



St Anne's Catholic Primary School

"Learn to Love, Love to Learn."

What is the local offer?

Our local offer is information for parents/carers of children who have Special Educational Needs (SEN) or a disability 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.

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

All pupils at St Anne's receive quality first teaching. 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. All classes are supported by teaching assistants and some children access learning in small groups or have 1:1 tuition. Interventions are carried out when necessary 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 Executive Headteacher and/or Head of School. Following these meetings, provision may be adjusted to meet identified needs. If a child continues to have difficulty with one or more aspects of his/her learning and or development - despite intervention, or if a child joins our school with a high level of need, then he/she 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 gives guidance to schools on meeting the needs of pupils. Parents are consulted at each stage of the process and teaching staff will keep you informed of any decisions made relating to support your child may need. The school SENDCO meets regularly with all professionals from School Health, Speech and Language Therapy, Psychology Services and Behavioural Support Services. The school SENDCO or your child's class teacher will speak to you regarding any referrals to outside agencies which may be required to support your child's learning.

How will I know how my child is doing? How will St Anne's help me to support my child's learning? The children's progress is shared with parents throughout the year. We hold two Parent's Evenings in the school year supported by an end of year and interim report. The children take home targets and parents are welcome to discuss these with class teachers whenever necessary. If teachers have any concerns they will contact parents to discuss them and listen to any concerns you may have too. The progress of all children is tracked using the whole school data system. If further information is required, the school SENDCO is 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. If your child does have complex SEND they may have an Education, Health and Social Care Plan (EHSC 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 help and support your child needs. Through detailed provision mapping the school's resources are allocated to all children across the school with additional needs, considering the different levels of need and priorities for each child's learning and development. The school provision mapping is reviewed regularly and changes according to the needs of the children. The Executive Headteacher and Head of School account for the spending of additional money to support our children. Needs are mapped out during meetings between the Executive headteacher, Head of School and SENDCO. Where necessary, school will consult with our designated Inclusion Officer. 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 & teaching assistants (TAs) have regular SEND continuing professional development via INSET days & 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 needs (SLCN), hearing impairment, emotional and behavioural difficulties, Epipen and Epilepsy training. The SENDCO 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 SENDCO 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?

SENDCO – School Special Educational Needs and Disabilities Co-ordinator. (Member of the school teaching staff)

Language and Social Communication Team (LASC)

Speech and Language Therapy (SALT)

Educational Psychology

Occupational Therapy (OT)

Behaviour Improvement Team (BIT)

ASD and Sensory advice from Lansbury Bridge and Rectory Primary

The Learning Support Service

Young Carers

School Health

CAMHS (Child and Adolescent Mental Health Service) and Barnardos (Emotional well-being)

Family support through EHAT (Early Help Assessment Tool)

Play Therapy

Healthy School

School Health (Access to Community Pediatric Services)

Pediatric Continence Service (Support with toileting and personal hygiene)

School will refer to professionals as necessary to support the needs of our children in consultation with

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 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, his/her 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) and/or their 'My IBP' (Individual Behaviour Plan) which form 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. All 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 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), School Attendance and Safeguarding Manager and School Nurse. Where necessary, Personal Care and or Physical Care Plans are put in place between school and relevant professional services. All families also have access to support from our Well-being and Pastoral Manager for advice and support regarding all aspects of children's well-being.

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

Differentiation takes account of the children's differing abilities and needs. This could be: Providing additional TA support. 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. There is regular monitoring by staff of targeted interventions and also by teachers who carry out assessments to provide additional information. We use some specialist ICT programs to support learning. 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 for the children.

How will you prepare and support my child with transitions? Our staff 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 school or is about to go to Secondary school, there is a high level of communication between both schools. We have close links with our Secondary schools. Visits are arranged to ensure that pupils feel more reassured. 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.