



Special Educational Needs and Disability (SEND) Information Report 2026–27

Updated: September 2026

Agreed by Governors: October 2026

Review Date: September 2027

This report explains how St Thomas the Apostle College puts its SEND Policy into practice. It goes to the full governing board for approval annually and will be updated every September, and sooner if anything changes.

Who to contact

If you are worried that your child may have special educational needs, speak first to their form tutor or Head of Year. For a concern about one subject, contact the class teacher. You can also contact the SENCO directly.

Role	Name	Contact
SENCO	Mrs Whittaker	020 7358 2139 (direct line) or enquiries@stac.southwark.sch.uk
Deputy SENCO	Ms K Christie	enquiries@stac.southwark.sch.uk
SEND link governor	Mrs Fran Goggins	Via the school office

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Abbreviations

Term	Meaning
SEN / SEND	Special educational needs / special educational needs and disabilities
SENCO	Special educational needs co-ordinator
EHC plan	Education, health and care plan
CAMHS	Child and adolescent mental health services
JCQ	Joint Council for Qualifications, which sets exam access rules
SILS	Southwark Inclusive Learning Service
KS3 / KS4 / KS5	At STAC: Years 7–8 / Years 9–11 / Years 12–13

Our school offer and the Local Offer

Southwark Council publishes a **Local Offer**: a directory of services for children and young people aged 0 to 25 with SEND and their families. It explains what schools normally provide and what extra help is available. You can find it on the [Southwark Local Offer website](#).

This report is our **school offer**, our contribution to the Local Offer. It should be read with our SEND Policy and the related policies listed at the end.

The needs we provide for

We are a mainstream 11–18 school. We provide for a wide range of needs across the four areas set out in the SEND Code of Practice:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Many pupils have needs in more than one area, and needs can change over time.

How we identify needs

Every teacher shares responsibility for spotting pupils who may have SEN. We use several sources of information:

- **On entry:** baseline testing in English, maths and reading, plus information from primary schools and previous settings.
- **Through the year:** progress data from each assessment point, alongside attendance and behaviour information.
- **Inclusion Panel:** year-group meetings after each assessment point discuss pupils who are making less than expected progress or showing other difficulties.

We look closely at pupils whose progress is much slower than their peers, has slowed, or is not closing the gap. Where high-quality, adapted teaching has not helped, the teacher talks to you and the SENCO. The SENCO may carry out further assessment or ask a specialist for advice.

How we involve parents and pupils

Before we decide that your child needs SEN support, we will meet you and your child to agree:

- your child's strengths and difficulties
- any concerns you have
- the outcomes we are aiming for
- the next steps and who is responsible for them

We write up this discussion and give you a copy. We will tell you formally if your child is placed on the SEND register.

Your child's voice matters. Pupils help write their own pupil profile, set their targets, attend reviews, and tell us whether interventions are working. Sixth-form students take a growing lead in decisions about their own support.

You can also keep in touch through:

- review meetings with the SENCO or Head of Year
- parents' evenings (once a year for Years 7–10 and twice in Year 11)
- progress reports, sent home three times a year
- your child's diary

How we teach and support pupils with SEND

High-quality teaching comes first

Teachers are responsible for the progress of every pupil in their class, including when pupils work with teaching assistants or specialist staff. Teachers adapt their lessons to meet pupils' needs, using strategies set out in each pupil's profile. Pupils are taught in sets, so some groups are smaller and have extra adult support.

Where it helps, we provide resources such as writing frames, coloured overlays, large-print materials, and notebooks.

The graduated approach

If a pupil needs more than adapted teaching, we follow a cycle of **assess, plan, do, review**:

1. **Assess** – we build a clear picture of the pupil's needs with you and your child.

2. **Plan** – we agree outcomes, the support to be provided and a review date. All staff who work with your child are told what support is needed.
3. **Do** – the support is put in place. Your child's teachers stay responsible for their daily progress, even when interventions happen outside lessons.
4. **Review** – we check the impact with you and your child and agree the next steps.

For pupils on SEN support, we offer parents a review meeting **at least three times a year**. The SENCO keeps a provision map for each pupil, showing the support that is additional to, or different from, our usual offer. If progress remains slow, we may involve further specialists or discuss an EHC needs assessment with you.

Interventions and specialist services

Interventions we offer

Each intervention has its own entry criteria, and its impact is reviewed regularly.

Intervention	What it involves	Who it is for
In-class support from a teaching assistant	Helps personalise lessons so pupils meet lesson objectives	Pupils with EHC plans where this is specified, and other pupils with SEND who need adult support
Literacy and comprehension	Small-group and individual programmes, including Thinking Reading, with regular progress checks	Pupils with significant reading, writing or comprehension difficulties
Numeracy	Targeted maths support	Pupils with significant gaps in number skills
Touch typing	Structured programme to build keyboard fluency	Pupils for whom handwriting is a barrier
Speech and language	Programmes designed and reviewed by our speech and language therapist	Pupils with speech, language or communication needs
Emotional literacy	Programmes on resilience, anger and stress, run by a trained HLTA	Pupils with social, emotional or mental health needs
Anger management and behaviour support	Bespoke programmes run by our Behaviour Support team	Pupils whose behaviour is a barrier to learning
1:1 mentoring	Regular sessions with a mentor	Pupils with a range of emotional and social difficulties
Homework club	Daily after-school quiet study, revision and exam preparation	KS3 and KS4 pupils underachieving in several subjects
Alternative provision	Short or longer placements in specialist off-site provision	Pupils with a high level of social, emotional and mental health need

Specialist services we work with

Service	How we use it
Educational psychologist	Our designated EP visits regularly for consultation, assessment, intervention and staff training
Speech and language therapist	Visits regularly to assess pupils, plan programmes and train staff
Occupational therapy	The SENCO can refer to Southwark's occupational therapy team for pupils with co-ordination difficulties
School nurse	Visits regularly; writes care plans, runs drop-in sessions and advises staff
School counsellor	In school four days a week; pastoral staff can refer pupils for talking therapy
CAMHS	We can refer directly, and parents can refer through their GP

Service	How we use it
Children's social care	We contact Southwark's referral and assessment team about any child who may be at risk, and work closely on plans for looked-after children
Southwark Inclusive Learning Service (SILS)	Supports pupils at risk of exclusion, with a focus on returning to mainstream learning or clear post-16 pathways

Wellbeing, inclusion and transition

Being part of school life

- All areas of the building are accessible for people with disabilities or limited mobility. Our accessibility plan sets out how we keep improving access.
- Pupils with SEND take part in all clubs, trips and visits. We carry out risk assessments and make reasonable adjustments so that every pupil can join in.
- Pupils with SEND can be more vulnerable to bullying. We take particular care to support them and deal with any incident promptly, in line with our anti-bullying policy.
- Our pastoral team, behaviour support staff, emotional literacy HLTA and school counsellor support pupils' emotional and social development.

Pupils with medical needs

Pupils with medical conditions have an individual healthcare plan, written with parents and the school nurse and shared with the staff who work with them. Staff receive regular medical training. Medicines are given in school only with signed parental consent and in their original packaging. Full details are in our supporting pupils with medical conditions policy.

Starting at STAC

- Before September, Year 6 pupils visit for baseline testing and a full induction day.
- All EHCP students joining STAC in Year 7 are visited by the SENCO or Deputy SENCO.
- The SENCO team organises an EHCP induction day before the start of the new academic year.
- STAC runs a 3-day summer school where all incoming Year 7 students are expected to attend.
- Every year the SEND team organise a week of Parent drop-in 'clinics' where parents are invited to meet with a member of the SEND team.
- Year 7 start a day before the rest of the school, so they can learn the building and routines.
- The SENCO contacts every feeder primary school and, where possible, visits and meets Year 6 teachers and parents before the pupil starts.
- Where a pupil has an EHC plan or is known to outside agencies, we gather information before they start, so support is ready from day one.
- Pupils joining mid-year visit first for a tour and assessment in English, maths and reading.

Moving on

- If a pupil moves to another school, we share relevant information with the new school, with parents' agreement.
- In Year 11, the SENCO's team helps pupils with SEND apply for college, sixth form, apprenticeships or employment, and can go with them on visits.
- Every pupil in Key Stage 4 has access to independent careers, guidance, events and information evenings.

Support in tests and exams

We follow the rules of the [Joint Council for Qualifications \(JCQ\)](#). There are two separate processes.

	Access arrangements	Special consideration
What it is	Adjustments agreed before an exam, such as extra time, supervised rest breaks, a reader, a scribe or a word processor	A small adjustment to marks after an exam, applied by the exam board
Who it is for	Pupils with a long-term need who meet JCQ criteria, and for whom the arrangement is their normal way of working in school	Any pupil affected by illness, injury, bereavement or other circumstances outside their control at the time of the exam
How it is decided	The SENCO gathers evidence and, where needed, a specialist assessment. Pupils on the SEND register are screened automatically; teachers and parents can nominate others	The exams officer applies to the exam board, with supporting evidence

We tell pupils and parents well in advance which access arrangements have been approved. Full details are in our exam access arrangements policy.

Staff expertise and how we check our provision works

Training

- All classroom staff take part in weekly teaching and learning training, which includes adapting teaching for pupils with SEND.
- Staff receive regular SEND briefings and specific training on SEND and medical needs.
- Our teaching assistants are trained in autism, speech and language difficulties, literacy, and numeracy.
- Our speech and language therapist and educational psychologist also train staff.

Evaluating our provision

We judge how well our SEND provision is working by looking at:

- how early we identify pupils' needs
- the progress and attainment of pupils with SEND
- the impact of each intervention, reviewed at every cycle
- whether pupils with SEND feel safe, valued and included
- feedback from pupils and parents

The SENCO reports this to the headteacher and the SEND link governor, who reports to the full governing board.

EHC needs assessments and plans

An **education, health and care (EHC) plan** is a legal document setting out a child's needs, the provision to meet them, and the outcomes sought. It is for pupils whose needs cannot be met through SEN support alone.

- The school, parents, or a young person aged 16 or over can ask Southwark Council for an EHC needs assessment.
- The council must decide whether to assess, and tell you, within **6 weeks** of the request.
- The whole process, to a final plan, should take no more than **20 weeks**.
- We involve you and your child fully, from the request to the content of the plan.
- Every EHC plan is reviewed at least once a year at an annual review meeting.

Chapter 9 of the [SEND Code of Practice](#) explains the process in full.

If you disagree with the council's decision

- Get free, impartial advice from **SIAS** (see the advice section below).
- Use the **disagreement resolution service** for a quick, informal way to settle disagreements.
- Ask for **mediation**, for example, after a decision not to assess, not to issue a plan, or about the content of a plan. Mediation can be arranged through SIAS.
- **Appeal to the SEND Tribunal** about council decisions on your child's special educational needs. You can also make a disability discrimination claim against a school or council to the Tribunal.

Funding and resources

SEND support is paid for from three sources.

Funding	What it is	What it pays for
Core per-pupil funding	Funding the school receives for every pupil	High-quality teaching for all pupils, including those with SEND
Notional SEN budget	A share of the school's budget identified for SEND each financial year	SEN support, and the first £6,000 of additional support for each pupil with an EHC plan
Top-up funding	Extra funding from Southwark Council, based on an individual pupil's assessed needs	Support above the first £6,000, usually for pupils with EHC plans

We use the notional SEN budget to:

- improve the quality of teaching for all pupils
- employ teaching assistants and behaviour support staff
- fund smaller classes for pupils with significant needs
- buy resources such as adapted materials and literacy programmes
- buy specialist services such as educational psychology, speech therapy and mentoring
- pay for staff training

Deciding how much support a pupil receives

Pupils are discussed regularly at Inclusion Panel and Key Stage progress meetings. Support, resources and interventions are allocated and reviewed there, so the budget is used where it has the most impact. For pupils with the highest needs, we apply for an EHC needs assessment and top-up funding.

Complaints and independent advice

Making a complaint about SEND provision

1. **Talk to us first.** Raise your concern with your child's Head of Year or the SENCO. Most concerns are resolved this way.
2. **Formal complaints.** If you are still unhappy, make a formal complaint to the headteacher under our complaints policy.
3. **Governing board.** If the complaint is not resolved, it can be escalated to the governing board, as set out in the complaints policy.
4. **Department for Education.** If you have completed our procedure and remain dissatisfied, you can [complain to the DfE](#).

If you think your child needs more help than the school can provide, you can ask Southwark Council for an EHC needs assessment (see above).

Free, independent advice

Service	What it offers	How to contact
Southwark Information, Advice and Support (SIAS)	Impartial SEND advice for Southwark families; help with EHC requests, meetings, disagreement resolution, mediation and Tribunal appeals. Term time only	sias@southwark.gov.uk · 020 7525 3104
IPSEA	Free, legally based advice on SEND law, EHC plans, exclusions and appeals	Book an Advice Line or Tribunal Helpline call on the IPSEA website
Contact – for families with disabled children	Helpline, guides and workshops for parents and carers	0808 808 3555 · helpline@contact.org.uk
Southwark Local Offer	Directory of local SEND services, including disagreement resolution and mediation	Online

Contact details checked 12 October 2026.

Related policies

SEND Policy · Accessibility plan · Supporting pupils with medical conditions · Equality information and objectives · Behaviour · Anti-bullying · Attendance · Safeguarding and child protection · Complaints · Exam access arrangements · Admissions arrangements