

## WHAT DOES 'SEND' MEAN?

- It is an acronym meaning **'Special Educational needs and Disability'**

*"St. Anne's is much respected in the local community because the school responds well to the needs of it's pupils. Pupils are polite and friendly, and they behave well." OFSTED 2014*

# St Anne's SEND Information Report

Respect, Responsibility, Friendship, Excellence

## 1. Which children are considered to have SEN and D?

At St Anne's Primary School we know which children need extra help because staff meet regularly with each other and with the head teacher to discuss any concerns they have about the learning or well-being of individual children. The progress of all children is carefully monitored in order for us to highlight children who are not making expected progress. We are then able to plan appropriate support. Children are considered to have SEND if they have a learning difficulty or a disability that means they need extra provision to that which is normally offered by the class teacher.



Sometimes, we may feel that a pupil is not making the progress we would expect or you may feel that your child is finding their learning difficult. The next section explains what to do if you feel your child may need some extra support:

## 2. Who should I speak to if I think my child may have Special Educational Needs?



### The Class Teacher— Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional intervention your child may need (this could be things like targeted work and/or additional support) and letting the SENCo know as necessary.
- Ensuring that all staff working with your child in school

are helped to deliver the planned intervention/

programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

- Ensuring that the school's SEND policy is followed in their classroom for all the pupils they teach with any educational needs and in

order to identify children who may have SEN.

- Working in partnership with the child's parents.
- Consulting with the SENCo when support is needed to provide for a child who may have SEN.

*'Disabled pupils and those with special educational needs make good progress. The work they do in class and the support they receive are well matched to their needs.'*

**OFSTED 2014**

### The SENCo- Mrs Bye

#### Responsible for:

- Co-ordinating all the support and progress for all our children with special educational needs and developing the school's SEND policy to make sure all our children get the support they need in school.
- Ensuring that you are involved in supporting

your child's learning and kept informed about the support your child is getting.

-Supporting the class teacher in reviewing how your child is doing.

-Liaising with other people who may be coming into school to help support your child's learning. e.g. Speech and Language Therapy, Educational Psychology.

- Updating the school's SEND register ( a system for ensuring all the SEND needs of

pupils in our school are known) and making sure that there are excellent records of your child's progress and needs.

- Providing specialist support or professional development for teachers and support staff in school so they can help children with SEND in our school.

### The Headteacher- Mr Quinn

#### Responsible for:

- The day to day management of all aspects of the school, including the support for our children with SEND.
- Responsible for ensuring

that your child's needs are met.

- Making sure that the Governing body is kept up to date about any issues in the school relating to SEND.



## The Inclusion Governor - Mrs Bishop

### Responsible for:

Meeting regularly with the SENCo and reporting to the Governors to keep everyone informed.

- Making sure the children with SEND are fully involved in all school activities.

- Ensuring the provision for

children with SEND promotes high standards and is accessible.

–Ensuring the SEND provision is monitored regularly.

- Ensuring the school adheres to the Code of Practice 0-25 years 2014.



### 3. What support is currently available at St Anne's?

If it is considered that your child needs additional support to that available through normal high quality teaching, the following support will be offered:

#### Specific group work with a smaller group of children:

- Intervention groups: These can be run for academic or pastoral needs, run in the classroom or outside, run by a teacher, or a teaching assistant. For your child this would mean:

He/ She will engage in group sessions with specific targets to help him/her to make more progress. A teaching assistant or teacher will run these small group sessions using the teacher's planning.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning or who

lacks confidence in a particular subject or has low self-esteem. This is usually an intervention that is short term while your child catches up with their peers.

***'Pupils who need additional help beyond the classroom benefit from specific programmes of work, both individually and in small groups.'***  
**OFSTED 2014**

#### SEN Code of Practice stages of support:

- SEN Support : This means they have been identified by the class teacher as needing some extra support in school above the support that can be offered in a short catch up. For your child this would mean:  
He/ She will engage in group sessions with specific targets to help him/her to make more progress.  
A teacher or teaching assistant

will run these small group sessions using the teacher's plan. This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

At this point, the class teacher and yourself, in consultation with the SENCo may feel that an Individual Education plan should be written up to address your child's specific needs (please see the school's SEN policy for further details).



#### Outside specialist support:

As part of SEN support, sometimes it may be helpful to ask specialist agencies to help in assessing your child's needs and offering advice on the best next steps. You will be consulted before this happens and informed of the process.

These agencies include:

- Educational psychology service
- Inclusion support service
- Speech and Language
- CAMHS

- Behaviour support
- School nurse

This type of support is available for children with specific barriers to learning that cannot be overcome through quality first teaching and intervention groups.

You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.

From the suggestions, the teacher and the SENCO will

consult with you to decide the best way to put into place these suggestions from outside agencies. The group may then be run by school staff under the guidance of the outside professional e.g. a social skills group.

The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.



## Statement or Education Health Care Plan:

This type of support is available for children with specific barriers to learning that are severe, complex and lifelong and cannot be overcome through Quality First Teaching or intervention groups without a considerable amount of support.

This means your child will have been identified by the class teacher, SENCO and outside agencies as needing a particularly high level of individual or small group teaching

which cannot be provided from the budget available to the school.

Usually your child will have already received support from a professional outside the school. This may be from:

A) Local Authority central services such as the Inclusion Support Service, Behaviour Support Service or Sensory Support Service (for students with a hearing or visual need).

B) Outside agencies such as the Educational Psychology Service, Speech and Language therapy Service, CAMHS.

For your child this would mean:

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.



After the reports have all been sent in :

the Local Authority will decide if your child's needs are severe, complex and lifelong and that support is required in school to make good progress. If this is the case they will write an EHC Plan (formerly known as a 'statement'). If this is not the case, they will ask the school to continue with the support

at SEN Support level.

The EHC Plan will outline the amount of funding your child will receive to help them with their learning, how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.

Sometimes, the funding will be used to employ an additional adult to help with your child's learning but this is not always necessary.

## 4. What specialist services and expertise are available at or accessed by the school and how do you all work together?

At times it may be necessary to consult with outside agencies to receive their more specialized expertise. The agencies used by the school include:

Educational Psychology

Behaviour Support

Inclusion support

Speech and Language Therapy

Physical and Sensory Support Service (Hearing Impaired Service and Visually Impaired Service)

Occupational Therapy

Child and Adolescent Mental Health



(CAMHS)

Social Services

We also have a Family Link Adviser to support families.

The expert advice from these agencies is used to inform the planning for the needs of the child, by the Class teacher and the SENCo.

The school will work with these teams to plan and budget for the support needed to meet the needs of the children in the school that year.

## 5. How is the decision made about what type and how much support my child/young person will receive?

Teachers use formative and summative assessment to assess children's learning.

Decisions about support are made when a child is demonstrating that they are performing below age expected levels.

Pupil Progress meetings take place with the class teacher and the head teacher where individual pupils are discussed and support

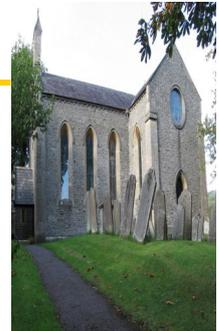
strategies are put in place.

If further support is needed, you, as parent / carer will also be involved through initial discussions and regular updates including parents' evenings. Your child will also be consulted on what they feel will help them to progress.

Decisions will be made following discussions with the SENCo, parents, child, class teacher, Teaching

Assistants and appropriate outside agencies.

Meetings to discuss pupils and review IEPs will be held at least 3 times a year. There will be a graduated approach to the support for your child.



## 6. If my child has SEN, how will the curriculum be matched to my child's needs?

All lessons are differentiated to meet the range of abilities in a class. This includes providing individualised learning opportunities for children with particular needs.

This can include:

Supporting your child on a one to one or small group basis with additional adults.

Providing children with physical

resources suitable for their needs including the use of computing resources in order to make all areas of the curriculum accessible to all children.

Providing structured interventions to further support a child's needs. These are planned, monitored and evaluated by the class teachers and may then be delivered by other adults.

Advice from SEN agencies will be sought in order to ensure the delivery of the curriculum meets the needs of every child.

The presentation of information will be adapted as required, such as using visual aids



**WHICH INTERVENTION GROUPS ARE CURRENTLY AVAILABLE AT ST ANNE'S?**

**Wave 2 Targeted Group work:**

- Letters and Sounds intervention (phonic based intervention)
- SEAL
- Extra Reading
- Fresh Start
- Support strategies from EMAS
- Smart Moves
- Pastoral support
- Fine motor skills/ handwriting
- Socially speaking/Time to Talk
- Social stories

**Wave 3 SEN support where wave 2 is not having as significant an impact:**

- Nessy Phonics
- Speech and Language programme
- Rapid Reading
- 'Power of 2' Maths support
- One to one reading support daily
- Smart Moves
- Moves

## 7. How are the school's resources allocated and matched to my child's special educational needs?

The school receives a Special Educational needs and disabilities (SEND) budget from the local authority. The needs of all of the children in the school with special educational needs and disabilities are considered when spending this budget. Some children who have SEND also get Pupil Premium funding. The head teacher and SENCo review the spending every year to ensure it is used in the best way to support children with SEND.

Needs in each year group are mapped out and the funding is matched to these. In a case where a child has complex needs we will make a case to the local authority requesting additional funding for this child, for example for a full time individual needs assistant.

## 8. How will I know how my child is doing?

Parents and carers are invited twice a year to a parent's evening to discuss their child's progress with the class teacher and an end of year report is written for every child.

Additional meetings with class teachers or the SENCo can also be arranged.

Every child has a home/school diary through which parent/carers can exchange information. Where appropriate, a

teacher may also suggest having a communication book.

Parents of children with an IEP will have the chance to comment on and contribute to their child's IEP. These will be discussed at parent's evenings and a copy of the agreed IEP will be given to parents/carers. The views of the child will also be sought. Parents of children with a statement/EHCP will also be

invited to an Annual Review meeting and will be given the opportunity to provide information on how you feel your child is getting on.

We have an open door policy and welcome parents to make any further appointments to speak to the SENCo or class teacher about their child's needs and to help you know how to support your child at home.

## 9. How will you help me to support my child's learning?

We hold annual meetings and workshops in Reception which provide you with ways of supporting your Reception child at home. There are also year group meetings for all parents, at the beginning of the year so that you can meet their new teacher and learn about the expectations for the coming year and ways you can support learning.

Each term there is a topic letter outlining what your

child will be learning.

At Parent's evenings, teachers will discuss ways that your child can be supported by you, at home.



## 10. What support will there be for my child's overall well-being?

At St Anne's we feel that supporting your child's well-being is our most important job and it is implicit in all our teaching. We endeavour to make every child and family feel welcome. We believe the development and support of the whole child is vital to successful learning and progress.

We provide a clear, structured behaviour policy and anti-bullying policy, which are followed by the whole school. We have clear safeguarding procedures and policies and all staff have regular training. We identify children who are

having problems with friendships and offer friendship groups or support from our Pupil Councillor to help. We provide extra support for those children who need it at playtimes and lunchtimes, to help them to join in with play.

We encourage the children to be as independent as possible within their limits. We have a Pupil Counsellor who is available to talk to any child and a Family Link advisor, who works to support whole families. Children with medical needs have an individual care plan, which is written together

with parents/carers, outside agencies and school staff. An education welfare officer (EWO) works at our school to encourage good attendance and punctuality.

In class, children have weekly PSHE lessons which often include circle times, where they can discuss feelings and emotions and have a chance to learn social skills and ways to cope with their emotions.



*St Anne's SEND policy follows the legislation presented in the SEND Code of Practice 0-25 years, 2014.*

## 11. What training has the staff supporting children and young people with SEND had or are they having?

The Headteacher is the Continuing Professional Development co-ordinator and ensures all staff have the skills they require for supporting pupils with their learning.

Skills audits are carried out and training is provided for individual members of staff or the whole staff when appropriate. Staff are kept informed of any updates in good practice.

The SENCo is undertaking the National Award for SENCos.

Medical training is undertaken to support pupils with medical care plans.

Where the school feels they do not have the knowledge to answer a question or deal with a particular issue, advice will be sought from outside agencies

who will be specialised in specific fields of SEND.



## 12. How will my child be included in activities outside the classroom including school trips?

At St Anne's we believe in involvement of all children and we work hard to ensure any child with SEN & D can access the activities provided. This would be in line with their needs and Education Health Care Plans or IEPs already in place.

Where an outdoor or out of school activity is planned a risk assessment would be carried out and any special requirements are

taken into consideration and planned for.

Where there is a physical disability or specific dietary or medical requirements these will be discussed in full with you and relevant provision will be put in place. If this is in the form of a residential trip a plan for the week's activities will be discussed in order to ensure that your child can participate where appropriate.

Where necessary an additional adult will be assigned to your child to support them with their specific needs.

At St Anne's we endeavour to provide equal opportunities for all children whatever their need and will provide an inclusive teaching environment for all, whether this be for children with SEN or D. For children who are in care, the school will ensure the curriculum also meets the needs of these children.

How accessible is the school environment?

*St Anne's is a single storey building and is fully accessible to all.*

*We have a disabled toilet which also has a shower and changing facility. Our site manager is very quick to make changes to the site for children with a specific need when necessary.*

### 13. How will the school prepare and support my child to join the school or transfer to a new setting?

When a child with Special Educational Needs is joining our Reception class we will talk to staff from your child's early years setting and visit your child there. We will also meet with you and when necessary, agencies already involved, to find out how we can best support and meet the needs of your child.

Reception staff also make home visits to children joining at the beginning of the year and provide each child with a booklet that has photographs of key staff and places. For a child with Special Educational Needs is joining St Anne's .from another school,

the class teacher will visit them in their previous school when possible. We will also request all records be passed on from the previous school. Again, we will meet with you to discuss how we can best meet the needs of your child. At St Anne's we have good links with the local secondary schools and ensure supported transition for children leaving us at the end of Year 6.

In Year 6, teachers prepare children for the transition to secondary school and secondary staff visit the school to talk about all children's needs. Some children benefit from extra support over this transi-

tion to secondary school. These children will be supported by a mentor or individual needs assistant. This will include additional visits to the secondary school if the child would like this to happen. If your child has a statement of educational need/ EHCP the SENCo from the secondary school will be invited to the Annual Review meeting to begin the transition process. The parent's choice of secondary school for the child will be named on the EHCP at this point.

### 14. How can I be involved in the school?

At St Anne's we want to work in partnership with parents and we welcome your involvement. We encourage you to attend the information meetings as well as the parent evening meetings.

Your child's teacher is your first point of contact and information can be passed to her or questions can be asked at the beginning or end of each day.

We have an active PTA and they always welcome new members. We also welcome parents to come and offer their help in school. There are also opportunities to become a parent governor.

### 15. Who can I contact for further information?

Your main point of contact would always be the class teacher and then following this you may need to

Speak to the SENCo- Inclusion Lead – Mrs. Karen Bye. <http://stannesprimaryschool.org.uk/staff/mrs-karen-bye/>

You can also contact the Family Link Advisor through the

[school office.](#)

Our school website may also provide you with the information you require.



