



St Anne's CE Primary School

Special Educational Needs and Disability

SEND Information Report

Reviewed by Mrs Karen Duffy (SENCo)

September 2020

Reviewed Annually

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.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs

A pupil has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

In most cases, pupils are only identified as having a special educational need if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention.

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 need is vital.

We have experienced staff who work hard to identify children with additional needs and we plan specific interventions along with the Special Educational Needs Coordinator (SENCo) and other specialists 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.

The SENCo may carry out diagnostic tests where appropriate and further assessment or advice may be sought from a range of professionals.

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)

We can be contacted on 01706 214081, we will return your call as soon as possible.
Alternatively, you can ask to speak to us when you drop off/pick up your child.

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

Mrs Kath Slaughter is the named governor for Special Educational Needs. The governor meets with the SENCo 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 assessment results for individual pupils and cohorts
- Value added data for pupils on the SEN register
- Assessment of intervention strategies
- Ascertaining parents and carers views on how effective they believe provision to have been
- Evidence from Ofsted inspection reports
- School development plan

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

The class teacher plans carefully for the next steps of learning for each child. Where a child, because of an SEN, is working significantly below age-related expectations the class teacher will use PIVATS (Performance Indicators for Valued Assessment and Targeted Learning) to plan the next steps of learning and to set achievable targets.

If there is a need for a request for Statutory Assessment the 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.) We will seek the advice of an Educational Psychologist to advise on specific intervention and support strategies.

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.

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.

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, Access arrangements, 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

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.

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 some of the clubs St Anne's may offer throughout the year;

- Breakfast Club
- After School Club
- Extended Nursery Care
- Gymnastics Club
- Running Club
- Football Club
- Recorder Club
- Craft Club (KS1)
- Gardening Club
- Dance Club
- Multi-skills Club
- Choir

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 and some are 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, SENCo or Class Teacher if you have any concerns about your child's emotional well-being.

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. Furniture is modern and of a suitable height appropriate to the age group of children being taught in the classroom. If needed, an environmental audit will be undertaken to ensure we can make all reasonable adjustments.

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.

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 is a wealth of computers in the Foundation Stage including laptops and iPads. Most support staff are trained and experienced in delivering 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.

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. If your child attends St Anne's Nursery they will already be familiar with the environment, staff and routines.

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)
Telephone 01706 214081

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>