

Golborne St. Thomas' C of E J & I School

Special Educational Needs and Disability Policy

A journey in faith, arriving with hope.

St. Thomas' School vision:

To ensure the children are highly valued by all members of the school community.

St. Thomas' creates a culture of high aspirations by making the school the heart of the community. We aim to develop a culture of curiosity and creativity by unleashing our children's God-given potential to make a difference in our locality and beyond.

Our parents, staff and governors see and understand the individual talents of each pupil and the opportunities provided. We openly celebrate and reward children's successes and achievements.

To inspire all children through a broad, balanced and engaging curriculum enabling every child to succeed.

We create an ethos where everyone is an explorer and an active participant. Children are challenged and encouraged to thrive in all areas. Our aim is to nurture talent and ensure children are equipped to live life in all its fullness.

Children experience a wide range of high quality lessons and enrichment activities daily. We recognise that children are naturally curious; therefore child-led learning is developed through their questions.

To nurture children's wellbeing to ensure healthy mind, body and spirit.

At St. Thomas' values are at the heart of all we do. We provide a safe, supportive environment which empowers children to grow and develop their self-worth, self-esteem and self-respect. Our unique learners are resilient and are willing to take big risks to make big leaps.

Values are actively promoted, modelled, and celebrated by all. Our inspiring curriculum and pastoral care teaches children the importance of healthy lifestyles: physically, mentally and spiritually.

Special Educational Needs and Disability Policy

Golborne St. Thomas' is an inclusive school. We take safeguarding extremely seriously, as such our policies are developed with a high priority on children's safety. We believe all children have the right to access a high quality and engaging curriculum.

This SEND Policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

Wigan's Local Offer

The local offer is enables parents and young people to see what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care.

This is available from the website: <https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/SpecialEducational-Needs-and-Disabilities.aspx>

SEN Code of Practice

There are four broad categories of SEN:

- Communication and interaction*
- Cognition and learning*
- Social, emotional and mental health*
- Physical and sensory.*

SEN at Golborne St. Thomas'

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

Although the school can identify special educational needs and make provision to meet those needs, we do not offer a diagnosis. Parents are advised to contact their GP if they think their child may have any form of disability.

School also liaise with outside agencies who can further support and assess children's specific learning needs. These agencies include but are not limited to: Educational Psychologist, TESS, Visual and auditory support team, Speech and Language support service, Occupational Therapy and School Nurse.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

School Information Report

For full details and to answer any further questions you may have, please consult our School Information Report, found on our school website.

Policy written: March 2025

Review date: March 2026