



St Anne's Church Academy Special Educational Needs Information Report

Date: September 2023

The aim of our information report is to inform parents and carers about how we welcome, support and make effective provision to include children with special educational needs and/or disabilities (SEND). This report should be read in conjunction with the SEND policy which contains links to other agencies and Local Authority support.

St Anne's Church Academy is part of The Priory Learning Trust (TPLT). St Anne's is a dual sited Primary School (2-11) with one site at Hewish and the other at West Wick.

Our West Wick campus, which has a Nursery where children are accepted from 2 years, has full wheel chair access. St Anne's Hewish has partial wheel chair access. Both campuses have disabled toilet facilities and disabled parking bays.



Our school has a reputation for being 'a family with a big heart' where 'pupils behave exceptionally'. 'Staff know pupils and their families well. Adults care deeply about pupils and want the best for them. Staff are sensitive to pupils' needs and form friendly and supportive relationships with them.' (OFSTED 2022).

We follow a 'Learning Without Limits' approach and as such we believe that each child's potential for learning is limitless and we will make reasonable adjustments and strive to reduce barriers so that all children can flourish and be successful.

We embed the principles of the National Curriculum Inclusion Statement <https://.gov.uk/government/collections/national-curriculum> and by taking action to increase access to the curriculum, the environment and to printed information for all. Children with SEND tell us about the kind and caring nature of the staff at St Anne's. Parents say 'I could not be happier with the school,' and 'Our children thrive here.' (Ofsted 2022)

We value and respect the achievements of all children and we will always listen to and involve parents and children in the planning and review of provision. We will ensure that children with SEN who attend our school will engage in the activities of the school alongside pupils who do not have SEN. In addition we will use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:

1. Communication and interaction,
2. Cognition and learning,
3. Social, mental and emotional health
4. Sensory/physical

As a school, we aim to request, monitor and respond to our parents/carers and pupils views in order to evidence high levels of confidence and partnership. We ensure a high level of staff expertise to meet pupil's special educational needs, through well-targeted continuing professional development.

'Staff know pupils and their families well. Adults care deeply about pupils and want the best for them. Staff are sensitive to pupils' needs and form friendly and supportive relationships with them.' (Ofsted 2022)

Children and young people with SEN are welcome to apply for a place at our school, in line with the school admissions policy. For children with an EHCP, parents have the right to request a particular school. Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

Staffing, training and specialist support

Our fully qualified staff comprises:

Principal: Mrs Emma Hardy-Smith

SENCo: Mrs Di Martin

Deputy Head Teachers, Assistant Head/Inclusion Manager, teachers, HLTAs, LSAs and full time Learning Mentors at each campus. Their names and qualifications are available on our school website.

The school SENCo, is Mrs Di Martin and whose contact details are 01934 520461.

Diane.martin@saca.theplt.org.uk

The school has access to a range of specialist support and in the last two years school staff have received a range of training on:

- Youth Mental Health First Aid
- Thrive
- ELSA (Emotional Literacy Support Assistant)
- FASD (Foetal Alcohol Spectrum Disorder)
- High Incidence
- How to support pupils with dyslexia and literacy difficulties.
- How to support children with ADHD
- Anxiety ~ Bridging the Gap.
- First class @ number Maths intervention training
- Sensory Processing Awareness
- How to support pupils on the autistic spectrum
- How to support pupils with behavioural difficulties
- How to support pupils with speech, language and communication difficulties

- The school has visits from SEN specialist who provide advice to staff support the success and progress of individual pupils. The NHS Speech Language Therapist visits to assess and plan support for targeted pupils. These programmes are then delivered by a Learning Support Assistant.
- The Educational Psychologist supports families and staff in a variety of ways to ensure children's needs are met.
- Governors with specific responsibility for SEN have completed SEN Governor training.
- Learning Support Assistants receive SEN training from the SENCo and specialists across the Trust. This training has covered:
 - Behaviour
 - Thrive
 - Pace
 - Supporting the development of handwriting
 - Attachment and trauma behaviours
 - Oracy ~ closing the gap
 - Precision teaching
 - Numicon Supporting mathematics
 - Supporting children with dyslexia
 - Supporting children with anxiety

Transition

St Anne's have a number of strategies to ensure the effective transfer of children with SEND when joining or transferring to a new school. These include:

- A planned introduction programme is delivered in the summer term to support the transfer for pupils starting in EYFS Reception in September including additional sessions for children with SEN.
- A home visit or school visit is offered at the beginning of the school year.
- Parent/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 and the child to identify and reduce any concerns.
- Transition to the next school phase is supported by a transition programme for pupils. It 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.
- The annual review in Y5 for pupils with a statement of educational need or 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.
- For pupils transferring to local schools, the SENCos and or class teachers of both schools will meet to discuss the needs of pupils with SEN 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.

Identifying a pupil's additional needs at St Anne's

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014).

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. However, sometimes we recognise some pupils need more help than others in their class if they are to make good progress

At St Anne's we know a child needs extra help if:

- Concerns are raised by parents/carers, external agencies, teachers, the child's previous school or by the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs

Providing for pupils needing SEN support

All SEN support will follow an Assess, Plan, Do and Review model.

If progress rates are still too slow despite the delivery of high quality school based interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local Authority Support Services
2. Specialists in other schools e.g. teaching schools, special schools.
3. Social Services
4. Health partners such as the School Nursing Service

For a very small percentage of pupils, whose needs are significant and complex and the support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

The school offers a wide variety of pastoral support for pupils. This includes:

- An evaluated Personal, Social, Emotional Development (PSED) curriculum to help pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the SENCO.

Pupils with medical needs will be provided with an Individual Health Care Plan, compiled in partnership with the SENCo and parents and when possible health care professionals. If appropriate, the pupil themselves will contribute to the plan.

We aim to support children with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet their medical needs. We work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

St Anne's uses pupil centred profiles, 'All about me'. These are completed by the pupils themselves with the support of a member of staff who knows the child well. Together they will identify the child's abilities and strengths, their personal aims and the action needed to be taken by the school to reduce barriers to learning and social success.

Tracking progress and the curriculum

- Pupils' attainments are tracked using the whole school tracking system and those who are not making expected levels of progress are identified very quickly. These pupils are then discussed in termly pupil progress meetings between the class teacher and a member of the Senior Leadership team.
- All pupils with SEND have individual targets set in line with national outcomes to ensure they make progress. Parents are informed of these via the reporting system and also at events such as Learning Review Meetings.
- Additional actions to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- Where it is decided during this early discussion that special educational provision is required, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

- classroom observation by the SENCo or external verifiers,
- ongoing assessment of progress made by pupils with SEND,
- Scrutiny of Learning Passports to ensure targets move children's learning forward.
- teacher meetings with the SENCo to provide advice, training and guidance on meeting the needs of pupils with SEND,
- attendance and behaviour records.

Children on the SEN register will be included in activities and school trips and camps outside the classroom through:

- Comprehensive risk assessments being carried out and through procedures being put in place to enable all children to participate in all school activities.
- Seeking timely outside agency advice

- St Anne’s ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

Evaluating our SEND support

The impact of our SEND support is measured by finding out how much children know and can do from entering into an intervention to exiting it.

We evaluate what knowledge and understanding our children have gained and what they need to do next. As a result OFSTED say ‘pupils who have special educational needs make good and sometimes rapid progress. Support is carefully planned to speed up academic progress and build self-esteem. This leads to children being fully included in school life’. (OFSTED).

Targets are set out in Learning Passports and take into account children’s learning needs, their social and emotional wellbeing and their barriers to learning. The aim is for intervention to be relevant and motivational:

“Study without desire spoils the memory, and it retains nothing that it takes in.” — Leonardo da Vinci

Targets and interventions are regularly reviewed and progress is recorded in children’s Learning Passports.

Examples of interventions and their success

Intervention	Impact
Time2Talk –Small group activities to develop oral language and social interaction skills	Children develop confidence in their oracy skills which impacts on their ability to access all areas of the curriculum.
Fast Track Phonics - small group or individual phonics groups in addition to daily phonics lessons in class	The school has outstanding results in phonics
Precision teaching	Children who do find phonics difficult have other strategies to draw on.
Numicon and First Class @ Number	Children have a firm understanding and enjoyment of the mathematical concepts that underpin our number system
Forest school	Children grow in confidence in their own ability and learn life skills such as problem solving, trust and team work.



Our Site

In the last three years the following adaptations have been made to the school environment:

- Disabled parking spot marked and located where it is ambulance accessible next to the school entrance at Hewish
- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate at Hewish
- A sensory Hub for sensory regulation
- Toilets in reception have been adapted so they are accessible in an emergency.
- The EYFS hard core area at Hewish has been replaced with a 'soft pore' surface
- Sofas have been installed in classrooms to support children with complex medical needs.
- The Little Learners Nursery is fully accessible to all
- The footpath at Hewish has been widened to accommodate wheelchairs and disabled buggies and the pavement has been re-laid to ensure an even surface.
- A pavement has been added outside of the Hewish campus to increase accessibility for all.
- The carpark surface at Hewish has been improved to ensure all weather access for all and a safer surface.
- An area for the safe storage of oxygen has been made at Hewish

Our Accessibility Plan is available via the school website.

Involving parents

- All actions taken by the class teacher in the pupil profile will be recorded in Learning Passports and shared with parents and reviewed through feedback by class teachers.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher and the SENCo when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is Hewish: 01934 832159 West wick 01934 520461
- Parents can find advice and information about how they can support their child on the school's website. It can be found at <https://stanneschurchacademy.co.uk/> and includes links to websites and resources that we have found useful in supporting

parents to help their child learn at home. In addition, the termly, class curriculum overview includes support information for parents. The class teacher or SENCo may also suggest additional ways of supporting your child's learning.

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher,
- The SENCo, Mrs Di Martin and whose contact details are 01934 520461
- Principal, Mrs Emma Hardy –Smith
- For complaints, please contact the School Governor with responsibility for SEN. Her name is Mrs Kate Sargent. She can be contacted via the school office.

Mailbox@saca.org.uk

Support services for parents of pupils with SEN include Supportive Parents, National Dyslexia Society, MENCAP, Child Autism, The National Autistic Society and Talking Point. For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <http://preview.tinyurl.com/gx5a8vq>

Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions 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/ovg4so323>)

Information on where the Local Authority's Local Offer can be found at: <https://www.n-somerset.gov.uk/my-services/children-young-people-families/local-offer-and-early-help/local-offer/> and for support on mediation and conflict resolution <http://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/results.action?familychannel=5000&sr=50&nh=10>

Funding

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
2. The National SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
3. For those pupils with the most complex needs who have EHCP, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation Top Up Funding (TUF).

References:

Schedule 1 of The Special Educational Needs and Disability Regulations 2014.

The SEND Code of Practice (January 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations <http://preview.tinyurl.com/nenth62>

Supporting pupils at school with medical conditions Sept 2014. <http://preview.tinyurl.com/nrv8wxy> SE7

Local Offer: Framework and Guidance. <http://preview.tinyurl.com/otma4gj> Glossary (A glossary of SEND terms is included in the appendices of the SEND Code of Practice <http://preview.tinyurl.com/nenth62>)