



St. Anne's Catholic Primary School



SEND policy and information report

2025-26



Approved by:	Rachel Crolla Headteacher	St Anne's Governing Board Date: November 2024
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Contents

1. Aims	2
2. Legislation and guidance	2
3. Definitions	3
4. Roles and responsibilities	3
5. SEN information report	4
6. Monitoring arrangements	11
7. Links with other policies and documents	12

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN


At St Anne's, our intent and vision for all our children, whether with SEND or not, is to leave as confident, skilled and resilient young people. We recognise that all pupils are entitled to quality provision and we strive to work in partnership with parents and outside agencies that will enable them to achieve their potential.

We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement. It is important that each child, whether SEND or not, are provided with a positive educational experience. Our school recognise there are particular groups of pupils whose circumstances require additional consideration by those who work with them to support their SEN.

We value pupil voice and parental voice and strive to give our young people the best chances, with support being put into place to enable them to develop a positive sense of self-worth and achievement for their level. We nurture all our children to develop their own confidence and resilience in their surrounding environment, and we positively seek advice and guidance from more knowledgeable professionals whilst incorporating experience from our own highly trained staff.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

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- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
 - The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENDCOs) and the SEN information report

3. Definitions

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Mrs Emma Ward.


She will:

- Work together with the school designated SEND governor (Lianne Rankin) to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEN governor

The SEND governor is Mrs Lianne Rankin and she will:

- Help to raise awareness of SEND issues at governing board meetings

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- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
 - Work with the Head Teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher Mrs Rachel Crolla will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any Learning Support Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO and Headteacher to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEN information report

5.1 The kinds of SEND that are provided for


Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder and speech and language difficulties
- Cognition and learning, for example, dyslexia and dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments and processing difficulties
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

All pupils at St Anne's receive quality first teaching and as per Statutory Guidance, The Code of Practice (2015), every teacher is a teacher of SEND. Teachers will co-ordinate findings with SENDCO and will inform parents when they are making special educational provision for a child.

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 so that children may achieve high standards and make good progress for their abilities. Pupils may be supported by Learning Support Assistants in class and some children can access learning in small groups or have a higher ratio of supporting adults. When the needs arise, as part of the Graduated Response, there may be a combination of approaches to address targets identified for individual children such as small group or individual interventions that are carried out 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 Headteacher and Senior Leadership Team. Following these meetings, provision may be adjusted to meet identified needs. If a child continues to have difficulty with one or more aspects of their learning and or development - despite intervention, or if a child joins our school with a high level of need, then they may be considered to have special educational needs (SEN).

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

Parents and guardians are consulted at each stage of the process and teaching staff will keep parents and guardians informed of any decisions made relating to support your child may need. The School SEND and Wellbeing Team meets regularly with all professionals from School Health, Speech and Language Therapy, Psychology Services and Behavioural Support Services. The school Wellbeing team, SENDCO or child's class teacher will speak to parents and guardians regarding any referrals to outside agencies which may be required to support your child's learning or which may be carried out as an intervention internally. The class teacher or SENDCO will also involve pupils in the process and gain their pupil voice.


We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and recorded on CPOMs and parents will be kept informed. We will formally notify parents when it is decided that a pupil will receive SEN support through letters.

5.4 Assessing and reviewing pupils' progress towards outcomes

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



Headteacher and Senior Leadership Team. Following these meetings, provision may be adjusted to meet identified needs.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

At St. Anne's we encourage children to make preparations for readiness for life. Children are given transition times for entry into Early Years Foundation Stage (EYFS) for Nursery and Reception classes, their next classes or key stages and transition for new school will encouraged. We work closely with local High Schools to support effective transition to KS3.


5.6 Our approach to teaching pupils with SEN

St. Anne's is a fully inclusive school working together and with external agencies to share expertise and develop curriculums and interventions. All teaching staff and Learning Support Assistants (LSAs) have regular SEN continuing professional development (CPD) via INSET days, external training courses and staff meetings. Specialist training is delivered to staff when necessary. Some of this training includes aspects of Autistic Spectrum Condition (ASC), speech, language and communication difficulties, hearing impairment, emotional and behavioural difficulties, Epipen, Epilepsy Training, Asthma and Team Teach Training.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions internally:

- Handwriting interventions
- Reading interventions
- Phonics interventions
- Language Link Speech and Language Intervention
- Beat Dyslexia
- Fine Motor interventions- Theraputty and Funky Fingers



Insync motor skills intervention
Chatty Words SLCN intervention
Seedlings Sensory Programme
Counselling
Mental Health Practitioner referral
Pastoral Support
Social Stories and other ASD support

We will also consult outside agencies to support interventions through the St Helens Council TESSA referral system:

Tessa Autism support for ASC and sensory processing
Tessa Behaviour
Speech and Language Therapy
Educational Psychology
Occupational Therapy
Physiotherapy
Dyslexia Assessments
School Nurse and School Health
Mental Health Team
CAHMS
Barnardos
Family Early Help
Social Care
Play Therapy
Healthy Schools
Bridge Centre Outreach services for support settling into Nursery and Reception and for other SEND
The Listening Tree Counselling

5.7 Adaptations to the curriculum and learning environment


At St. Anne's, and in line with School Impact Planning we strive to embed in practice our defined curriculum INTENT in order to further improve and sustain ambitious, high-quality teaching and learning for all. We shall, through effective practice, embed St Anne's curriculum INTENT underpinned by wellbeing, metacognition and effective communication and define this through the implementation (curriculum sequencing, teaching and assessment) with a specific focus on progression of children's knowledge, skills and understanding across the curriculum. The impact will further improve the quality of teaching so that teaching and learning in all classes is consistently no less than good, with a particular focus on Maths and foundation subjects.

We make the following adaptations to ensure all pupils' needs are met:

- Adaptive teaching strategies used in all areas of the curriculum to ensure all pupils are able to access learning, for example, scaffolds, different groupings, 1:1 work, teaching style, content of the lesson and regularly reviewing and doing work.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, now and next boards, wobble cushions, timers, verbal prompts and PECS.

Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary or learning content, reading instructions aloud and ensuring correct font and papers are used. Retrieval and review and do tasks are used to support learning to be embedded into the long term memory.

5.8 Additional support for learning



At St. Anne's, adaptive teaching takes into account of the children's differing abilities and needs. This could be: Providing additional TA support, providing learning tasks through scaffolded learning and adaptive teaching, use of particular specialist equipment for children if required. Specific programmes will be put in place if required that will meet the child's needs ensuring that progress is being made at the appropriate pace and level. Throughout the year there is regular monitoring carried out by the Senior Leadership Team and SENDCO of the targeted interventions and also by teachers who carry out assessments to provide additional information. There are specialist intervention programmes in place such as Fresh Start, Language Link, Beating Dyslexia and The Nuffield Early Language Programme. 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.

Learning Support Assistants will support pupils on a 1:1 basis when this is specified in an EHCP or when St. Anne's evaluates that this is necessary for an individual pupil.


Learning Support Assistants will support pupils in small groups when needs have been identified through teacher consultation or assessments carried out that suggest intervention needed. Interventions are well researched and measured for impact.

We work with the following agencies to provide support for pupils with SEND:

- Tessa Autism to provide support for ASC and sensory processing
- Neurodevelopmental Pathway
- Speech and Language Therapy
- Community Paediatrician
- EAL Services
- Educational Psychology
- Occupational Therapy
- Tessa Behaviour
- Dyslexia Assessors
- Learning Support Services
- School Nurse and School Health
- CAHMS
- Barnardos
- Early Help AND Social Care
- Play Therapist
- Healthy Schools
- Bridge Centre Outreach services for support settling into Nursery and Reception
- Counselling
- SCOPE
- The Virtual School (LA)

5.9 Expertise and training of staff

All teaching staff and Learning Support Assistants have regular SEND continuing professional development (CPD) via INSET days, internal and external training courses and staff meetings. Specialist training is delivered to staff when necessary. Some of this training includes aspects of Autistic Spectrum Condition (ASC), speech, language and communication difficulties, hearing impairment, emotional and behavioural difficulties, Autism in Schools Project, Therapeutic Schools, Epipen, Epilepsy Training, Asthma and Team Teach Training, Tourette's Action training. The Inclusion Team 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 Inclusion Team will meet with professionals to discuss and arrange any additional training needs. The SENDCO attends the LA SENDCO network meetings each term.



We have a team of Learning Support Assistants who are trained to deliver SEND provision.

In the last academic year, staff have been trained in the four broad areas of need, Speech and Language, Adaptive teaching techniques, Autism in Schools Project, Therapeutic Schools and safeguarding.

We use specialist staff for ASC and social communication awareness through Local Autism and Social Communication Service (Tessa Autsim) and Tessa Behaviour. Speech and Language Services also are engaged to support our children with speech plans.

5.10 Securing equipment and facilities

To ensure that classrooms and interventions are adequately equipped equipment such as specialist text books, overlays, pencil grips, ear defenders, writing slopes, wobble cushions and sensory equipment are audited and reordered as necessary.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term, including pupil and parent voice
- Monitoring pupil progress
- Regular book scrutinies and evaluating
- Reviewing the impact of interventions each half term.
- Using pupil and Parent questionnaires
- Monitoring by the SENDCO, Senior Leadership Team and Subject Leaders
- Using provision maps to monitor provision and measure progress and impact
- Holding annual reviews for pupils with EHC plans and ESS funding
- Holding meetings with parents as and when required and SEND drop-in sessions

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs and after-school sports clubs.

All pupils are encouraged to go on our residential trip(s) in Year 6 and school trips for other year groups.

All pupils are encouraged to take part in sports day, school plays, special workshops and after school clubs.


No pupil is ever excluded from taking part in these activities because of their SEN or disability.

At St. Anne's we ensure that there is provision made for:

- Arrangements for the admission of disabled pupils
- At St. Anne's all children are treated fairly and there is regular promotion of equality and diversity through initiatives such as inclusivity and neurodiversity weeks, implementation of SCORE Values and regular reviewing of Accessibility Plan, SEND, Equality and Attachment Aware Behaviour Policies so that this prevents disabled pupils from being treated less favourably than other pupils
- Timetables and session times and days are reviewed and personalised, as required, for all children to access full curriculum and be supported as required
- St. Anne's Equality Policy and Accessibility Plan can be found on the website on the School and Statutory information tab (light blue) and under Policies Tab

5.13 Support for Improving Emotional and Social Development

We provide support for pupils to improve their emotional and social development in the following ways:

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- Pastoral Support with the Well Being and Welfare Managers and wider Pupil Wellbeing Managers and The Listening Tree Counselling or Mental Health Practitioner Partnerships is offered where pupil voice is obtained and children's views are prioritized and taken into consideration.
 - St. Anne's are in the early phases of implementing the PATHS approach across school to support social and emotional learning.
 - Pupils with SEND are encouraged to be part of the School Council, Friendship Ambassadors and Curriculum Subject Ambassadors, Well Being Ambassadors, House Captains and Vice Captains (Y6) and to be a member of a school house team working in partnership on SCORE Values.
 - Pupils with SEND are also encouraged to be part of after school clubs to promote teamwork and building friendships.
 - Workshops are used to educate our pupils around inclusion, anti-bullying and the importance of Mental Health. St. Anne's run a themed assembly approach to support children's well-being, Therapeutic School's curriculum that promotes positive mental health, this sits alongside our Jigsaw PSHE Scheme and Catholic Social Teaching. We also use Positive Footprints teaching with upper KS2 pupils. We are also introducing the Barnardos PATHS programme from Nursery to Year 6.
 - At St. Anne's we have a graduated response to Pastoral Support and Behaviour Support and we use the Boxall Profile for identified children.
 - We work in close partnership with The Mental Health Team, CAHMS and Barnardos to support children's well-being and mental health.
 - Children requiring an enhanced curriculum are quickly identified and support is set in place.
 - Staff are trained in Adverse Childhood Experiences (ACEs) and trauma-based approaches to provision and care for pupils.

5.14 Working with other agencies

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 (2015) gives guidance to schools on meeting the needs of pupils and St. Anne's has invested in relevant staff training to support children. Parents and carers are consulted at each stage of the process and teaching staff will keep parents and carers informed of any decisions made relating to support each child may need. The School Inclusion Team meets regularly with all professionals from School Health, Speech and Language Therapy, Psychology Services, SENDIASS, ADDvanced Solutions and Behavioural Support Services. The school Inclusion team, SENDCO or child's class teacher will speak to parents and carers regarding any referrals to outside agencies which may be required to support your child's learning or which may be carried out as an intervention internally. There is also a wealth of advice on St. Anne's School's website under the SEND tab that can support pupils' SEND and family needs.


5.15 Complaints about SEN provision

The first line of communication for concerns you have about SEND Provision for you child should be made to the class teacher and / or SENDCO in the first instance.

Should you feel further action is necessary you should then write to the Headteacher and if you remain concerned an appointment can be made with the Headteacher.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Suspensions and Exclusions
- Provision of education and associated services



➤ Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

At St. Anne's we aim to listen to concerns around SEND. No pupils, especially those with SEN or disability, will be discriminated against. Funding earmarked by the governing body for special education provision, including staffing, is used effectively for its intended purposes, but if there is a concern around SEND then support can be found at St. Helens IASS (Information Advice and Support Service) is a statutory service. It is a partnership between parents, carers and young people, the voluntary sector and the Children and Young People's Service (CYPS). There is a confidential help line 01744 673428 Website: www.sthelens.gov.uk/sthelensIASS.

There are also other partnerships that can support parents of pupils with SEN and also pupils:

<https://www.sthelens.gov.uk/schools-education/sen-the-local-offer/>

<https://www.scope.org.uk/family-services/navigate/> This link also offers six weeks of free mentor support for Parents/Guardians of children who are on the pathway to diagnosis or who have a diagnosis or disability.

If you need support for emotional wellbeing, we can sign-posted you to the online counselling and support service Kooth via <https://www.kooth.com/>

There are specific parenting courses to support with a child's specific needs or behaviours, such as Positive Parenting Programme (PPP). Please visit <https://www.sthelens.gov.uk/media/2033/1401122-parenting-team-leaflet-low-res.pdf> for further information on how this can support your family.

There are offered learning, support and strategies by ADDvanced Solutions Community Network, please call 01744 582172 or email info@addvancedsolutions.co.uk for further information on how you can be supported with a range of needs or look on their website <https://www.addvancedsolutions.co.uk/our-offers/our-offer-in-st-helens.html>

There is also support available at: <https://www.sthelensgateway.info/>

<https://clairspmpadhd.org/> Clair's Parents Meeting Parents ADHD Support. This is a registered charity run by volunteers, providing support and information to parents and carers of children and young people diagnosed with the neuro-developmental condition Attention Deficit Hyperactive Disorder (ADHD). They aim to raise awareness and reduce the stigma surrounding ADHD, whilst providing a support network for parents and carers of children with ADHD in St Helens and the surrounding areas.

On a national level, the Attention Deficit Disorder Information and Support Service (helpline 020 8952 2800) and AADD-UK provide general support and information for people with ADHD.

5.17 Contact details for raising concerns

To raise a concern the following people can be contacted in the first instance: Class Teacher for the child, Emma Ward (SENDCO), Rachel Crolla (Head Teacher). Please raise any concerns you have promptly with a member of the school team.

5.18 The local authority local offer

Our contribution to the local offer is on the School's website and the local authority offer can be accessed here: <https://www.sthelens.gov.uk/schools-education/sen-the-local-offer/>

6. Monitoring arrangements

This policy and information report will be reviewed by Rachel Crolla (Head Teacher) and Emma Ward (SENDCO) **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board annually.



7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Attachment Awareness Behaviour Policy
- Equality Policy and Audit
- SEND Policy
- SEND Graduated Response
- Supporting pupils at school with medical conditions
- Attachment Aware Behaviour Policy
- Attendance Policy
- Attendance for Pupils where Mental Health Affects Attendance
- Friendship and Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Pastoral Graduated Response
- Mental Health and Wellbeing Policy