



ST ANNE'S RC PRIMARY SCHOOL

SEND REPORT OCTOBER 2019

1. What kinds of special educational needs does St. Anne's R.C. Primary School make provision for?

St. Anne's R.C. Primary School is an inclusive school, which ensures that all pupils achieve their potential personally, emotionally and academically in all areas of the curriculum.

Special Educational Needs and/or Disabilities may include:

- Physical disabilities;
- Speech and language impairments;
- Sensory impairments;
- Specific Learning difficulties including dyslexia;
- Social, Emotional and Mental Health difficulties;
- Autistic Spectrum Disorders.

2. How does St. Anne's Primary School identify and assess my child's special Educational needs?

At different times in his or her school life, a child or young person may have a special educational need. The Code of Practice 2014 defines Special Educational Needs as follows:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."*

At St Anne's Support for special educational needs and/or disabilities is provided in addition to quality first teaching, differentiation and a broad curriculum, where all can succeed.

We recognise that the teacher in the classroom makes the biggest difference to children with special educational needs and/or disabilities and that teachers can be well supported by additional interventions delivered in groups or to individuals by teaching assistants and other adults.

Concerns about a child may be raised by; a parent, health professional or member of our teaching staff. If you suspect your child has a special educational need then please discuss this with your child's class teacher. If a teacher suspects your child has a special educational need they have a responsibility and duty to discuss these concerns with both parents and the special educational needs co-ordinator.

3 a) How does St. Anne's evaluate the effectiveness of provision for pupils with special educational needs?

Children identified as benefiting from additional support or interventions are monitored against the targets set and their progress is analysed termly against national expectations. Pre and post intervention checks are carried out to ensure the impact is effective.

b) How does St. Anne's assess and review the progress of pupils with special educational needs?

Parents and pupils are invited to a termly progress meeting to review their child's SEND Support Plan, when previous targets are reviewed and new targets are set. Children who have an Education, Health and Care Plan also have an annual review to discuss their progress and ensure the objectives in the plan are appropriate.

c) What is St. Anne's approach to teaching pupils with special educational needs?

We operate a graduated approach, consisting of four stages. Children move through these stages according to their achievement and needs. Planning is differentiated and small intervention groups are adapted to meet the needs of the individual, as appropriate.

d) How does St. Anne's adapt the curriculum and learning environment for pupils with special educational needs?

The curriculum and teaching sequences are adapted to meet the needs of the individual. The school takes all reasonable steps to modify/adapt the learning environment to meet the needs of child.

e) What additional support is available for pupils with special educational needs?

St. Anne's provides a range of interventions and support to meet the needs of the children. Children who have a greater level of need will also have access to support from outside agencies.

f) How does St. Anne's enable pupils with special educational needs to engage in the activities for school together with children who do not have special educational needs?

St. Anne's is a fully inclusive school and children with SEND will be educated alongside their peers wherever this is appropriate. Planning is differentiated so tasks are suitable for a range of learners. Teaching assistants also support children in class.

g) What support is available for improving the emotional, mental and social development of children with special educational needs?

We recognise that pupils with SEND may have emotional and social development needs that require support in school.

The emotional health and well-being of all our pupils is very important to us.

- We have a robust safeguarding policy in place which is consistent with national guidelines.
- The SENCO and all staff continually monitor the emotional health and well-being of all our pupils.
- Our behaviour policy ensures that the school is a safe and happy place for all.
- Our School Council provides the opportunity for children to have a voice.
- Referrals can be made to our Caritas School Worker for 1-1 direct work with children.
- Support from School Nurse and where appropriate referrals to CAMHS (Child Adolescent Mental Health Service) by SENCO or School Nurse

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs and/ or Disability (SEND)?

The Class teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need and informing the Special Education Needs and/or Disabilities Coordinator know as appropriate;
- Developing pupil progress targets/ SEND Support Plans, sharing and reviewing these at least once every term and planning for the next term.

The SENCO – Mrs Broderick

senco@st-annes-pri.manchester.sch.uk

0161 273 2417

Responsible for:

- Developing and reviewing the school's SEND policy;
- Coordinating the support for children with special educational needs or disabilities (SEND);

Ensuring that you are:

- a. involved in supporting your child's learning;
 - b. kept informed about the support your child is getting;
 - c. involved in reviewing how they are doing;
- Liaising with all the other agencies who may be coming into school to support your child's learning;

- Updating the school's SEND register and making sure that records of your child's progress and needs are maintained;
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND achieve the best progress possible.

The Headteacher – Mrs Shore

admin@st-annes-pri.manchester.sch.uk

0161 273 2417

Responsible for:

- The day to day management of all aspects of the school, including support for children with SEND;
- Delegate responsibility for SEND to the SENCO and class teachers, but retain responsibility for ensuring that your child's needs are met;
- Report issues relating to SEND to the governing body.

The SEND Governor – Mrs Weedon

chairofgovernors@st-annes-pri.manchester.sch.uk

Responsible for:

Making sure that any child with special educational needs and/or disabilities who attends the school receives appropriate support.

What training is provided for staff supporting children and young people with SEND?

Our teachers are fully qualified and undertake continuous professional development, as appropriate.

Teaching assistants have a range of expertise, which includes:

- Delivery of intervention programmes for SALT (Speech and Language Therapy), Literacy and numeracy
- Providing support for specific learning difficulties
- Access to Specialist Outreach Schools

At St Anne's ongoing professional development is key to ensuring all staff are updated and skilled.

How is St. Anne's accessible to children with SEND?

The building is accessible in most areas.

The school is on one level providing easy access.

There is an accessible toilet.

Wherever possible, we ensure that equipment used is accessible to all children, regardless of their needs.

Extra-curricular activities are accessible for children with special educational needs and/or disabilities.

What are the arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child?

Parents are actively encouraged to be partners in their child's education through:

- informal discussions with the class teacher and SENCO;
- telephone contact;
- home/school diaries;
- SEND Support reviews;
- progress reviews;
- Annual written reports.

What are the arrangements for consulting young people with special educational needs about, and involving them in their education?

All children, regardless of SEND, are aware of their next steps. Children who have additional needs have targets which are shared, discussed and worked upon with those members of staff who are providing additional support. Children are also invited to record their comments on the review of their SEND Support Plans.

What do I do if I have a concern about the school's provision?

In the first instance we encourage you to contact your child's class teacher. If you still have concerns, then please contact the SENCO (Mrs Broderick) or Headteacher (Mrs Shore). In the unlikely event that your concern is not resolved, then please contact our SEND Governor or Chair of Governors.

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

We work closely with the following to support your child's needs:

All therapy services through school referral system: Paediatrician, Physiotherapy, Occupational Therapy, Speech and Language Therapy, Specialist Services including Sensory Team, CAMHS, Special School Outreach Teachers, Educational Psychology, Caritas

The contact details of support services for the parents of pupils with special educational needs, including arrangements made in accordance with section 32.

Family Information Service – 0161 234 5001

Statutory Assessment Team –0161 245 7447

Information, Advice and Support

0161 209 8356 (Monday to Friday 10am-3pm) Email : parents@manchester.gov.uk

CAMHS

The Bridge North Manchester District Child Psychiatry Service 0161 203 3250

The Bridge North Manchester District Child Psychology Service 0161 203 3251

Central Manchester District Child Psychiatry and Psychology Service 0161 248 9494

Other services including Speech and Language therapy and Occupational Health service can be accessed through the School Nurse or SENCO. The Link School Nurse is in school once a week. Contact can be made through school 0161 273 2417

How do you prepare my child for joining your school or transferring to another school?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

Children will have the opportunity to visit St. Anne's prior to starting and we will also contact their previous school to ensure we have all relevant information.

When the time comes for your child to move on we will liaise with the next school and organise transition visits. We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. Our established links are with St Peter's R.C. High School but if your child moves on to a different school, please let us know so we can contact them. We will make sure that all records about your child are passed on as soon as possible.

Where can I get further information about the services for my child?

The information in this report forms part of Manchester's local offer which can be accessed at www.manchester.gov.uk/sendlocaloffer