



St. Anne's Catholic Primary School

SEN Information Report

Our School Mission Statement:

**Each one of us is special
Each one of us is unique
Because we are created by God's love.
May God's love shine on our lives
As we care and share and learn together.**



St Anne's Catholic Primary School SEN Information Report (SEN Offer)

At St Anne's we support children with a wide range of additional needs. These include:

- Autism
- Asperger's
- Dyslexia
- Dyscalculia
- Dyspraxia
- Visual Stress
- Hearing Impairment
- Visual Impairment
- ADHD
- Moderate Learning Difficulties
- Speech, Communication and Language Difficulties
- Social, emotional and mental health difficulties
- A range of medical needs

At St Anne's we are committed to the early identification and assessment of pupils with special educational needs to facilitate learning for all.

At St Anne's there are three levels of intervention. These are: Wave 1 (universal); Wave 2 (Targeted); and Wave 3 (Specialised).

Wave 1 - Universal

Teachers plan to meet the needs of all pupils through effective assessment and knowing the strengths and barriers to learning of their pupils. All staff have high expectations of all pupils and are committed to offering a broad and balanced curriculum. Adjustments are made through scaffolding and research led high quality teaching so that all children can access learning. This includes pupils with a disability, children with specific special educational needs and more able pupils. The curriculum is designed to be accessible to all children who attend St Anne's. All teachers are able to make creative adaptations to classroom practice enabling children with special needs to learn inclusively and meaningfully, alongside their peers. All children have access to a high standard of Quality First Teaching during whole class teaching.

Some examples of Quality First Teaching Strategies include:

- Planning/teaching/adult support via:
 - Multi-sensory approaches
 - Scaffolding to reduce cognitive overload.
 - Visuals to support dual coding.
 - Clear questioning to check understanding
 - Clear planning for role of Teaching Assistant in lessons
 - Metacognition
 - Feedback
- Equipment/Resources such as:
 - Adapted pencils, pens and scissors
 - Overlays/coloured paper
 - Spelling aids, word banks
- Display including:
 - Visual timetables
 - Commonly needed information displayed
- Language used, such as:
 - Links made to previous learning/ Semantic Mapping
 - Technical vocabulary explained
 - Visual backup for instructions
 - Communication friendly strategies
- Seating, including:
 - Pupils with additional needs seated at the front and facing the board
 - Good posture with writing slopes and a seat wedge used where appropriate
- Pupil voice through:
 - Children being aware of their own targets
 - Children involved in self-assessment

Wave 2 - Targeted

Some children require more support than the Universal level of support in order to make appropriate progress. These include small group intervention for pupils not making expected progress and therefore requiring additional support. This type of intervention is over and above that provided through differentiated classroom teaching and should be specific work targeted at meeting their identified needs. This intervention is specific, time limited and evidence-based. Where appropriate, these pupils will have an Individual Provision Plan (IPP) detailing the required additional support. Support of this nature is given within the means that are available in terms of staffing and funding.

Examples of these types of intervention delivered by experience teaching assistants under the direction of class teachers using well planned and evidenced programmes, include:

- Pre-teaching
- NELI
- Read Write Inc groups (Year 3 upwards)/ Fresh Start (Y5 upwards)
- Booster maths groups
- Speech and language groups
- WELCOMM groups
- High frequency word groups
- Additional phonics groups
- Memory interventions
- Social groups
- Emotional literacy groups/ mentoring/ Meet and Greet
- Handwriting groups
- BEAM
- Tutoring before or after school
- Words Their Way Spellings

Wave Three - Specialist

For some children their needs are so individualised that they require the skills of a specialist teacher or group of professionals to be involved. The majority of these pupils' time is spent in the mainstream classroom but their 'additional and different' provision is highly personalised and closely monitored. The class teachers are clear how to encourage independence and boost these pupils' self-esteem. This provision may come from within the school or from outside the school. These pupils will have an Individual Provision Plan (IPP) detailing the required additional support, which may be one to one or very small groups. Support of this nature is given within the means that are available in terms of staffing and funding.

Examples of these types of interventions are:

- Speech and language therapy
- Access to the Specialist Inclusion Support Services and the targeted programme they suggest:
 - Social, Emotional and Mental Health Team: Claire Kennedy
 - ASD Team: Jacinta Sing
 - SENTAA: Libby Whitsun
 - Speech, Language and Communication Need: Marcia Homer – as required
 - EYSAT – Early years support and assessment team – Julia Campbell

- Occupational Health team (NHS) – as required
- Specialist Assessment Service (assessment for Autism)
- Solar (mental health service)
- Educational Psychology
- Minds Eye Therapy
- Parent support groups e.g. Parent Carer Voice, SENDIASS, MHST
- Relax Kids

At St Anne's we pride ourselves in early identification and assessment of children who we believe have Special Educational Needs.

We know and identify children who require extra support when:-

- Concerns are raised by parents/carers, teachers or the child's previous school or setting, or from information from the Local Authority or outside support agency regarding a child's level of progress or inclusion.
- A pupil asks for help.
- Observations of the pupil indicate that they have additional needs in one or more of the four broad areas of need as described in the code of practice for SEND:-
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- Whole school tracking of outcomes indicate a concern about progress or general well-being.

Once a child has been identified as requiring more support the next steps are (see Appendix 1 – Graduated approach):

- Parents are contacted to arrange a meeting with class teacher to discuss concerns raised;
- The year group looks at available provision and, where appropriate, the child joins an intervention group with targeted outcomes in the hope to close the gap which has been created;
- The intervention is monitored and evaluated through the Graduated Approach ASSESS, PLAN, DO, REVIEW. over a period of time.
- If the intervention does not produce the outcomes required then a further meeting will be organised with the class teacher to evaluate and look at further strategies.
- It may be that over time the SENCO would be informed and advice about appropriate interventions would be discussed and put into place(see Appendix 2);

- The Graduated Approach would continue to be implemented via ASSESS, PLAN, DO, REVIEW.
- If progress is still limited then a referral may need to be made with the consent of the child's parents, to an outside agency as listed on page 3.
- Once the child has been assessed by somebody from an outside agency a report would be created and given to the SENCo who would ensure a meeting is held to discuss the findings and suggested strategies with class teacher and parents.
- The appropriate interventions then take place and the child is be monitored by SENCo and, where necessary, the outside agency again at a later date.

At St Anne's we ensure there is appropriate provision for pupils with special educational needs whether or not the pupil has an Educational Health Care Plan (EHCP).

- **Provision:** The provision for children with special educational needs is evaluated termly using the school's provision map. This is a document that is created by each year group showing the interventions that each child is receiving, the targets of the interventions and whether these targets have been met.
- **Reviewing:** All children on the SEND register will have an Individual Provision Plan (IPP) which will be reviewed and updated accordingly at least once a year with the SENCO and class teacher, and a further 2 times with the class teacher. For children with EHCPs, Support Plans or high need the SENCo will often meet parents more than once a year. During these meetings targets from previous IPPs and the attainments towards the identified outcomes will be reviewed and, where appropriate, new targets will be created. Once the new IPP has been written a copy will be sent home for parents to keep. Children's views are taken into account in terms of their thoughts around their learning and how they feel about school.
- **Teaching:** All children at St Anne's have access to high quality first teaching from their class teacher as can be seen on page 1 and 2.
- **Adaptations:** For some children with special educational needs the curriculum in their year group might not be appropriate. Where possible the curriculum will be differentiated so they can access it on their level, although at times it is necessary to work towards the key performance indicators of lower year groups. The learning environment is also adapted where appropriate with children withdrawn for small group or one to one work as well as additional resources used:
 - Sloping boards;
 - Visual overlays;
 - Visual timetables;

- Privacy boards;
- Exercise books with coloured paper;
- Wedges to sit on;
- A variety of different pens and pencils;
- Learning aids;

At St Anne's we have a high level of support available for improving the emotional, mental and social development of pupils with special educational needs, as well as those who do not have special educational needs.

- Children who find the social aspects of school a challenge are given the opportunity to take part in social groups with role models to support appropriate social behaviour.
- For our children who find lunchtimes challenging, we have inclusion support assistants available at lunchtimes to support them and make adjustments as necessary in order to support them to eat and socialise over lunch with their peers.
- Those children who need time to talk about their emotions have access to our pastoral case team
- Where appropriate a referral is made to the Social, Emotional and Mental Health team from Specialist Inclusion and Support Services –, who, with permission from parents, will observe and then give advice on how to support. This support could be from their class teacher /a member of the staff in their year group / a member of staff from the Pastoral/Inclusion Team
- For those children with more complex needs, a referral, with permission from parents, may be placed to Solar (children's mental health services).

At St Anne's we are well trained in various aspects of special educational needs. Over the past few years we have had training in:

- Autism – whole school (including dinner supervisors) Level 1 and 2 training, SLT, Early years lead and SENCO's Level 3.
- Dyspraxia – how to spot the signs of dyspraxia and how to support children with dyspraxia
- De-escalation techniques;
- Attachment Aware Trauma Informed training;
- BEAM (an intervention to help with core strength);
- Dyslexia;
- Communication friendly approaches.
- Emotion Coaching
- Speech and Language Training
- ADHD training delivered by the ADHD foundation

- Girls and Neurodiversity – identifying and intervening effectively.
- Pathological Demand Avoidance
- Foetal Alcohol Syndrome
- Understanding and Supporting children with Developmental Coordination Disorder (DCD)/ Dyspraxia
- Avoidant and Restrictive Food Intake Disorder (ARFID)
- Complex Needs; children with co-occurring diagnosis'

Specialist training has been provided to the SENCo on:

- Special Educational Needs Coordination
- Postgraduate Qualification in Specific Learning Difficulties
- Level 3 AET trained
- Mental Health First Aid adult and youth.
- Cognitive Behaviour Approaches
- Metacognition
- Safeguarding
- Trauma Informed Attachment Aware Training
- The school has regular visits from SEN specialist teachers and the SEMH Support Team who provide advice to staff to support the success and progress of individual pupils;

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

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

How accessible is the school environment?

When St Anne's was build 10 years ago, the following adaptations were included to ensure the school was accessible to all:

- Disabled parking spot marked and located near to the school reception;
- There are no steps entering the building to ensure access to all;
- One toilet has been adapted to ensure accessibility for visitors with a disability;
- A medical room has been provided in order to enable a safe place for administering medication;
- A lift to access Year 5 and 6 who have classrooms on the second floor.

- Wide corridors and no doorways into classrooms ensure maximum accessibility.

How will the school prepare/support my child when moving classes or joining or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition. These include:-

On entry:

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- Parents/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Secondary transition

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND who have access to additional visits to their secondary school.
- The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

There are many support services available for parents with children with special educational needs and some of these can be found below:

- SENDIAS offer independent advice and support to parents and carers of all children and young people with SEND. The nearest PPS can be located via www.family-action.org.uk/solihullsendias/
Contact: SENDIAS, Sans Souci, Tanworth Lane, Shirley, Solihull, B90 4D

Tel: 0121 516 5173

Complaints

- Any queries or concerns please contact school in the first instance. We are confident that working in partnership together with families will support concerns. A copy of the Complaints policy can be found at <https://primarysite-prod-sorted.s3.amazonaws.com/our-lady-and-all-saints-catholic-mac/UploadedDocument/39a8f57e-dfe8-4194-aa14-ca7d5bc375c3/olaas-complaints-policy-november-2024.pdf>
- SENDIAS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process. A FAQ fact sheet on Independent Supporters is located here <https://preview.tinyurl.com/ox2q3cv>
- For parents who are unhappy with the Local Authority or school responses to the child's SEND, parents may seek mediation from the regional mediation services. Information on this free services is located here <http://preview.tinyurl.com/qx5a8vg>
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authority's decision about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <http://preview.tinyurl.com/ovq4so3>

If you have any questions or concerns then please contact the SENCo by telephone (0121 779 or via the parentmail email.

Solihull Local Authority local offer can be found at:

<https://www.solihull.gov.uk/children-and-family-support/localoffer>

The arrangements for consulting young people with special educational needs about, and involving them in, their education.

1. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

Glossary

(A glossary of terms is included in the appendices of the SEND Code of Practice)

DfE: Department for Education

EHCP: Education, Health and Care Plan

LA: Local Authority

SEN Support: Children who are supported by the Inclusion Team and are on the SEND register.

SEND Register: SIMS list of children who have additional needs or disability.

SEN: Special Educational Needs

SEND: Special Educational Needs and/or Disability

SENCo: Special Educational Needs Coordinator (also written as SENCO)

Statement: Statement of Educational Need

PPS: Parent Partnership Services

Review date: January 2025

Next review date: September 2026