



St Anne's C of E Primary School

SEN Information Report (School Offer)

Aims and values of school

Within the love of God, we are all learning together...
to be motivated to tackle challenges and achieve outstanding successes and celebrate them!
to be clear in our values so that we make thoughtful decisions with confidence and celebrate them!

Introduction

Welcome to our Special Educational Needs report, showing what we can offer in our school. We would welcome any feedback for this document, as we are always striving to improve and make access to our support 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 local offer using, <http://www.cambridgeshire.gov.uk/send>

CONTACTS

SENCo – Samantha Tavender

As recommended by the *SEND Code of Practice, 6.89*, the SENCo is a member of the Leadership Team.

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.

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, SIMS, HFL, Fisher Family Trust) 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 Head Teacher, Assistant Head Teachers and SENCo to review progress (pupil progress meetings)

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 class teacher about your worries.
- You can meet with the SENCo
- Make an appointment to see the Head or Assistant Head Teachers.
- Dojo or google classroom members of staff with concerns (during the Pandemic this should be used in the first instance)

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

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: Miss Ruth Moor**
- **Assistant Head Teachers : Miss Caroline Sibson and Miss Samantha Tavender**
- **SENCo: Miss Samantha Tavender**
- **SEND Governor: Mr. Phillip Malley**
- **Class Teachers**
- **Learning Support Mentors (who work with specific children)**
- **Teaching Assistants**

Our school will support its children by:

- 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.
- 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.

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 SEN support through monitoring.
- SEN information is shared with governors termly.
- SEN 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 encourage:

- 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 the Head Teacher or Assistant Head Teachers.
- Parent's to attend two parent's evenings a year to discuss their child's progress.
- A progress report at the end of each school year.
- A mid-year progress report.
- Attending team around the family (TAF) meetings for some children termly.
- Curriculum evenings and information evenings are held to inform parents on how to support their children's learning.
- 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.
- During the Pandemic google classroom and dojo are in use as a way of communicating with parents and for parents to communicate with staff.

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:

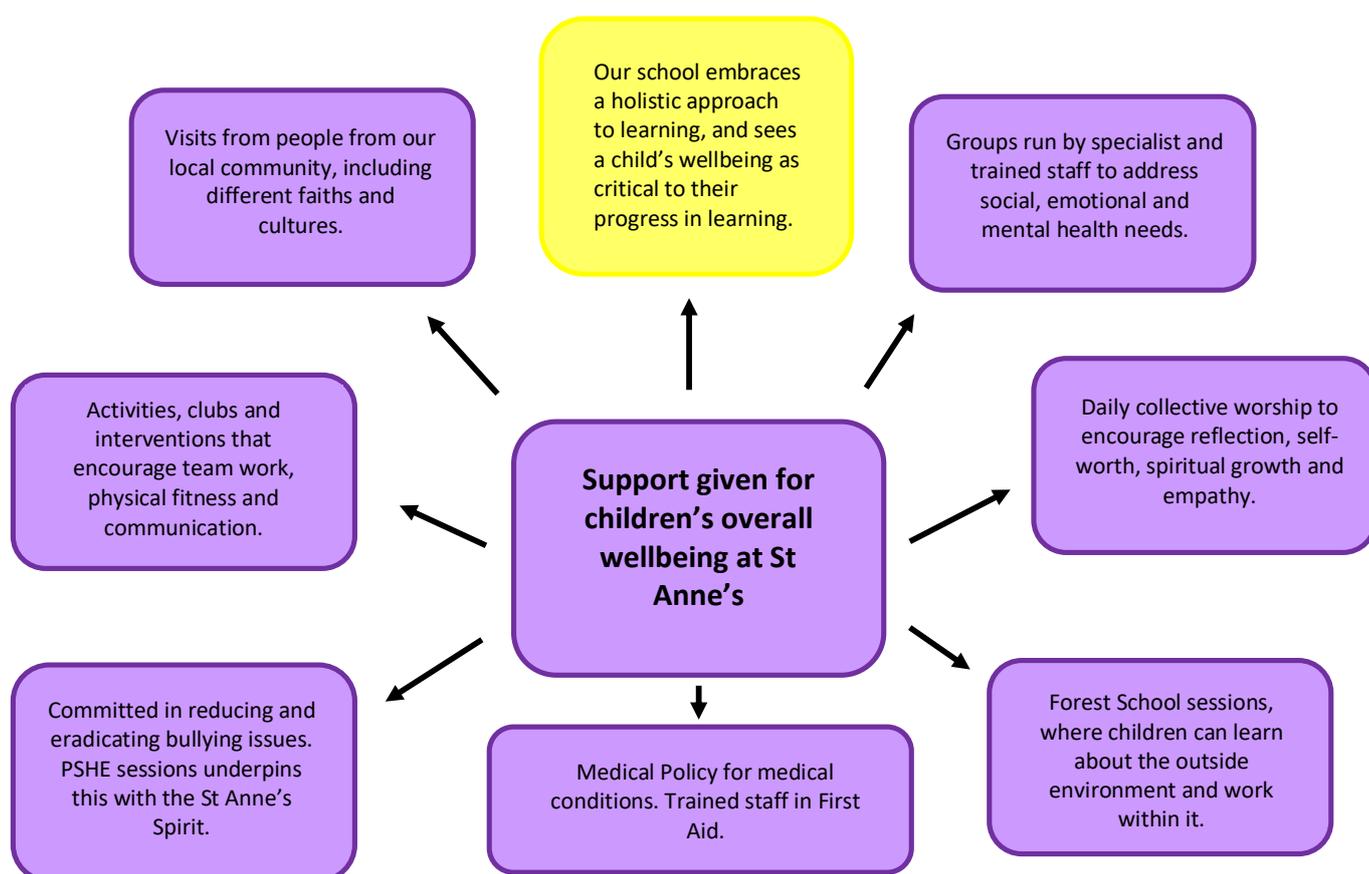
- Attended meetings with staff.
- Attend yearly formal parent's evenings.
- Attend curriculum and information meetings.
- Attended review meetings.
- Attend Team around a family (TAF) meetings.
- Communicate informally or formally with staff concerning issues.

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 differentiation 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.
- One page profiles will be used to give opportunities to pupils to provide their views about their learning.



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, had or are having.

At St Anne's we have a breadth and depth of training, including:

- 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 members of staff.
- Training in how to support pupils who are Visually Impaired.
- Training in how to support pupils who are Hearing Impaired.
- Training in how to support pupils with Downs Syndrome.
- Training to support pupils with diabetes.
- Annual epi-pen training.
- Annual first-aid training, and extra paediatric training for some staff.
- Annual child protection training.
- Trained staff in Protective Behaviours
- Trained member of staff that is STEPs trained.

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:

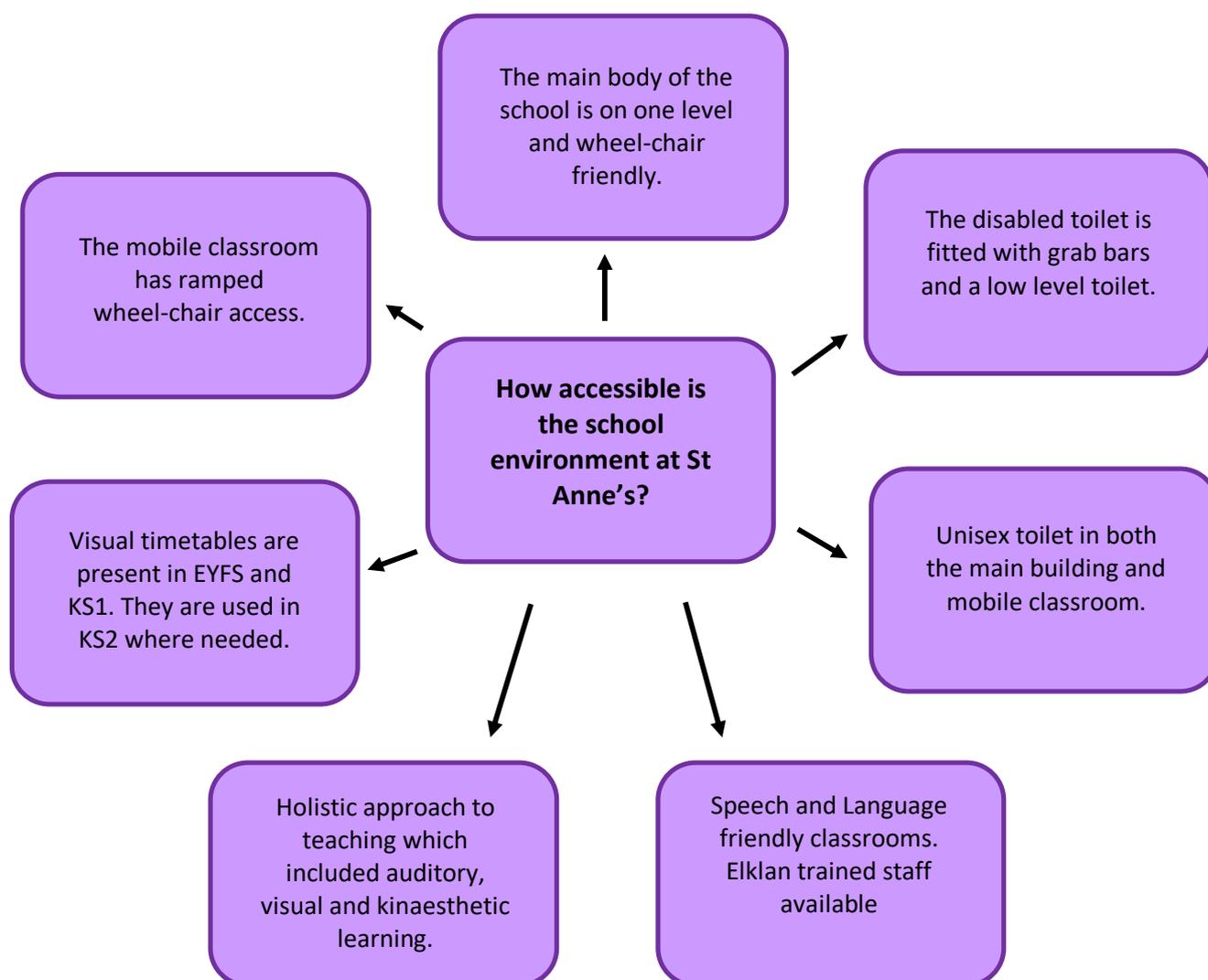
- Full risk assessments for specific children or needs that require it.
- Tailored planning of activities and school trips to consider needs such as movement, toileting and changing where necessary.
- Provision for moving and handling children who have physical and neurological impairments.
- Planning 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 SEN 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 SEN 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 another school – we will ensure that all relevant information is shared with the new school in order that they can be prepared.

- Moving from another school – we will encourage visits to the school prior to starting. We will contact the previous school to ensure the key information is passed on and we are fully informed about your child.
- 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 SENDCo 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 SEN have and Educational, Health and Care Plan (EHCP) secondary school staff will be invited to review meetings.

COVID Support

- All children at St Anne's have a google classroom account. Should children have to isolate at home then the google classroom accounts will be used to deliver teaching and learning. Meetings have been and will be taken using this platform in the current climate.

Who can I contact for further information?

- The Head Teacher or Assistant Head Teachers.
- SENDCo
- School Website
- Ofsted website
- Cambridgeshire County Council, you can access the LEA Local Offer at:
<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/>