



St Anne's C of E Primary School

SEND Information Report

'Let all that you do be done in love' - 1 Corinthians 16:14

Introduction

Welcome to our Special Educational Needs and Disability report, which outlines what we offer at our school. We would welcome any feedback for this document, as we are always striving to improve and make access to the support we offer, as easy as possible. If you would like to give feedback, please contact Samantha Tavender (SENCo) at STavender@stannes.cambs.sch.uk

You can access the LA's local offer using, <http://www.cambridgeshire.gov.uk/send>

The school's SEND Policy can be found on the website. The school annually undertakes an Accessibility Audit, which underpins the Accessibility Policy and Action Plan. This can be found on the school's website.

CONTACTS

SENCo – Samantha Tavender – stavender@stannes.cambs.sch.uk

Pastoral Support Worker – Jayne Berry – jberry@stannes.cambs.sch.uk

Head Teacher – Mark Farrell – head@stannes.cambs.sch.uk

AIMS

St Anne's C of E Primary School is committed to providing high quality care and education to all of the children who learn and play at our school. We believe that all children, including those identified as having special educational needs or a disability (SEND) are entitled to a broad and balanced academic and social curriculum, which is accessible to them. They must have every opportunity to be fully included in all aspects of school life.

Our school's aims and values place inclusion, equality and high aspirations at the centre of all that we do. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish, feel safe and benefit from High Quality Teaching. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways that take account of their varied life experiences and needs.

At St Anne's we are committed to providing support for pupils with Special Educational Needs and Disabilities (SEND) to ensure they can access a high-quality education alongside their peers. This support typically includes adapted teaching methods, enabling pupils to engage with the curriculum in ways that suit their unique learning styles. St Anne's also offers access to tailored interventions such as small group work, one-to-one support, or specialized programs to address specific needs, such as speech and language difficulties or literacy and numeracy challenges. They provide resources like visual aids, assistive technology, and sensory equipment to create an inclusive learning environment. In addition, we often work closely with external specialists, such as educational psychologists, speech and language therapists, and occupational therapists, to deliver targeted support. Assess, Plan, Do, Review Plans (APDR) or Education, Health, and Care Plans (EHCPs) are developed in partnership with parents, ensuring a holistic approach to meeting the needs of each child. Furthermore, staff receive ongoing training to build their understanding of SEND and implement effective strategies, fostering an environment where all students can thrive.

Definition of Special Educational Needs -

'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.' Code of Practice 2014

St Anne's School provides support for a wide range of Special Educational Needs and Disabilities (SEND), ensuring that all children have access to education that meets their individual requirements. The main types of SEND commonly addressed in school include:

- 1. Cognition and Learning Needs:**
 - Specific Learning Difficulties (e.g., Dyslexia, Dyscalculia, Dyspraxia)
 - Moderate Learning Difficulties
 - Needs related to information processing, memory, and reasoning skills
- 2. Communication and Interaction Needs:**
 - Speech, Language, and Communication Needs (SLCN)
 - Autism Spectrum Disorder (ASD), including difficulties with social interaction and communication
- 3. Social, Emotional, and Mental Health (SEMH) Needs:**
 - Anxiety, depression, or other mental health difficulties
 - Behavioural challenges stemming from emotional difficulties or trauma
 - Attention Deficit Hyperactivity Disorder (ADHD)
- 4. Sensory and/or Physical Needs:**
 - Visual Impairments (VI)
 - Hearing Impairments (HI)
 - Multi-Sensory Impairments (MSI)

- Physical disabilities that impact mobility, coordination, or access to learning

How does the school know if children need extra support:

At St Anne's C of E Primary School we:

- Recognise that early intervention is vital.
- Inform the parents at the earliest opportunity to alert them of concerns, and enlist their active help and participation.
- Track all children through of process of internal tracking and by using external systems (ASP, HFL, Fisher Family Trust, Arbor) to assess our data.
- Assess children through the baseline testing upon entry to our school in Reception.
- Continue to make assessments throughout the year on children's progress.
- Meet termly with the SLT, class teacher and SENCo to review progress (pupil progress meetings)

The SENCo in collaboration with class teachers, TA's and SLT will secure, support for children with SEND with outside agencies by attending planning meetings, arranging consultations with professionals such as the Mental Health and Welfare Team, YoUnited, for example. The school will have regular contact with caseworkers, Family Workers and Social Care.

If we perceive that a child has significant, greater difficulties in learning than the majority of their peers, we may:

- Put extra assistance in place in class to ensure the barriers to learning are reduced, and Quality First Teaching is accessed.
- Offer small group intervention additional to and different from class teaching which may target the barriers the child is experiencing.
- Offer SEND support to a child involving 1:1 work and/or assistance from external agencies.

If you think your child has Special Educational Needs:

- Talk to your child's teacher -

We would always recommend that you make initial contact with your child's class teacher in the first instance. This is the person within the school who knows your child the best as they work with them on a day-to-day basis.

- You can meet with the SENCo

Following a discussion with your child's teacher, it may be agreed that a further meeting with the school SENCo would be beneficial. This appointment is best made through your child's class teacher, however you can contact the SENCo directly.

- Make an appointment to see the Head or Assistant Head Teacher.

On very rare occasions the school SENCo may wish to also include a member of the SLT in a discussion regarding your child's needs. They can support with planning for wider support within the school.

- Method of communication –

Class Dojo or Arbor are the two main methods of electronically communicating with your child's class teacher in the first instance. However, you can also email the school SENCo or contact the school office to arrange a telephone conversation or face to face meeting.

How will school staff support my child?

The roles of the staff at St Anne's who are involved with children with SEND are:

- Head Teacher: Mr Mark Farrell
- Assistant Head Teacher : Miss Caroline Sibson
- SENCo: Miss Samantha Tavender
- * Pastoral Support Family Worker: Jayne Berry
- SEND Governor: Madeline Underwood
- Class Teachers
- Learning Support Mentors (who work with specific children)
- Teaching Assistants

Our school will support its children by one or more of the following:

- Delivering High Quality First Teaching in every classroom, where the teacher and teaching assistant work as a team to deliver learning opportunities.
- If barriers in learning are perceived, planned extra assistance is placed in the classroom to support staff and the child.
- Giving support additional to and different from class teaching, delivered in small groups by trained teachers or teaching assistants.
- Setting up a tailored plan with specific targets (Assess, Plan, Do, Review)
- Track children through the use of provision maps/ Pupil Progress Meetings/ Intervention Reviews
- Referring a child, with parent's permission, to external agencies for specific support and targets.
- Apply for funding to provide for dedicated support staff to support an individual specific needs.

Ordinary Available Provision

Alongside High Quality First Teaching the school support all students, not just those with SEND through Ordinary Available Provision (OAP), the school has outlined this provision as:

Graphic facilitation	Task Trays	Coloured Paper/Pen
Sensory aids	Verbal Rehearsal	
Sensory breaks	Pre/Post Teach	
Task Planners	Working Walls	
Word Banks	Sentence Stems/Closed Procedures	
Visual Timetable	Visuals	
IT support	Now and Then	
Manipulatives/Concrete materials		
Writing Frames		
Colourful Semantics	T/TA targeted Support	
Seating Position	Peer Support	
Reduced language	Trusted Adult	
Overlearning	Coloured Overlay	

Evaluating the effectiveness of provision

St Anne's evaluates the effectiveness of the provision through:

- Keeping specific records of children receiving additional to or different from Quality First Teaching.
- Accurate information and evidence of the SEND support through monitoring.
- SEND information is shared with governors termly.
- SEND information is shared with OFSTED when a visit takes place.
- Termly or half termly meetings with parents for specific children to discuss targets.

How will I know how my child is being supported and achieving?

Our school believes in an open-door policy and encourages:

- Parents to communicate freely with the teachers when they feel the need, either informally or at an arranged meeting.
- Parents to meet with the SENCo, either informally or at an arranged meeting.
- Parents who have further concerns to arrange a meeting with a member of the Senior Leadership Team alongside the school SENCo.
- Parent's to attend two parent's evenings a year to discuss their child's progress and needs.
- A school report at the end of each school year which will detail progress and attainment.
- Attending team around the family (TAF) meetings for some children as and when arranged by Lead professionals.

- Home-school book for good news.
- Extra meetings to discuss examination support.
- Regular meetings for review Support or/and Behaviour Plans.
- Children with complex needs may have an Education and Health Care Plan (EHCP). This will identify how much extra support a child may need, and how it is in place.
- School will inform parents that children are receiving additional support or interventions and that these are tracked through internal processes and registers.

Listening to parents views -

We believe that the parent's view is the most important. You know your children better than anyone else. Therefore, we advocate parents and carers should:

- Attended meetings with staff.
- Attend twice yearly formal parent's evenings.
- Attended review meetings.
- Attend Team around a family (TAF) meetings.
- Communicate informally or formally with staff concerning issues.

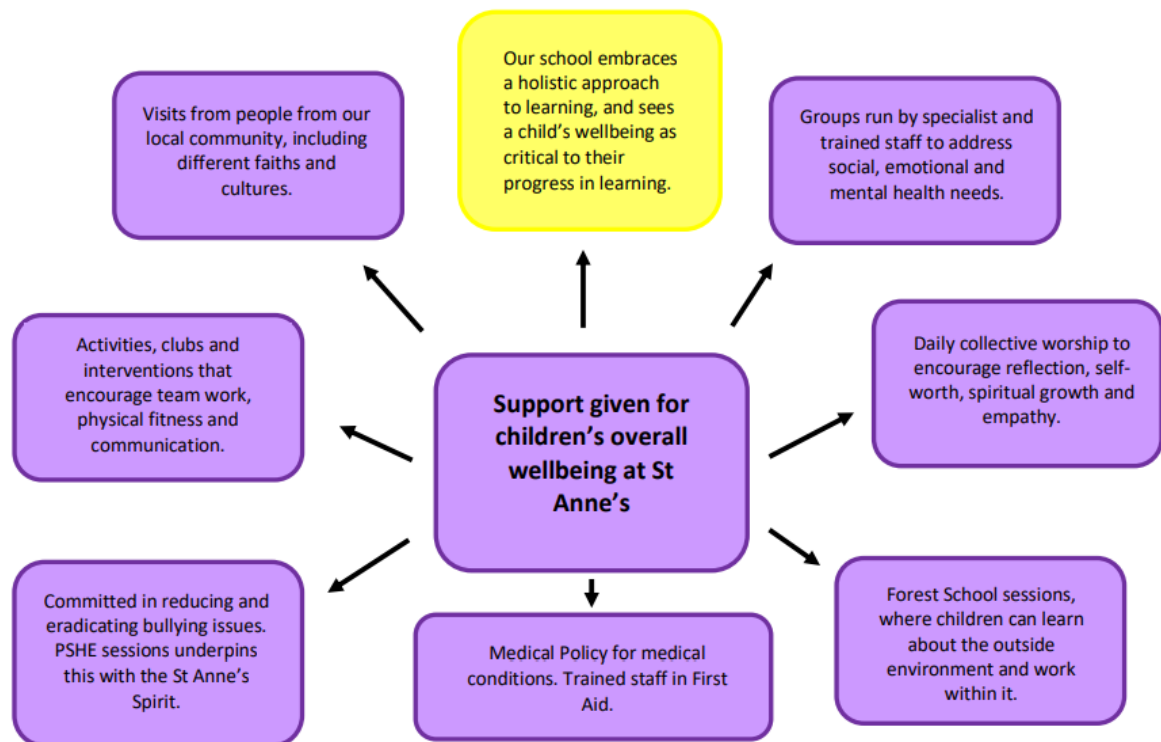
The information report has been developed with feedback from parents and carers.

How the learning and development provision is matched to your child's needs.

Each child is monitored individually, and learning and development provision is matched by:

- Offering challenges in lessons that provide adaptations of learning for each child, and opportunities for development of learning in each subject.
- The teacher and teaching assistant work alongside specific children to provide tailored learning opportunities and support for areas of need.
- Assessment and feedback which informs teaching to address specific learning opportunities.
- Where required, one page profiles/APDR's will be used to give opportunities to pupils to provide their views about their learning.

The following diagram shows the holistic approach to supporting all children but in particular, those with Special Educational Needs or disabilities.



To support children to improve their emotional and social development, St Anne's provides pastoral session through the provision of the school's Pastoral Family worker.

St Anne's uses School Council, suggestion boxes, class discussions, PSHE curriculum, Anti-Bullying Policy, School's Values and Ethos, one to one sessions, small group work, open door policy, trusted adult network, to listen and make arrangements that develop children SEMH needs.

Specialist services and expertise that are available at or accessed by the school.

For children that have needs that cannot be addressed through Quality First Teaching in the classroom, the school may offer, or access, expertise in specific areas. These may include:

- Educational Psychologists
- Speech and Language Therapist
- Visual Impairment Team
- Hearing Impairment Team
- County SEND Services
- Emotional and Wellbeing Services

- Health Visitors
- School Nurse
- Virtual School for Looked After Children
- Occupational Therapist
- Physiotherapists
- Children and Adolescent Mental Health Service (CAMHS)
 - Social Workers
 - Family Workers
 - Traveller Support
 - Young carers

What training the staff, supporting children and young people with SEND?

At St Anne's we offer staff a wide range of training and development opportunities to allow them to have the skills and knowledge to support all of our children. This list below is just some of the training that staff have undertaken within the school in the last few years. This list could be added to throughout the year as new training packages become available to staff. Some staff will have specific training focusing on the needs of a particular child they are working with.

- Trained staff to deliver ERT.
- Training in the use of Numicon for Maths.
- Teacher and Teaching Assistants trained in Elklan.
- Speech and Language training to support those who have targets from speech and language clinic.
- Training from Occupational Therapists.
- Training from Physiotherapists.
- Training regarding Working Memory.
- Dyslexia Awareness training.
- Trained First Aid and paediatric First Aid members of staff.
- Training in how to support pupils who are Visually Impaired.
- Training in how to support pupils who are Hearing Impaired.
- Training to support pupils with diabetes.
- Epi-pen training.
- Annual child protection training and safeguarding training in line with the schools safeguarding policies and procedures.
- Trained staff in Protective Behaviours

- Trained member of staff that is STEPs tutor able to deliver training and support 'in-house' to staff requiring further support with managing behaviour. All staff are aware of a Therapeutic Approach to Behaviour Management in line with the schools Behaviour Policy.

How St Anne's will enable children with SEND to engage in activities with their peers

School's play a critical role in fostering inclusive environments that enable children with Special Educational Needs and Disabilities (SEND) to engage meaningfully in activities alongside their peers without SEND.

This is done by:

- Inclusive Policies and Practices
- Inclusive Curriculum
- Adapted Activities and Resources
- Peer Support Systems
- Training and Support for Staff
- Sensory-Friendly Environments
- Positive Behaviour Support
- Parent-Teacher Collaboration
- Community Partnerships
- Workshops for Families

How St Anne's will help to support, your child's learning outside the classroom

Our school is fully inclusive, and no child is excluded from any activity, when a reasonable adjustment will mean that they can be included.

Therefore, we endeavour to provide:

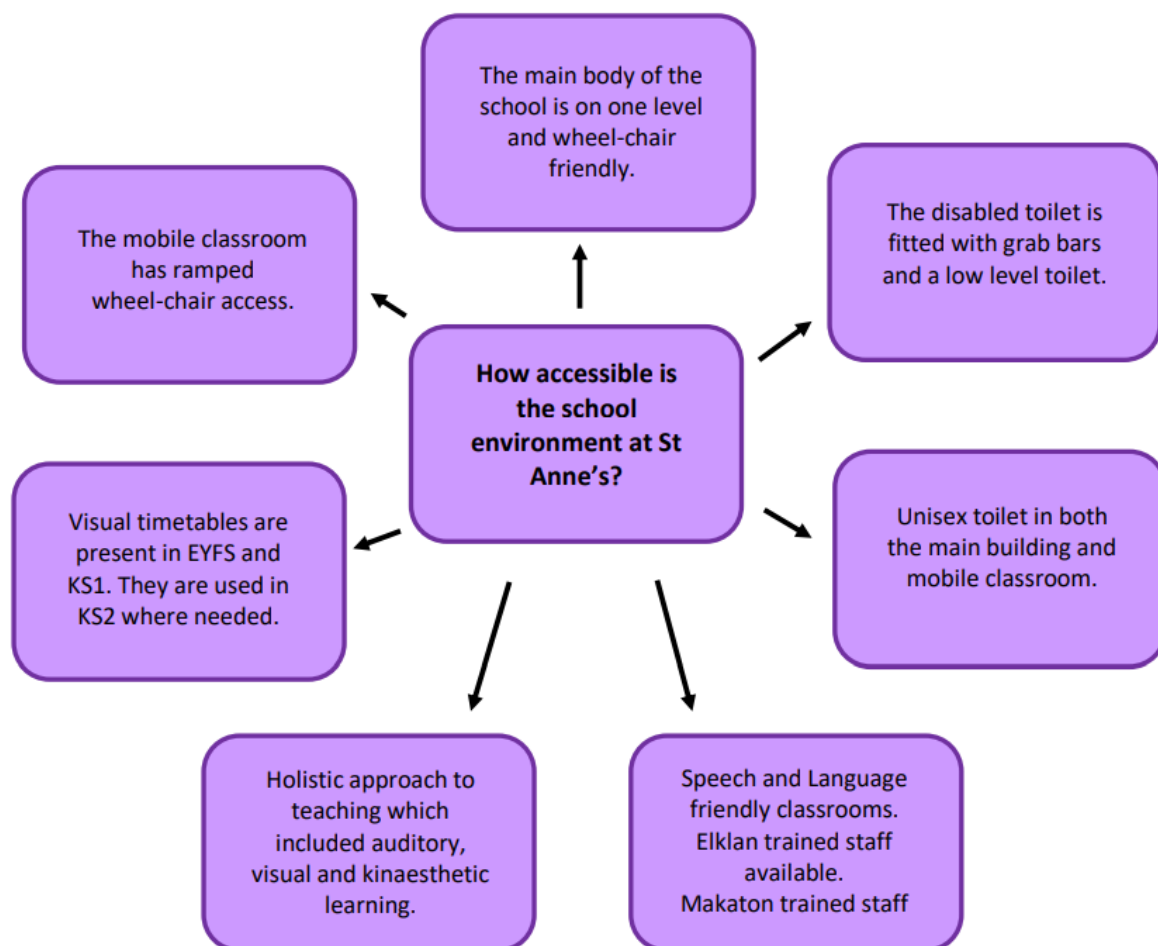
- Full risk assessments for specific children or needs that require it.
- Tailored planning of activities and school trips to consider needs such as movement, toileting and changing where necessary.
- Provision for moving and handling children who have physical and neurological impairments.
- Planning for children with medical requirements to be safely taken off school premises or in the surrounding grounds, with fully prepared packs and resources if required.
- One-to-one support for children who may need to be safely supervised or may need support to move around outside or in an unfamiliar environment.

How the school's resources are allocated to match the children's special educational needs.

The school is resourced with equipment and provides many resources in the classroom setting. If a child's resource needs are additional to those provided, the school will:

- Endeavour to make the specific resources needed available to that individual.

- Use the SEND budget, where possible, to provide a specific resource.
 - Where the main resource needed is adult support, the school will deploy some of their budget to fund support if they are able.
 - If the school wish to put specific SEND support in place for a child and are struggling to fund it, they may seek to apply for exceptional needs funding.



How will St Anne's support and prepare my child when they are joining the school or moving to a new class or school?

We recognise that transitions can be difficult for children particularly those with SEND and take steps to ensure that any transitions are as smooth as possible.

- Moving to the next year group – prior to a new academic year starting children will meet with their new teacher, visit the classroom and complete activities. Information will be passed on to the new teacher in transitions meetings. Some children may need further preparation to ensure a smooth transfer. This will be organised by the SLT in a way that is appropriate to the individual child. The SENCo will ensure staff are fully informed about any child's SEND.

- Moving to secondary school – class teachers will meet with staff from the schools for a transition meeting and where children have SEND additional meetings will take place. Visits are arranged to the schools in the summer term and transition activities are planned by the secondary school. For SEND children additional visits may be organised either in groups or on a 1:1 basis. If pupils with SEND have an Educational, Health and Care Plan (EHCP) secondary school staff will be invited to review meetings.
- Moving to a new school – We understand that families may move house and this means a child may be required to move schools during an academic year. If this occurs, St Anne's will make all reasonable endeavours to ensure that the new school is contacted and that key information is passed onto the new school and teachers who will be supporting the child.

Arrangements for Complaints

Should you feel that you need complain about the provision and support that your child receives, then please contact the class teacher in the first instance to discuss your concerns. Senior Leadership Team can be contacted via the school office office@stannes.cambs.sch.uk. The school Complaints Policy can be found on the school's website.

Who can I contact for further information?

- The Head Teacher or Assistant Head Teachers.
- Class Teachers
- SENCo
- Pastoral Support Worker
- School Website
- Ofsted website
- Cambridgeshire County Council, you can access the LEA Local Offer at:

<https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/advice.page?id=bPe2xezmLJc>

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