



SEND Information Report

1. What kinds of special educational needs do we make provision for in our school?

St Anne's is a mainstream Church of England school and nursery. We aim to provide a positive and inspiring learning experience in a safe and respectful environment for all of our children.

We have provided for a wide range of pupils with SEN and disabilities including pupils with ASD, ADHD, speech and language difficulties, dyslexia, physical difficulties, Visual Impairment, specific and moderate learning difficulties and emotional and behavioural difficulties such as Attachment Disorder. We would endeavour to meet the needs of any child who attends St Anne's.

2. How does our school know if your child needs extra help?

At St Anne's we have provided for a wide range of special educational needs. We believe that early identification of any special educational needs is vital.

We have experienced staff who work hard to identify children with additional needs and we plan specific interventions along with the SENCo to help meet those needs. We believe that parents know their children best and have an 'open door' policy where parents are welcome to express concerns and offer help and advice in meeting their child's specific needs. If you think your child may have special educational needs, please make an appointment to see their class teacher and/or the SENCo for a discussion about your concerns.

3. Who can you speak to at our school if you think your child may have special educational needs?

- Your child's class teacher
- Mrs Duffy (SENCo)
- Miss Hartley (Headteacher)

4. How do we know what progress your child is making and how will we keep you informed?

Mrs Sheila Lynch is the named governor for Special Educational Needs. The governor meets with the SENCo each term to discuss the effectiveness of SEN provision. Parents are informed about their child's progress twice a year, on parent's evenings. Also, there are additional meetings to set targets for Individual Action Plans and review progress. Parents may contact their child's class teacher and/or the SENCo anytime they wish to discuss the progress of their child.

The monitoring criteria include:

- Analysis of pupil tracking data and test results for individual pupils and cohorts
- Value added data for pupils on the SEN register
- Assessment of intervention strategies
- Ascertaining parents/carers views on how effective they believe provision to have been
- Evidence from Ofsted inspection reports
- School development plan

5. How will our school support your child and how will the teaching be adapted to meet their needs?

The class teacher writes Individual Action Plans (IAPs) on a termly basis with the support of parents and input from the child and Teaching Assistants. Targets are clearly indicated on the IAP and also identifies any intervention strategies that are needed to support children in making the best progress they can. These are evaluated by measuring the progress the child has made against the targets at the end of each term and parents are invited termly to discuss their child's progress (but are welcome to discuss progress or concerns at any time.)

Teaching assistants (TA's) often assist the class teacher in meeting all the children's needs but we always strive to help children work independently or with other children rather than become dependent on adult support. Parents and carers are always involved in these decisions.

We also have specially trained TAs who offer support for children including Nurture and Pastoral Support and Speech and Language Groups.

6. How are decisions made about the type and how much support my child will receive?

Assessments and screening may be done by the class teacher, a trained TA or SENCo to pin point the nature of the difficulty a child is experiencing. In some cases outside agencies with specialist experience will be asked to complete assessments.

The school use many different outside agencies that can offer advice on the provision of intervention strategies and further assessment if necessary. The class teacher will raise concerns with both the parents and the school's Special Educational Needs Coordinator (SENCo) at the earliest opportunity to alert them to concerns and enlist their active help and participation. We also encourage parents to raise any concerns they may have with the class teacher or SENCo.

7. How will our school help you to support your child's learning?

We actively encourage parents to be involved in their child's learning. Your child's class teacher and or the SENCo will be happy to advise you on how to support your child's learning.

As well as homework, daily reading with parents or an older sibling can help. There are a variety of parents groups advertised every year e.g. phonics workshop.

8. What specialist services and expertise are available or accessible through our school?

We work closely with the following agencies as and when there is a need;

- Advisory teachers from Inclusion Support Service: Visual Impairment, Hearing, Impairment, Curriculum Access, Physical Needs, Social, Emotional and Behavioural Needs.
- Common Assessment Framework professionals (CAF)
- Educational Psychology
- Education Welfare Officer
- Occupational Therapy
- Counsellors
- Speech and Language Therapy Service
- Social Services Multi Agency Working
- School Nurse

9. How are the staff in school supported to work with children with special educational needs and what training do they have?

The SENCo has completed the National Accreditation for SEN.

Staff regularly undergo training in a number of supportive strategies and approaches. Our training is sourced from a range of Local Authority and independent trainers, as well as in- house training. We aim to ensure that we continue to develop expertise according to the needs of the children in our school.

We also have specially trained TAs who offer support for children including a Nurture and Pastoral Support and Speech and Language Groups.

10. How will our school ensure that your child is included in activities outside the classroom, including physical activities and school trips?

St Anne's is an inclusive school. All possible steps will be taken to ensure your child can take part in clubs and educational school trips.

Risk assessments are carried out and procedures put in place to ensure your child can participate.

Here is a list of the clubs St Anne's offers throughout the year:

- Breakfast Club
- After School Club
- Extended Nursery Care
- Gymnastics Club
- Choir
- Running Club

- Football Club
- Crochet Club
- Recorder Club
- Knitting Club
- Drawing Club (KS1)
- Gardening Club (Reception Class)
- Karate Club
- Dance Club
- Cheerleading Club
- Multi-skills Club
- Cookery Club
- And many more!

11. How will our school support your child's overall wellbeing?

St Anne's has a Managing Medicines School policy. There is a clear procedure in place if children need medicine during the school day.

If your child has a medical need then a Health Care Plan is prepared in consultation with you and the appropriate medical practitioners. Most of our staff are First Aid Trained including Paediatric First Aid trained.

Parents must phone school if their child is going to be absent.

Your child's emotional well-being is very important to us. Please contact the headteacher if you have any concerns about your child's emotional well-being.

12. How accessible is our school both indoors and outdoors for children with special educational needs?

St Anne's is a split-site school. The original school building (Key Stage 2 and office) was built in 1872 and is on two levels, including the playground, and therefore is not fully wheelchair accessible. There is wheelchair access to the upper part of this building. The Foundation Stage and the Key Stage 1 buildings are both wheelchair accessible. There is limited car parking available. A wide range of information can be found on the school website and on the parent noticeboard outside the front entrance. A weekly newsletter is sent out to parents as well as being posted on the website. Furniture is modern and of a suitable height appropriate to the age group of children being taught in the classroom.

The school has a range of ICT programmes and other specific programmes relevant for pupils with special educational needs and disabilities. We have a set of laptops per two classrooms in both Key Stage 1 and 2 and interactive whiteboards are installed in each classroom. There are a wealth of computers in the Foundation Stage including laptops and iPads. Support staff are trained in delivering Talk Boost programmes and other related speech and language programmes.

The needs of children with SEN are assessed on an individual need basis and we endeavour to provide the best we can for them.

13. How will our school prepare and support your child when joining our school and when transferring to a new school? (Regulation 12)

Each year pupils visit their forthcoming secondary school for taster sessions and also secondary teachers visit our school to help ease the transition from Year 6 to Year 7. When relevant, support staff will accompany children on visits.

'Moving on' work is undertaken in class and the whole Y6 cohort has the opportunity to take part in a residential trip.

Where necessary the SENCO liaises with secondary school staff to secure extra transition sessions for more vulnerable pupils and holds meetings with secondary SENCO colleagues.

When joining our school in Reception Class, the Reception Class teacher will visit your child either at home or at their Nursery setting.

When joining our school at any other time we would encourage an initial visit and provide support where needed for learning our routines and making friends.

14. Who can you contact for further information? (Regulations 9 and 13)

At St Anne's:

- Miss Charlotte Hartley (Headteacher)
- Mrs Karen Duffy (SENCo)

Lancashire's Local Offer sets out a range of support and services available to you and your child at <http://new.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

The SEND Guide for Parents is available at <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>