

St Anne's SEND Information Report

Vision:

'To be an outstanding Catholic School in all that we do'

Mantra:

'We are here to serve the community and improve the life chances of all its pupils'

1. Definition of Special Educational Needs

'The Special Educational Needs (SEND) Code of Practice: 0 to 25 years' (2014) states that:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

If your child has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition:

'A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'

Note: Defining a child or young person as having additional needs does not mean that they will necessarily require additional support. Support that was in place at primary school, or the child's previous school, does not mean that this will be in place at St Anne's. We believe that all SEND students should be taught in mainstream classes with access to a full, differentiated curriculum.

2. The types of special educational needs for which provision is made at St Anne's.

All staff at St Anne's have experience of teaching and supporting students with needs in the following areas:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical

3. Information about how special educational needs are identified and assessed.

The identification and assessment of Special Educational Needs is a continuing process. St Anne's uses the following methods to identify, review and assess a child's progress and any potential barriers to learning:

- Liaising with primary schools prior to transition and post-transition where appropriate.
- Liaising with parents and the child themselves to capture their views.
- Evidence from teacher observation and assessment.
- Their performance against grade descriptors as part of end of term reports.
- Standardised screening or assessment tools such as Qb or ADOS assessments.
- Programmes designed to analyse pupil's memory, literacy and reasons skills e.g. Lexia.

- Literacy testing, for example, NGRT, WRAT, and Accelerated Reader.
- SEND protocol- referral to put a student on the SEND register.
- SEND processes within the SEND policy-i.e. Assess, Plan, Do, Review, graduated response, person centred approach.

4. The school's approach to teaching students with special educational needs

At St Anne's, we believe that all students should receive the same opportunities and therefore, it is crucial that our best endeavours are made to ensure that the curriculum is robust and scaffolded to ensure it meets the individual needs of our students. We do this through the following:

- Quality First teaching and learning with high quality feedback aimed at ensuring all students make progress.
- A warm and welcoming classroom environment.
- High expectations with appropriate levels of challenge.
- Skilled staff who are experienced and dedicated in working with children with a wide range of special educational needs.
- Differentiated teaching and learning strategies in the context of a mainstream school curriculum.
- High literacy and numeracy focus across the curriculum.

5. How the curriculum and learning environment are altered for the additional needs of some SEN students. This includes:

St Anne's believes that access to a full knowledge rich curriculum allows student to reach their full potential and achieve the outcomes that they are capable of achieving. For a small number of students, the mainstream curriculum may need to be altered to meet the needs of the student. It is down to the discretion of the school to offer any of the adjustments listed below:

- Differentiated curriculum at KS4 (some possible vocational courses and alternative provision placements for a small minority of students with complex needs if appropriate).
- Differentiation of key curriculum components and resources.

6. How the school evaluates the effectiveness its provision

- Learning walks
- Lesson observations
- Pupil Voice
- Parents Voice
- Staff voice
- Report cycles: attainment, attitude to learning, working at grades
- Morning briefings
- Weekly line management meetings with the Senior Deputy Head
- SEND team meetings
- Department team meetings
- Attending the SENDco network meetings to share best practice

7. How St Anne's assesses and reviews the progress of students with SEND

- Liaison between teachers, Learning Support Assistants and SENDCo
- Liaison between teachers and pastoral staff
- Discussion at departmental meetings
- Annual Reports
- Parents' Evenings
- EHCP Reviews
- Student Passport review meetings where applicable
- Mock examinations
- Consultation with specialist services/ external agencies
- TAC, PEP and LAC meetings where applicable

8. Additional support for learning that is available to students with special educational needs

At St Anne's we run a number of interventions, which are based on the level of need in the school. We evaluate the impact of these interventions continually. The interventions currently on offer are:

- In class Learning Support Assistants for students with EHCPs in some lessons
- Toe-by-Toe reading programme
- Lexia Learning programme
- Study skills intervention for KS4 in form time
- Literacy Intervention
- Healthy Body, Healthy Mind
- Mentoring sessions at form time
- Anxiety intervention at form time.
- Breakfast club 08:00-08:30 (invite only)
- Lunchtime Club to aid with social interaction.
- Behaviour For My Future intervention

9. Support available for improving the social, emotional and mental development of students with special educational needs.

- Access to the BEST Centre (Building Essential Skills Together)
- Healthy Young Minds/CAMHS referrals
- School Nurse Interventions
- Kooth
- Young Carers Intervention
- PSHE lessons once a fortnight delivered in tutor groups
- Pastoral check-ins with Heads of Year
- Lunchtime/after school clubs
- Breakfast club
- Form time interventions: Anxiety/Healthy Body, Healthy Mind

10. How St Anne's consults with parents/carers of children with special educational needs

- The SENCo and Senior LSA attend the Parents' Evenings of each year group
- Annual Reviews for students with EHCPs are person centred and allow for parents/carers and students to express what they feel is working well and any changes or additional support which may be required.
- All professionals working with a child who has an EHCP will be invited to the Annual Review meeting.
- Parents and carers are encouraged to contact school at any time, if they need advice or support in regards to their child's education.
- PEPs and LACs where appropriate.

11. How St Anne's consults with its students who have special educational needs

- Students are encouraged to attend Parents' Evenings with their parents/carers
- Students with EHCPs are invited to attend Annual Reviews around their progress and learning
- Students are invited to review their Student Passport and contribute to the writing of them
- Students with EHCPs are offered support in completing their Student Voice Review document prior to their Annual Review.
- Frequent discussions with their Year group Learning Support Assistant

12. Arrangements made by the governing body relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school

- Any concerns or questions about the progress or provision made for a SEND pupil should firstly be raised with the SENCO, Miss Morgan on 0161 432 8162 or through the school email: admin@stannesrcvoluntaryacademy.com
- Should a parent/carer feel a concern not be rectified satisfactorily by Miss Morgan, they should contact Mrs Critchlow (Senior Deputy Headteacher) on 0161 432 8162 or through the school email address: admin@stannesrcvoluntaryacademy.com
- Should a parent/carer still feel concerned that their complaint has not been responded to appropriately, they should follow the school's complaints procedure, which is available on the school website.

13. Contact details for support services for the parents and carers of students with special educational needs

- The support service for parents/carers with children with special educational needs is: Stockport Special Educational Needs and Disability Information Advice and Support Service (SENDIASS).

Address: Together Trust Centre, Schools Hill, Cheadle, Cheshire SK8 1JE.

Email: stockportsendiass@togethertrust.org.uk

14. School's arrangements for supporting students with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

Transition across key stages can be a challenging time for both our students with SEND and their families. For this reason, we work closely with our feeder primary schools and post-16 providers including a comprehensive package to support transition, including:

- Transition meetings for Year 6, Year 9 and Year 11 students with SEND as required
- Additional visits to St Anne's and post 16 educational providers for students with SEND as required
- Close liaison between the SENCO and other educational providers
- Early annual reviews for students with EHCPs in Year 9 and Year 11
- Transfer of all files and key information to be passed across educational providers as required
- Priority careers meeting with a Careers Adviser.
- Liaison with LA SEN post-16 team
- This information is updated annually.

15. Link to Stockport's Local Offer

<https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page;jsessionid=ED7BD5F4575D0E131C6D36B5596D8E7B?localofferchannel=0>

Ms A. Morgan (SENCo)

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