



St Anne's Catholic Primary School

“Learn to Love, Love to Learn in readiness for life.”

What is the local offer?

Our local offer is information for parents or carers of children who have Special Educational Needs or a disability (SEND) and all of those who support children with additional needs. This information outlines the support and provision they can expect to receive whilst attending St Anne's Catholic Primary School. No pupils, especially those with SEN or disability, will be discriminated against. Funding earmarked by the governing body for special education provision, including staffing, is used effectively for its intended purposes.

How does the school know if my child needs extra help?

All pupils at St Anne's receive quality first teaching and as per Statutory Guidance, The Code of Practice (2015), every teacher is a teacher of SEN. There is a designated teacher responsible for co-ordinating SEN provision (the SENDCO) and teachers will inform parents when they are making special educational provision for a child.

A range of teaching styles are used to ensure that all children can access the curriculum, which is carefully matched to their academic, physical, emotional and social needs so that children may achieve high standards and make good progress for their abilities. All classes are supported by Learning Support Assistants and some children can access learning in small groups or have a 1:1 supporting adult. When the needs arise, as part of the Graduated Response, there may be a combination of approaches to address targets identified for individual children such as small group or individual interventions that are carried out to target individual children's learning needs. The level of support individual children receive is dependent on their needs and often the needs of the children change over time.

At St Anne's class teachers regularly review and monitor the progress and attainment of the children. In addition to the close monitoring from teaching staff, pupil progress meetings are held every term with the Headteacher and Senior Leadership Team. Following these meetings, provision may be adjusted to meet identified needs. If a child continues to have difficulty with one or more aspects of their learning and or development - despite intervention, or if a child joins our school with a high level of need, then they may be considered to have special educational needs (SEN).

How is the decision made about what type and how much support my child will receive?

There are various stages of SEN and children can often move between them during their time in school as their levels of need change. The Special Educational Needs Code of Practice (2015) gives guidance to schools on meeting the needs of pupils and St. Anne's has invested in the relevant staff training to support children. Parents and carers are consulted at each stage of the process and teaching staff will keep parents and carers informed of any decisions made relating to support your child may need. The School Inclusion Team meets regularly with all professionals from School Health, Speech and Language Therapy, Psychology Services and Behavioural Support Services. The school Inclusion team, SENDCO or child's class teacher will speak to parents and carers regarding any referrals to outside agencies which may be required to support your child's learning or which may be carried out as an intervention internally.

How will I know how my child is doing and how will St Anne's help me to support my child's learning?

The children's progress is shared with parents throughout the year with parent's consultations. St. Anne's hold two Parent's Evenings in the school year, supported by an end of year report. The children are set targets and parents are welcome to discuss these with class teachers whenever necessary. If teachers have any concerns they will contact parents or carers to discuss them and vice-versa and listen to any concerns that parents and carers may have too. The progress of all children is tracked using the whole school data system. If further information is required, the School Inclusion Team are available to support in more detail or may arrange for a review meeting to be held. School can offer advice and practical ways that you can help your child at home.

At St Anne's we encourage all aspects of our children's education to be an effective partnership between parents and teachers, therefore staff will communicate with you regularly, especially if your child has complex needs and parents can raise concerns at any time.

If your child does have complex SEND they may be placed on a Local Authority Pastoral Support Plan (PSP) or may have an Education, Health and Social Care Plan (EHC Plan) which means that an annual review meeting will take place to discuss your child's progress and a written report provided.

How are resources allocated and matched to my child's particular additional needs?

As part of our annual school budget, we receive a designated amount of funding to support children with additional needs. In a case where a child has very significant and/or complex needs, school in consultation with a panel of professionals from other services may decide to make an application to the local authority requesting additional funding. Such funding, if granted, will then be used to provide further additional intervention, help and support that your child may needs. Through detailed provision mapping St. Anne's resources are allocated to all children across the school with additional needs and the different levels of need and priorities for each child's learning and development is considered. The school provision mapping is reviewed regularly and changes according to the needs of the children. The Headteacher, Governors and Inclusion Team account for the spending of additional money to support our children. Provision Maps are discussed and the funding is matched appropriately.

What training and experience do staff have to support children with Special Educational Needs and/or Disabilities

All teaching staff and Learning Support Assistants (LSAs) have regular SEND continuing professional development (CPD) via INSET days, external training courses and staff meetings. Specialist training is delivered to staff when necessary. Some of this training includes aspects of Autistic Spectrum Disorder (ASD), speech, language and communication difficulties, hearing impairment, emotional and behavioural difficulties, Epipen, Epilepsy Training, Asthma and Team Teacch Training. The Inclusion Team regularly attends training with the Local Authority and relevant professional agencies to ensure that the needs of all our SEND pupils are met. If necessary teachers and the Inclusion Team will meet with professionals to discuss and arrange any additional training needs.

What specialist services and expertise are available at or accessed by the school?

Language, Autism and Social Communication Service (LASC)
Speech and Language Therapy
Community Paediatrician
Educational Psychology
Occupational Therapy
Behaviour Improvement Team (BIT)
Neurodevelopmental Pathway
ASD and Sensory advice from Lansbury Bridge and Rectory Primary
Learning Support Service
EAL Services
Dyslexia-First assessor
Young Carers
School Nurse and School Health
CAHMS
Barnardos
Family EHAT – Early Help
Play Therapy
Healthy Schools
Bridge Centre
KC Counselling
SCOPE
Dream Big Sports for fine and gross motor development and After School Clubs.

St. Anne's will refer to professionals, as and when necessary, to support the needs of our children in consultation with parents, outside agencies and the school's Local Authority Inclusion Officers.

How will my child be able to contribute their views?

We celebrate the contributions of our children in every aspect of the curriculum and school life. Children have opportunities to express their views through seeking Pupil Voice and views and through the School Council which holds an open forum for any issues or viewpoints to be raised. Children discuss and set their targets with their class teachers. If your child has SEN or EHC Plan then their views are always sought before any review meeting. Children's views are sought and recorded in an age appropriate manner which gives even our youngest children the opportunity to express their thoughts and wishes. Children contribute to their own 'My IEP' (Individual Education Plan), 'My IBP' (Individual Behaviour Plan) and My Individual Behaviour Response Plan, and Behaviour Response Plans which forms a personal overview of the child's targets using language that the children can relate to and understand.

What Support will there be for my child's overall well-being?

We are a Catholic School with a wholly inclusive ethos, recognising the uniqueness of every individual. We welcome and celebrate diversity. Encouragement of independence, high self-esteem and excellent pastoral care fosters secure emotional well-being for all our children. Staff are vigilant and understanding and safeguarding systems are securely embedded and observed. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. Therefore, the class teacher is parent's first point of contact if you have any concerns or questions. If further support is required, the class teacher will liaise with the school SENDCO and Inclusion Team for advice and guidance. This may involve working with outside agencies where necessary. School policy outlines the guidance on administration and management of medicines in school. Parents need to make it known to school if medicine is required for their child and the child's overall good health must be ensured. We work with the support of our Education Welfare Officer (EWO) and School Nurse. Where necessary, Personal Care and/or Physical Care Plans are put in place between school and the relevant professional services.

How will the curriculum be matched to my child's needs?

At St. Anne's there is differentiation which takes account of the children's differing abilities and needs. This could be: Providing additional Learning Supporting Adult, providing learning tasks that present different levels of challenge or particular specialist equipment for children to use. A specific Additional Needs programme, will be in place if required, that will meet the child's needs ensuring that progress is being made at the appropriate pace and level. Throughout the year there is regular monitoring carried out by the Senior Leadership Team of the targeted interventions and also by teachers who carry out assessments to provide additional information. There are Specialist ICT programs to support learning such as IDL and specialist intervention programmes such as Beating Dyslexia, Catch Up Maths and Third Space Maths Interventions. Reports will be provided by other professional services as necessary to advise staff on any modifications needed to be made to the classroom environment and/or provision.

How will you prepare and support my child with transitions?

Staff at St. Anne's will meet with you and your child prior to them starting school, whether beginning in Nursery, Reception or a different year group. We will gather as much information as possible to help us prepare for your child starting our school. This includes: Home visits, Welcome booklets and meetings, liaison with your child's prior school or early years setting.

Transition meetings are held with the school Inclusion Officer where a managed transfer is required. When a child moves Key Stage in school or is about to go to Secondary school, there is a high level of communication between both Key Stages and schools. We are proud to have close links with our Secondary schools. Visits are arranged to ensure that pupils feel more reassured, and St. Anne's encourage parents to make extra visits with their children. Transitions within school between each Key Stage are made as smooth as possible due to the quality dialogue between staff, children and parents and the transition documents completed by each teacher each year.

How are the Governors of St Anne's involved and what are their responsibilities?

A named Governor is responsible for SEND and meets regularly with Headteacher and SENDCO and School Governors will ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements. Reasonable adjustments and access arrangements will be considered as part of SEN planning and review as part of the Graduated Response. Where school governors are publishing information about their arrangements for disabled children and young people, this is brought together with the information required under the Children and Families Act 2014. The SENDCO reports to the Governing Body at the relevant Committee meetings to keep all informed of the position of SEND within St. Anne's and celebrates successes and suggests provision which may be further needed. The School Governors agree priorities for spending within the SEND budget in accordance with whole school provision mapping, in consultation with the Headteacher; with the overall aim that all children receive the support they need in order that they may achieve high standards and make good progress for their abilities.