

St Anne's Catholic Primary School

Our school is a Mainstream Co-educational Catholic Primary School educating children within the mainstream whilst meeting their Special Educational Needs and disabilities as outlined below:-

	Questions	School Response
1	<p>How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?</p>	<ul style="list-style-type: none"> • We have rigorous monitoring in place that tracks the progress our learners make in all areas of the curriculum. Our staff are vigilant at supporting and raising any concerns relating to cognition, learning, communication, language, social, emotional and mental health, physical and sensory needs. • We use data and other forms of assessment to identify additional needs and celebrate achievement. Parents/carers are encouraged to speak to the class teacher/ Inclusion Lead about any concerns they have. • We have a robust in school knowledge of supporting children with special educational needs that is and disabilities that is embedded into the school historically alongside support from the Xavier SEND Advisor. Working relationships with external agencies is excellent. • Initial concerns are discussed quickly with the class teacher. • Speedy support from the School's Inclusion Co ordinator to Parents and Class Teachers. • We have access to diverse provision using a variety of resources to meet individual needs- see our Waves of Provision Map on our Website that is key Stage related. • Staff and parents can access our Inclusion Policy on our website or on hard copy if requested which clearly states how support can be offered – or just come in and talk to us.
2	<p>How will early years setting / school / college staff support my child/young person?</p>	<ul style="list-style-type: none"> • When the school identifies the need for additional support to enable a pupil to make expected progress the parents/carers will be invited to a meeting at the school with the Class Teacher and the Inclusion Co ordinator depending on the individual need and circumstances to draw up a plan of support. • This individual provision plan will detail what sort of provision is in place, what outcome is expected, who is providing it and for how long. • We will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting. • Our Inclusion policy and teaching safeguarding across the curriculum- see the Safeguarding Curriculum Map on our website also embeds the dedication of all staff at St Anne's to support the individual child. • Wave 1, 2 and 3 Provision Maps clearly state ways in which children can be supported. • Class Pupil Provision maps are regularly reviewed and up dated.

		<ul style="list-style-type: none"> • Individual and group support arrangements are regularly reviewed with pupil, parent and staff so impact can be measured. These were transferred to pathways of provision in accordance with the New Code of Practice (0-25: 2014) • Impact of interventions is reviewed on a 6 weekly basis and more frequently as needed. • Our Inclusion Lead works closely with the Head Teacher/Class Teachers and support staff with regular formal meetings and spontaneous meetings as required in line with our open door policy of partnership with parents. • Inclusion Lead meets regularly with the SEND Governor who is very experienced in SEN/Inclusion. There are regular monitoring visits and updates to the Governing Body.
3	How will the curriculum be matched to my child's/young person's needs?	<ul style="list-style-type: none"> • All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress. • Differentiation is planned for in all curriculum areas. • Pupils who are unable to access the curriculum at the particular level are planned for and a tailored more personalised curriculum is in place. Children do not stand out, they thrive and achieve well.
4	How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?	<ul style="list-style-type: none"> • Learner feedback is part of our established learning culture. This includes informing families of next steps and what they can do to help/support their child's learning. We encourage parents to invest time in developing their parenting skills. • Parents/carers are invited to consultation meeting to discuss the support that the school are providing and how they can help their child at home. We will always talk about the progress your child is making and share ideas about how we can together help them to do even better. • On-going discussion with class teacher and parents as necessary. • In school, staff provide children with regular feedback and next steps. The methods vary with the age and needs of the children but examples are: oral feedback, traffic lights, written feedback. • Maths and Literacy targets are shared with parents so they know next steps
5	What support will there be for my child's/young person's overall well-being?	<ul style="list-style-type: none"> • We provide a high standard of pastoral support all levels of staffing. • We have a mental Health Champion in School • Our staff have been trained in supporting anxiety in children • Update training has been given re: COVID • Specific staff are trained to support individual medical needs; there is whole school training and refresher training to support specific medical conditions.

		<ul style="list-style-type: none"> • We have a medical policy in place. • The school adhere to the Reasonable Adjustments Surrey Policy to ensure all pupils enjoy our broad and balanced curriculum. • Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. Behaviour policy includes clear stages of behaviours, rewards and sanctions & engagement with parents. • We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. Regular meetings with Education Welfare Officer (EWO) monitors attendance. • Learner voice is central to our ethos and this encouraged in a variety of ways- there are worry boxes in every class room. • We have a school counsellor and trained ELSAs. • Safeguarding training and constant updates are provided to all staff. • The school have excellent working relationships with all relevant professionals re: academic/social and emotional expertise. • First aid, epi-pen , diabetes training is constantly updated. • The school operate the Early Help strategy to support our families. • Work closely with home and hospital teaching service. • Learner voice is central through school council and regular pupil interviews and questionnaires.
6	<p>What specialist services and expertise are available at or accessed by the setting / school / college?</p>	<ul style="list-style-type: none"> • In line with Surrey policy we are allocated a level of support to access our multi-professional Team that comprises of the Specialist Teaching & Educational Psychology Service (STIP Team) which includes our Educational Psychologist, Specialist Behaviour Support Teacher, Specialist Learning and Language Support Teacher who also works alongside us to provide additional support to children having English as an additional language. These professionals may visit school for classroom observations, individual assessment, therapy sessions or offer advice and training. With parental consent they will offer further assessment to children following the Surrey graduated support criteria. • We have strong links with the Freemantle's (ASD) specialist school outreach Service and have provided whole school training for ASD awareness. • To support Medical needs, we have excellent working relationships with Specialist Nurses for diagnosed conditions in addition to Hearing Impaired Teacher, excellent liaison with the Paediatric Consultants at London Hospitals, St Peter's Hospital and the Community Paediatrician. • The school has a strong working relationship with the Primary Health Care worker at CAMHS with regular meetings taking placed termly. • The school have work closely with the Speech and Language Service, implementing individual programmes to pupils as required. Occupational Therapy, Physiotherapy, Physical and Sensory

		<p>Support, Child & Mental Health Service (CAMHS) and the School Nurse are all accessed by the school on a regular basis to support the needs of our children.</p> <ul style="list-style-type: none"> • The school work alongside Children’s Services as required to support children and their families. There are regular meeting with the Educational Welfare Officer. • We have links with other Primary and Secondary schools and nurture smooth transitions for our pupils.
7	What training are the staff supporting children and young people with SEND had or are having?	<ul style="list-style-type: none"> • We regularly invest time and money in training our staff to improve Wave 1 provision delivery and develop enhanced skills & knowledge delivery of Wave 2 and 3 interventions. • At St Anne’s we recognise that every teacher is a teacher of every child or young person including those with SEN (New SEN Code of Practice: for 0-25 (2014) • We understand that that teaching and non-teaching staff need regular in-school training on aspects of special needs in order to ensure good up to date policy and practice. • All staff are involved with further training in line with the School Development Plan. • We request training support from our specialist services as required. • We hold regular INSET training on issues related to SEN. • Our Inclusion Co ordinator MA (Ed) SEN is highly experienced having supported SEND at St Anne’s for 20 years, achieving the IQM (3 times), Beacon School SEND status and supporting Surrey as an Associate SEN Consultant, directly involved in SENCo training, school support work, SEN auditing and Statement writing. • Leanne Harris, our Head was previously a SENCo. • LSAs attend training days for range of support strategies including SEMHS. • LSAs study for higher qualifications. • In house training is provided to meet needs • SEND and safeguarding updates are provided in staff meetings and Full Governing Body Meetings and as required.
8	How will my child/young person be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • All children are included in every aspect of education, school trips and extra-curricular activities in accordance with the ‘Making Reasonable Adjustments’ Guidelines. • Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. • Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; parents/carers are consulted and involved in planning and risk assessments required. • Children with physical disabilities will receive support according to individual circumstances and the level and type of support designated.

		<ul style="list-style-type: none"> We have high expectations for all pupils. All pupils have access to the broadest possible range of normal school activities, including extended activities.
9	How accessible is the setting / school / college environment?	<ul style="list-style-type: none"> We have a full Accessibility Plan in place. We operate and review our Accessibility Plan as required under the Disability Discrimination Act (1995) for increasing access to the school by pupils with disabilities which enables the school to offer a broad and balanced curriculum to all pupils irrespective of attainment or impairment. We review this provision as part of our School Development Plan. The design of the school enables us to accommodate pupils who have physical disabilities, if required, further alterations and adaption would be discussed and undertaken to meet individual needs in conjunction with advice from the Local Education Authority. We are vigilant about making reasonable adjustments; where at all possible. Our policy and practice adheres embrace The equality Act 2010. We arrange for mother tongue assessments. When required translators are asked to attend meetings. Our Inclusion Lead attends settings before children come to St Anne's to pre plan such provision and alert relevant Surrey Services that further support may be needed.
10	How will the setting /school / college prepare and support my child/young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?	<ul style="list-style-type: none"> We have a robust Induction programme in place for welcoming new learners to our setting. Our Provision Management systems records what aspects of our environment help child/young people learn and this information is passed on in transition. We have very good relationships with any feeder settings as well as settings children/young people move onto. Individual Support Plans are developed into pathways of support using Section 5 of the SEND Document and Provision Maps aid transition between year groups and settings. Transition within St Anne's is planned well in advance, includes many visits to neighbouring classes and 'Emotional literacy' sessions are set aside in the summer term to prepare children for transition. <p>Prior to entry:</p> <ul style="list-style-type: none"> Our Early Years Foundation Stage Teachers and Inclusion Lead visit your Nursery setting, to collect appropriate information ie on academic progress, areas of need, strategies being used to support and what provision is already in place. Our Inclusion Lead and Early Years Co Ordinator attend transitional meetings with parents and Nursery staff as required. <p>Leaving St Anne's:</p> <ul style="list-style-type: none"> We have strong links with Secondary Schools; the Inclusion Lead organises meetings with parents, pupils and KS3 colleagues to ensure efficient transition planning takes place. Additional visits etc and planned as required. The receiving schools SENCO/Inclusion Lead/Manager or Head of Year is invited to attend the annual review of Statemented /EHCP pupils.

		<ul style="list-style-type: none"> • Additional induction visits are arranged, if required as part of individual and tailored transition plans for our children and their parents to experience a smooth transition to Secondary School /start at St Anne's • Should a child leave us mid-term the same intense transition format is followed, lead by the Inclusion Lead.
11	How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?	<ul style="list-style-type: none"> • Budgets are closely monitored and aligned to the school improvement plan of the school. • We support our children to meet their individual needs. This will vary in approach from whole class differentiated teaching, learning and questioning to paired, 1/1 and small group work as we will always be flexible in our coordinated planning. • The Inclusion Lead works closely at all times with Class Teachers, Bursar and parents/ all agencies and is a member of the Senior Leadership Team to achieve the best outcomes for our children. • We have a flexible approach to creating learning environments that meet our children's needs. We demonstrated the importance of this by the building of additional resource rooms in previous years and converting an existing space to a Nurture Room this year. We understand that our pupils require different strategies for learning.
12	How is the decision made about what type and how much support my child/young person will receive?	<ul style="list-style-type: none"> • Quality First inclusive Practice (Wave 1) is clearly defined in our setting and we expect all staff to deliver this. Through evaluation of targets and continual monitoring of progress it is identified quickly should additional support be required, this is undertaken after consultation with Class Teachers, Inclusion Lead and Head Teacher in addition to the family. • All interventions are monitored for impact and outcomes are defined at the start of any intervention. The Inclusion Lead and SLT oversee all additional support. • The school provide support in line with the Graduated Response Guidelines, referring to specialist agencies as required. • Should a child reach the criteria for additional provision via an Education Health Care Plan (EHCP) the Inclusion Lead will guide and support parents through the procedure. • The Inclusion Lead regularly updates the SEN/Inclusion Governor and Full Governing Body.
13	How are parents involved in the setting/school/college? How can I be involved?	<ul style="list-style-type: none"> • The school is committed, as has been historically to partnering parents in a two-way dialogue to support a child/young person's learning, needs and aspirations. • We operate an open door policy. We take every opportunity to strengthen this dialogue. • Parents are invited to contribute though a number of means. We host regular parent focus groups in order to listen to any parental concerns. • Our Governing Body includes Parent Governors/representatives. • Parents are well informed and are regularly invited into school for meetings. • Parental feedback has been very positive with how two-way dialogue is conducted at St Anne's.

		<ul style="list-style-type: none"> • There is a direct line to the Inclusion Lead that is available to all parents. • Parents are represented on the governing body. • The Head meets regularly with the parental forum • School use 'Parent Mail' and texting to communicate with parents.
14	<p>Who can I contact for further information</p>	<ul style="list-style-type: none"> • The first point of contact within school is the Class Teacher. • You can contact the Inclusion Lead or the Head Teacher • Surrey Parent Partnership provides impartial and independent information, advice and support to parents of children with special educational needs. • Surrey (North West) Special Educational Needs Management Team manage school placements and provision for children with special educational needs. Telephone: 01483 518110