Sir John Thursby

Special Educational Needs & Disability Information Report

Date Last Reviewed	**SEND information report updated Septem**
Review Schedule	**Annually**
Headteacher	**Matt Renshaw**
SENDCos:	**Mr E Villers and Mrs N Hornsby**

2026/27 Key Information	
SEND Coordinators (SENDCo) in School	Mr E Villers and Mrs N Hornsby

SENDCo Contact details	**Email:**	sendco@sirjohnthursby.lancs.sch.uk
	Telephone:	01282682313
A SENDCo, or special educational needs co-ordinator, is the schoolteacher who is responsible for assessing, planning & monitoring the progress of children with special needs / SEND.		
When was this report last updated		SEND information report updated September 2026
Where to access the Local Authority's SEND Offer		Our Local Offer Lancashire County Councils Local Offer – https://www.lancashire.gov.uk/children-and-families/special-educational-needs-and-disabilities-local-offer/
The Local Offer provides information for children & young people with special educational needs (SEND) & their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health & social care.		
Where to access the school SEND policy		https://www.sirjohnthursby.lancs.sch.uk/Policies/
The SEND Policy is the most important document that a school develops when determining how they will meet the special educational needs of Pupils. It must reflect the statutory requirements & the actual practice of the school.		
Where to access the School Accessibility Plan		https://www.sirjohnthursby.lancs.sch.uk/Policies/
The accessibility plan should cover the below 3 areas. *How the school will:* *1. Increase the extent to which disabled pupils can participate in the curriculum* *2. Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and* *3. Improve the availability of accessible information to disabled pupils.*		

Areas of need as identified in the SEND code of practice report

Area of need	Do we provide provision for this area of need?
Communication & Interaction	YES
Cognition & Learning	YES
Social, Emotional & Mental Health	YES
Sensory &/or Physical Needs	YES

How we identify if a child needs additional support

As a school we have introduced an Inclusion Referral process, whereby any staff member who has concerns about a student's academic ability, progress, wellbeing or additional needs can refer them to the Inclusion Panel and the student's needs and provision will be assessed and plan for next steps decided.
Students are then allocated appropriate provision. If students require additional provision, it will be discussed with parents / carers, and they will be placed on the SEND register when appropriate.

The school SENDCos liaises with all feeder Primary Schools, attends the Year 6 Annual Review and transition meetings and invites students and support staff to a robust transition programme. Students' needs and profiles are identified and a comprehensive plan for transition and provision is agreed.

•N – No Special Educational Needs

•K – SEND Support: these students will have an identified need and appropriate strategies bank shared with all staff who support their learning journey.
•E – EHCP: students who have been awarded an Education, Health and Care Plan and have provision directed by the local authority.
•M – Medical: students who have a M code (or additional M code e.g. EM or KM) have an identified medical need and support that is shared with staff.

If parents / carers have concerns regarding their child, they will be directed to speak with the Achievement Leaders and/or SENDCos who can discuss their concerns and either refer to the Inclusion panel or signpost the parents / carers on what to do next. Support and opportunities for parents associated with LCC initiatives are advertised on the school website.

Our school nurse is available on site regularly, as a school we promote communication between parents and the school nurse where concerns are raised.
Students with an EHCP will have a Student Support Plan. This plan will be used by staff to adapt learning, provide provision and support the student in lesson. The SENDCos will coordinate curriculum and assess, plan and coordinate support for the challenges students may face.

SENDCos or Achievement Leaders will contact families/ carers of student with SEND to make them aware of any changes to their child's support and curriculum offer.

For students with medical / mobility issues, passes are provided to ensure their safe movement in and around the school as well and car park passes where appropriate to aid their travel.
Statutory duties associated with Educational Health and Care Plans are arranged, discussed with students and parents / carers to ensure needs are being met. The formal process of Annual reviews is also of paramount importance.

Multi-agency work occurs to support the diagnosis of conditions and to develop strategies to support students as well as facilitating meetings for professionals with parents and / or students.

How we will consult parents & children & involve them in their education

SENDCos provide clinics during parents' evenings, open evening and transition events to share information regarding provision and support for students with SEND with their families/ carers. This ensures regular contact with families/ carers about their children, needs provision. SENDCos seek consent from families / carers for students being entered or removed or adjusted on the SEND register.

In line with statutory expectations parents / carers are involved within the EHCP process and annual reviews. The SENDCo will act as an advocate for both parents and students within the school and with external agencies where support is being altered and / or assessed. Where necessary a phone call will be provided to ensure that parents / carers are fully understanding the communication being sent to them.

How we will assess & review pupils with SEND progress towards outcomes

Students with EHCPs have their outcomes explicitly reviewed in the Annual Review meeting. These outcomes are developed taking into account the aspirations and long-term goals for the student.
Students completing internal interventions will be assessed pre and post support to evaluate the effectiveness of the support on the individual. Students with SEND are often asked to evaluate their own progress in interventions to monitor the outcome and impact on the students' wellbeing. Parents and carers are informed of the provision / interventions their child is going to receive at the beginning of the intervention. Their feedback, or any queries, is discussed with the SENDCo on request.

Students with SEND are monitored during whole school progress checks which highlights progress in the curriculum and areas where progress is not being made is investigated.
Their intervention programmes are reviewed half termly / termly depending upon the focus.

The SENDCos, member of the Inclusion team or Achievement Leaders engage with parents/carers regularly, either meeting them at the Student Support Entrance when they collect their child or by phone.
Class Charts is being used to inform parents of behaviour, achievement, attendance and homework.
Extracurricular activities are inclusive and welcome students with SEND. Additional support is put in place where necessary to ensure maximum progress and outcomes during this time.

In addition, all students have their progress monitored through regular recording and reporting in line with the universal offer for all students.

How we will support children in moving between phases of education & / or preparing for adulthood

Transitional visits are performed by the Achievement Leader and their assistant and SENDCos to establish the needs of students and gain initial information regarding their needs and provision.

The SENDCos offer family / carer contact at transition events, Annual Reviews and via appointment to discuss provision and support. The SENDCos organise a programme additional transition events for students with SEND.

The website also features a comprehensive Transition section to support both parents / carers and Year 6 students in preparing for life at Sir John Thursby Community College, introducing key staff and ensuring information important to the student is accessible at all times.

Students with SEND are expected to fully participate in transition day, but they may access Student Support at break and lunchtime, and Primary School TAs are invited to support students they currently work with. Our SEND team are fully engaged in this process and are on hand to support students who require a small and calm environment.

It is also expected that students with SEND will participate in work experience. The SEND Team will ensure that support is provided to discuss options with the student and ensure an appropriate placement is organised.

SEND staff can provide support at the beginning of placements, dependent on need, to help with the students' induction. Out of school activities are accessible for students and suitable support and provision is organised so every student can access the activities, although it may be necessary to adapt some tasks.

The SENDCos works with curriculum departments to make adaptations to extracurricular visits and will advise staff regarding medical and SEND needs when the Trip Leader cross checks the cohort list with the Educational Visits RAG lists.

Support is offered to help students select appropriate courses at KS4, including considering their own career path aspirations. For students with EHCPs, this is formally recorded in their transition plan as part of the Annual Review cycle. Students with SEND are highlighted to the careers staff and the SEND team will support students in selecting appropriate courses and advise where the most appropriate provision may be, based on facilities, accessibility and support, in combination with the course a student intends to study.

Our approach to teaching children with SEND & how we adapt the curriculum & learning environment for pupils with SEND

Students with SEND E, EM, K and KM codes will receive additional support where needed. If students are struggling to access the curriculum and the classroom teacher feels that additional support alongside Quality First Teaching would benefit the student, the classroom teacher will refer the student to the Inclusion panel for discussion. Additionally, should parents / carers feel their child is unable to fully access aspects of the curriculum they can contact the SENDCo and discuss their concerns.

In addition to intervention to support specific needs, students may also receive support in lessons to allow them to maximise their progress within the mainstream classroom, where outlined in their EHCP.

For some students experiencing significant challenge (Social, Emotional, Mental or Medical), The Bridge is an internal provision to support students in key areas of their progress and development. The Bridge also has staff qualified to deliver Emotional Literacy (ELSA).

The SENDCos lead 'Teachers of' meetings where staff develop their ability to support students with various needs can attend and discuss strategies and techniques linked to adaptation, producing support materials and considering their teaching and communication styles. Student Support Plans are utilised by classroom teachers to help maximise student progress.

Classcharts and Student Support Plans help staff to identify and support students effectively with additional information and guidance being accessed easily online. Staff have access to banks of support strategies and guidance linked to adaptive teaching strategies and targeted support to cater for the varying needs within a classroom. Mixed attainment teaching is in place across all year groups to support Achievement for All.

School resources are allocated based on individual needs that have been identified through the processes aforementioned i.e. through: shared data, parent / carer contact, medical referral, EHCPs, Specialist Teacher and Educational Psychologist Advice.

Parents / carers will be informed of any significant changes to resources or equipment for their child.

Required Access Arrangements can be advised by the SENDCos, or classroom teachers can make a referral using the Inclusion Referral form regarding a student's need for access arrangements for public examinations. Parents / Carers may also contact the school for advice if they believe their child requires access arrangements. The SENDCo will complete necessary testing and evidence gathering required to apply for Access Arrangements. A key expectation is that identification is early and strategies for supporting students in lesson and during internal assessment procedures are implemented to allow evidencing of "normal practice" or "normal way of working" with regards to the support students receive.

How we train our staff who provide support to pupils with SEND & the existing expertise they have

SEND staff have regular training to ensure that they are able to support students to the best of their ability. A comprehensive INSET programme has been established to allow staff to develop their skills and attributes. Additionally, specific training linked to a team members key roles is supported as a whole school priority.
CPD is a vital part of our school and ensures that students are receiving the best and most up-to-date support and guidance. Manual Handling, Evacuation Chair Training and Mental Health also forms part of our training schedule. The school nursing team will deliver the annual update for Bennedict's Law; administering epipens and correct use of inhalers. Staff supporting students with VI, HI and ASD needs have their training updated with the relevant specialist teachers regarding how best to support their specific students.
To prepare for a student joining our school, who has additional needs we have not previously supported, the SENDCo would initially liaise with the student's previous school, review SEND documentation provided by the school, LCC or liaise with the family, to gain an understanding of the student, how they access the curriculum, what support they have received and the support they foresee the student to need. In order to meet the needs of students with SEND, we regularly buy in specialist teachers for visual impairments, hearing impairments, braille, multi-sensory impairment, and autistic spectrum disorder. Additional professionals from NHS agencies and Social Care are contacted to provide support.
We have support from the school nurse via The Lancashire Healthy Young People and Families Service, HCRG Care Group, Lancashire SEND educational psychologists and social services as required.

How we evaluate the effectiveness of the provision made for pupils with SEND

Students with EHCPs have their outcomes explicitly reviewed in the Annual Review meeting. These outcomes are developed taking into account the aspirations and long-term goals for the student.
Students completing internal interventions will be assessed pre and post support to evaluate the effectiveness of the support on the individual. Students with SEND are often asked to evaluate their own progress in interventions to monitor the outcome and impact on the students' wellbeing. Parents and carers are informed of the provision / interventions their child is going to receive at the beginning of the intervention. Their feedback, or any queries, is discussed with the SENDCos on request.

How we encourage & enable pupils with SEND to engage with activities available to pupils with no SEND requirement

All students are encouraged to participate in extracurricular activities and school trips, including those with SEND. Students and parents / carers are made aware of the adjustments to the trip or activities for the student to be fully included. Any concerns the student or parent / carer has, will be discussed with the SENDCos or Trip Leader who will liaise to resolve the concern. Parents may be allowed to accompany the trip regarding providing care for students who cannot manage their personal care needs independently. Students with SEND or Inclusion needs can be issued with a pass to be able to access the Student Support Centre at appropriate times during the school day. This is an optional provision for students. The Student Support Centre can be used as an access point to and from the building for students with identified needs and can also create a positive communication opportunity for parents / carers.

Number of pupils who have an EHCP (Education and Health Care Plan) who will leave school this year

How we engage with other bodies such as health, social care & LA support services in meeting a pupils SEND requirements & supporting their family

Other professionals and organisations that currently support students at Sir John Thursby Community College include but are not limited to:

•Specialist Teachers – if students have EHCPs, the frequency of input from a specialist teacher is stipulated in the EHCP and this is bought in from the SEND traded team or equivalent - accessed by an intended involvement form with parental consent required.

•Medical Professionals and CYPMH – these can request to make appointments to see students in school if they are struggling to engage with the family or student due to accessibility issues or non-attendance. Parental consent is given for these appointments to take place in school, and they are provided by the NHS.

These services are accessed via the GP / SENDCos / Assistant Headteacher of Inclusion or Family Support Manager and can include referrals to CYPMH The NHS services must have explicit consent to share information with school.

•Occupational Therapists – can be provided by the NHS or bought in through the SEND traded team – accessed by an intended involvement form with parental consent required. These are on an ad-hoc basis as students' needs require input or referral for a specialist chair.

•Counsellors – counsellors are available for all students to be referred to (including SEND students) and these are funded through whole school funding.

•We Are With You – are engaged when a student divulges that they are using illegal substances and are willing to meet with an WAWY worker to reduce / stop their use, this is funded by Government and donations and is therefore free to schools.

•Social Services – meetings with students in school take place as required. These can be for students placed in foster families or voluntary early intervention as part of the CAF or CiN process.

•School Nurse

Other agencies are known and used on a needs basis.