside of the classroom?.....9

How will the school prepare my child to join or transfer to a new school?..... 9

What specialist services from outside does the school use to help meet children's needs and how do you work together?..... 10

What will you do if my child has medical needs?..... 10

What will you do if the child is looked after?..... 10

What should I do if I am unhappy with my child's support or progress?..... 11

Thomas's Academy is a mainstream Primary school with nursery provision. We are part of the Quality First Education Trust.

This report should be read in conjunction with:

- [Q1E Accessibility and Equality Policy](#)
- [Our school Accessibility Plan](#)
- [Q1E Intimate Care Policy](#)
- [Q1E SEND Policy](#)
- [Q1E Supporting Children with Medical Needs Policy](#)

The information below details the provision available within the school and ways in which parents/carers and children can access the support required for Special Educational Needs and/or Disabilities (SEND).

At Thomas's Academy, we work within the Hammersmith and Fulham guidance on ordinarily available provision for children with SEN in mainstream schools, which explains the ways pupils with different SEN needs can be provided for within our school.

Please see: [H&F Ordinarily Available Provision](#)

Inclusion statement

At Thomas's Academy, we are proud to serve the diverse community of Hammersmith and Fulham. We are committed to creating a positive, inclusive learning environment that challenges, supports and celebrates every child's achievements and where they feel safe, valued, respected, and able to thrive. We believe that every pupil, regardless of background, ability, culture, faith, gender, language, or socio-economic circumstance, has the right to a high-quality education and equal access to all aspects of school life.

We provide high-quality, adaptive teaching and targeted interventions to meet individual needs. Barriers to learning are identified early and addressed through close partnership with families, specialist professionals, and external agencies. We make reasonable adjustments to ensure all pupils can access the curriculum, school environment, and wider opportunities.

Our school aim is to treat everyone fairly and with respect. This involves providing access and opportunities for all pupils, parents/carers and staff without discrimination of any kind.

Thomas's Academy is guided by these values: BE KIND-

Belonging,

Excellence,

Kindness,

Integrity

Never give up

Diversity.

What type of SEND does Thomas's Academy provide for?

We provide additional and/or different provision to meet the four broad areas of need as defined in the SEND Code of Practice 2015:

- Communication and interaction including Speech, Language and Communication needs (SLCN) and Autism Spectrum Disorder (ASD)
- Cognition and Learning including Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
- Social, emotional and mental health Social, mental and emotional health, including Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), as well as other issues that are rooted in mental health
- Sensory and/or physical needs including a range of Physical Difficulties (PD) as well as Hearing Impairment (HI), Visual Impairment (VI) and Multisensory Impairment (MSI).

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014).

This states that:

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

What should I do if I am concerned about my child's progress or think they may have a SEND?

Initially, please speak to your child's class teacher. This may lead to a further conversation including the Special Educational Needs and/or Disability Co-ordinator (SENDCo).

Suzanne Kelly (Interim SENDCo & Headteacher)

Phone: 0207 736 2318

Email: sendco@academy.thomas-s.co.uk

Local governor for SEND: Alka Bali abali@academy.thomas-s.co.uk

Where can I go for further advice and support?

The **Hammersmith and Fulham SEND Local Offer** details all the services and support available for children and young people with special needs and disabilities. For more information please visit: [H&F Local Offer](#)

Hammersmith & Fulham SEND Information and Advice Support Service (SENDIASS)

H&F SENDIASS offers free, confidential, accurate and impartial advice and support to families living in Hammersmith & Fulham with a child up to the age of 25 who has a SEND.

<https://www.hfsendiass.org.uk/>

H&F SENDIASS phone number: 0203 886 0839

Email: info@hfsendiass.org.uk

How will the school let me know if they have any concerns?

The class teacher and/or SENDCo may invite parents/carers to a meeting to discuss their observation or assessment results and gather parents' views and agree on next steps.

How do you assess and review my child's progress?

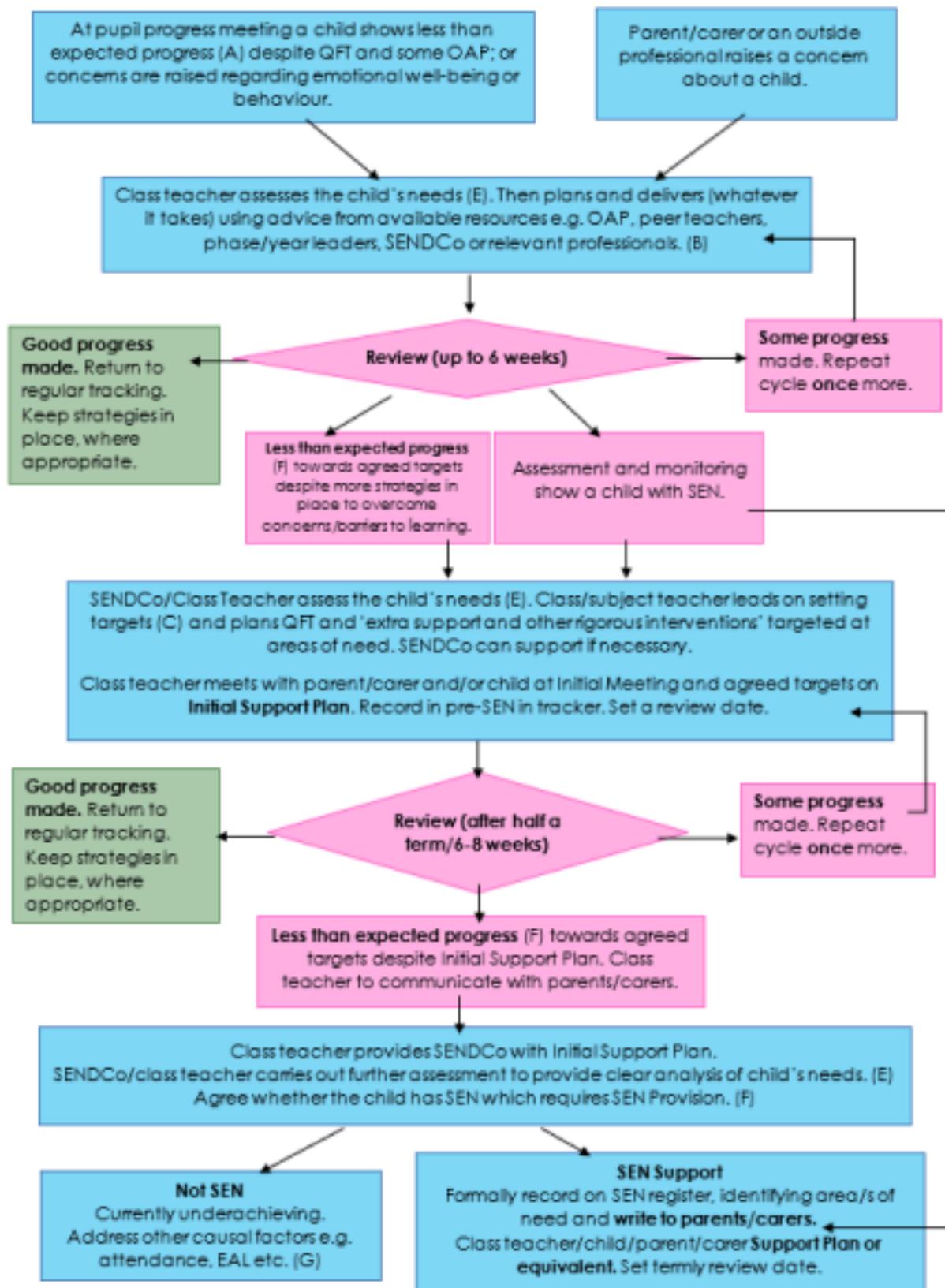
Teachers assess the attainment of each student on an ongoing basis by measuring small steps of progress. We use a data system: Sonar to track this progress.

Any assessments carried out by external specialists e.g. Educational psychologists, speech and language therapists etc are shared with the school and with parents/carers.

Every child registered as having SEN has their targets set based on their existing ability and focused teaching and learning sessions are planned and delivered accordingly. The termly Record of Development review then completes the cycle of Assess, Plan, Do, Review.

How does the school decide whether a child has a SEN?

We use the Q1E SEN Identification Process:



How will I be involved in the decisions about my child's education?

Whenever possible, class teachers are available to speak with you at the beginning and end of each day. This is an ideal opportunity to catch up and ask any questions you may have. Please feel free to make an appointment to meet with a member of staff should you wish to discuss anything further.

Parents' evenings take place twice a year. These meetings allow you to discuss your child's progress with their teacher and find out how you can support their learning at home. Individual reports are sent to parents/carers at the end of the year. The report will outline your child's progress and how you can support them in the next academic year.

Children with a Record of Development have their targets set and reviewed in collaboration with parents/carers termly.

What if my child has an EHC plan?

If your child has an EHC plan you will also have an annual review each year or every 6 months if your child is less than five years old. We will work with you and your child as well as other professionals to discuss your child's progress and set new targets for the next school year.

Your child's EHC Plan will include;

- the views and wishes of you and your child
- a description of your child's special educational needs and any health and social care needs
- outcomes and targets for your child's progress
- describe how education, health and social care will work together to meet your child's needs and meet the agreed outcomes and targets

We will break the targets on your child's EHC plan into smaller steps to measure their progress.

Children with an Education, Health and Care (EHC) plan have an annual review once per year (every 6 months until they are 5 years old) in addition to termly meetings. Everyone who supports the child works collaboratively to review the year and set new targets for the coming year. These targets break the longer-term outcomes set out on the EHC plan into small steps for children to achieve. New longer-term outcomes are set at the end of each key stage.

How will my child be involved and consulted?

Each child is at the centre of all decisions made at Thomas's Academy.

Children who have a Record of Development will have targets set and reviewed termly with the input from the child, where appropriate.

All children with an EHC plan will contribute towards their annual review in the communication style that meets their needs.

How is teaching and the curriculum adapted to my child's needs?

Thomas's Academy is an inclusive school that constantly strives to ensure that all pupils, regardless of their needs, are taught using a range of strategies and are able to access the

curriculum and reach their full potential. Every class teacher is committed to providing quality first teaching. Pupils are supported through careful planning, adaptation and assessment. Pupils who are not making expected progress will be supported through additional interventions.

Pupils with an EHCplan will be supported as outlined in their plan. Where necessary, pupils are provided with personalised resources to enhance their learning.

What provision and support are available at Thomas's Academy?

We plan the provision linked to the SEN we have identified for each child.

Cognition and Learning	Communication and Interaction
Precision Teaching 1:1 phonics tutoring Paired reading 1:1 reading Fresh Start Lexia Catch up clubs	Lego Therapy Attention Bucket Individual visual timetables Now, Next and Then Colourful semantics Social Stories
Social, Emotional and Mental Health	Sensory and/or Physical
Emotional Literacy Support (ELS) 1:1 Mental Health Practitioner support through MIND Zones of regulation (size of problem) Mindfulness Brain/movement breaks 1:1 with school nurse	Wobble cushions Peanut ball Exercise balls Fidget tools Sensory circuits Adapted scissors Pencil grips Chunky pencils Sensory body sock Weighted blankets/jackets

How will you evaluate the effectiveness of the SEN provision?

At Thomas's Academy, we have a wide range of procedures to evaluate the provision for all pupils, including those with SEN. These include, but are not limited to; learning walks, reviewing pupils' books, observations, pupil progress meetings, internal (Director of SEND) support and advice and regular contact between the SENDCo and Class Teachers. The local governing body responsible for SEND meets with the SENDCo termly to discuss priorities and monitor provision.

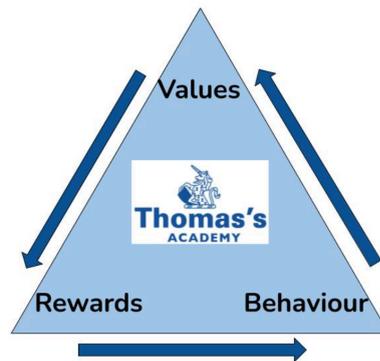
What support is there for my child's social and emotional well-being and to prevent bullying?

Personal, social, health education (Character Curriculum) is taught in every class and regularly in assemblies.

We understand that children with SEND may be more vulnerable to bullying. Our curriculum teaches all children about what bullying is and how to report it. We monitor these children carefully. Please see our [Q1E Anti-Bullying Policy](#) for details.

How do you promote positive behaviour?

Our school culture is built upon our core values, how staff reward pupils and behaviour. When these three components are triangulated, the rewards explicitly encourage the behaviors that embody the stated values, reinforcing the desired culture.



Our school culture celebrates positive relationships and shared accountability. We recognise, in line with the research of *Paul Dix*, that it is the calm consistency, compassion, and visible integrity of adults that also shape children's behaviour.

What training and specialist skills do the staff supporting children with SEND have?

Staff receive regular SEND training a variety of pedagogical strategies and techniques according to the need in their class or across the school. External specialists visit Thomas's Academy regularly to support children and train staff to work effectively with individuals.

What do you do to make the school environment and curriculum accessible for all children?

All reasonable adjustments are made to ensure physical accessibility. Environmental adaptations are made for learners with sensory needs. For example, children are given access to a personal space in the classroom where visuals are kept to a minimum or access to a workstation where appropriate.

Children also have equipment, such as move 'n' sit cushions, to enable them to access the lessons. All children have access to laptops, tablets and SEN software. Depending on a child's SEN and usual practice, the school provides support or extra time during formal examinations. See our Accessibility Plan for further details.

How will my child be included in activities outside of the classroom?

At Thomas's Academy we use our best endeavours, reasonable adjustments and risk assessments to enable all our children to access the same opportunities throughout the school especially trips and ex-curricular clubs.

How will the school prepare my child to join or transfer to a new school?

All children new to Thomas's Academy are given a tour of the school and introduced to significant staff.

If a child with SEN is joining Thomas's Academy, parents/carers should contact the school office and make an appointment with the SENDCo. Any reports or past SEN documents should be provided by the previous nursery or school or by the Local Authority if the child has an EHC plan. We will ensure that their new class teacher is informed about the child's strengths and SEN as well as how best to support them. We would also plan any additional transition needed to meet the child's needs before they start.

Transition between classes is carefully planned so that children continue to feel safe and secure in their learning environment. The child may spend time with their new teacher and support staff before the end of the academic year before they move classes or receive other transition support such as a social story.

If your child is moving to another school including Year 6, our SENDCo will plan a smooth transition by working closely with the SENDCo in the new school, liaising with parents/carers, arranging transition visits and possibly requesting a personalised resources for the child, such as a photo book about the new staff and school.

What specialist services from outside does the school use to help meet children's needs and how do you work together?

Thomas's Academy draws on a range of specialist services to meet individual needs as appropriate and brokers collaboration e.g. TAC meetings, to offer the best support. These services include (but are not limited to):

- Attendance, child entertainment, elective home education and children missing education (ACE) Team
- Children's Occupational Therapy Service
- Early Help
- Educational Psychologist Service
- Inspire: specialist teachers including hearing impairment and vision impairment
- The Joint Communication Team (JCT is a group of specialist teachers and speech and language therapists). They will work with the school to understand the child or young person's needs and plan the best package of support.
- H&F Primary Outreach Team
- MIND: Mental Health Practitioner
- School Nurse
- The Community Education Speech and Language Therapy service team

What will you do if my child has medical needs?

All medical needs are discussed, in detail, with the school nurse. Pupils are given a health care plan, which is shared with significant adults working with the child. Medical needs are reviewed and monitored by the school nurse. The school has trained paediatric first aiders. We follow the [Q1E Supporting Children with Medical Needs Policy](#).

What will you do if the child is looked after?

Where a looked after child is being assessed for SEN we will take account of information set out in the Care Plan. We will work closely with other relevant professionals involved in the child's life as a consequence of his/her being looked after. These include the social worker, Designated Doctor or Nurse, Independent Reviewing Officer (IRO), Virtual School Headteacher (VSH) and Designated Teacher in school. As well as include the carer, child and parents if possible. When referencing information contained within the care plan only information relevant to meeting the child's SEN will be included in the EHC plan.

What should I do if I am unhappy with my child's support or progress?

If you are concerned about your child's provision or progress please speak to the class teacher and if appropriate the SENDCo.

If you have further concerns, contact Suzanne Kelly (Headteacher). Appointments can be made via the school office admin@academy.thomas-s.co.uk

If you feel your concern is not resolved please see the [Q1E Concerns and Complaints Policy](#).

The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.

Feedback: This offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer or make suggestions to improve the information, please email: admin@academy.thomas-s.co.uk