



S.E.N.D. Information Report

Warwickshire Local Offer of SEND Support

www.warwickshire.gov.uk/send

1. The kinds of SEND that are provided for.

- St. Anne's Catholic Academy is a mainstream communication friendly school offering provision from Nursery through to Year 6
- Nursery is currently only a morning session offering 15 hours of provision
- Our school is a one form entry school
- One to one and group intervention takes place through-out the academy

2. Policies for identifying children and young people with SEND and assessing their needs.

- The majority of children who enter St. Anne's Catholic Academy in reception transfer from our nursery unit.
- Liaison with the SENCo and staff in an on-going process but gains momentum in the summer term prior to transfer. A variety of meetings, including attendance at IEP and Annual Reviews take place providing opportunities to meet children, parents / carers and teachers. Visits to St. Anne's Catholic Academy are a frequent occurrence and Talking Diaries are provided if necessary with pictures and messages to look at over the summer break
- Ongoing discussions and monitoring between all staff and parents determines who is placed onto the SEND Register. Parents are personally notified and invited into school to discuss any concerns they may have
- External agencies may be contacted if necessary
- Assessment and tracking of progress occurs on a termly basis by the class teacher and senior management team
- Any children not making sufficient progress are discussed at termly 'Pupil Progress' meetings and relevant interventions are then put in place to accelerate learning
- The EYFS lead liaises with our nursery and any other nurseries that the children entering reception are coming from both verbally and with visits to gain any SEND information. Visits and transition plans can then be put into place if necessary
- In nursery we work the staff work closely with the SENCo and IDS to identify any children with SEND. A Single Point of Access, (SPA form) can be completed to refer nursery children for specialist assessments

SENCo / Inclusion Manager: Mrs Delia Davies and Mrs Beth Betti contact via school office

3. Arrangements for consulting parents / carers of children with SEND and involving them in their child's education.

- Initial discussions with parents to notify them of any concerns / issues that their child may have
- Place child's name onto the SEND Register if parents in agreement
- Open door policy with all teaching staff available before and after school for a brief chat or the opportunity to arrange a more formal meeting
- Pastoral Support team available with lead teacher and three teaching assistants
- Termly IEPs sent out with opportunities to discuss and review at Parents Evening
- Call Parents, texting and email systems set up in school
- Phone calls to share information or informal chats
- More specific personal issues are discussed via phone calls or specific appointments in school
- SEND Questionnaire as deemed appropriate
- For Education, Health Care Plans and their Annual Reviews, a Family Conversation form is completed
- Annual Review Meetings for all Education Health Care Plan pupils

4. Arrangements for consulting young people with SEND and involving them in their education.

- Children are invited to comment on things they are good at and things they need to be better at on their IEPs. Children are invited to be present at their IEP reviews
- Termly Impact and Evaluation of Intervention sheets are completed with the child and their comments are recorded, as well as looking at the impact this has had on their self-esteem and any aspects for future development
- Education Health Care Plan pupils complete a written report for their Annual Review Meetings which they attend with their parents / carers and are encouraged to take an active role in any discussions at the meeting
- The school's marking policy enables the children to contribute to their learning. Tickled Pink / Green to Grow / Orange Overload assessments are made by teachers so the children know what level they

have obtained. Challenges through a 'Shot to Success' are then set. Work is marked with the children present whenever this is feasible so they have immediate feedback

- Use of school Behaviour Policy

5. **Arrangements for assessing and reviewing children's progress towards outcomes.**

- Termly Pupil Progress Meetings (Principal / Class teacher)
- Termly Provision Maps produced by class teacher
- Termly IEPs written and distributed to parents
- Termly Impact and Evaluation of Intervention Sheets
- Termly Parents Evenings to review IEPs
- SENCo monitors intervention, co-ordinates IEPs, Pupil Premium and Provision Maps

6. **Arrangements for supporting children in transition.**

- As a Holy Spirit Multi Academy some of our children transfer to the same school which we have very strong links with
- Any children transferring from different schools are dealt with on an individual basis
- Meetings / Visits for staff and pupils / Attendance at IEP and Annual Reviews
- Transition work and booklets
- Link Log Books
- Talking Diaries
- Holy Spirit Multi Academy Individual Plan for all Education Health Care Plan children
- Transition Meetings with Parents
- Planned transitions into reception, gradually increasing times

7. **The approach to teaching children and young people with SEND.**

- The National Curriculum will be made available for all pupils
- Where pupils have SEND a graduated response will be adopted
- Every teacher is responsible and accountable for all pupils in their class whenever and with whomever the pupils are working
- IEP targets are set on a termly basis, they only record that which is additional to or different from the differentiated curriculum plan, which is in place as part of provision for all children
- SMART targets are set to provide the intervention that is required in order for progress to be made
- Booster groups are provided when and as the need arises
- Provision Maps are produced termly for each class listing all the additional interventions that take place
- Speech and Language Programmes are provided for specific children, school buys into this service and programmes are delivered by TAs
- Specific learning Difficulties are addressed
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8. **How adaptations are made to the learning environment of children with SEND.**

- Work is differentiated as deemed necessary
- Ability groups are set up for English and Mathematics
- One to one and group intervention

9. **The expertise and training of staff to support children with SEND, including specialist support.**

- The Holy Spirit Catholic Multi Academy SENCo support group meetings held termly
- SEN TAs for Education Health Care Plan pupils as well as class based TAs
- Additional support is bought in from Educational Psychologist Service, Specialist Teacher Support, Speech and Language Service on a yearly subscription
- Occupational Therapy and Physiotherapist Services are used as necessary
- Use Single Point Entry for CAMHS Referral / Reach
- Early Help Officers (CAF)
- Health Professionals for advice and Health Care Plans
- Compass
- EMTAC support for travellers
- Social Services
- Looked after Children Services

- Integrated Disability Service

10. **Evaluating the effectiveness of the provision made for children with SEND.**

- Termly assessments and Pupil Progress Meetings to analysis data and results
- Termly IEP reviews
- Termly Impact and Evaluation of Intervention Sheets used to provide next stages of intervention
- Termly Progress Indicators highlighted to show progress in independence, interaction and attention for specific children

11. **How children with SEND are enabled to engage in activities available with children who do not have SEND.**

- All children at St. Anne's Catholic Academy are treated equally regardless of age, gender, ability, culture, race, language, religion or sexual identity and have equal rights to an inclusive education
- After-school clubs with variety of different activities for all children
- Financial support provided for trips and residential visits if need arises
- Children with specific medical needs are supported by specific TAs

12. **Support for improving emotional and social development.**

- Pastoral Support Team (one teacher and three teaching assistants all available for one day / week)
- Teaching Assistant (S.E.N.D.) and class Teaching Assistants to support pastoral needs
- Rainbow's Programme
- Specialist Teaching Support service for educational, social, emotional, and mental health issues
- Single Point Entry to CAMHS / Reach support for social, emotional, and mental health issues
- BLP in classes
- Early Help (CAF)
- Good Listening Groups (Social Skills / Friendship Group / Self-Esteem / Time to Talk) as deemed necessary
- Senior Management Team and SENCo all part of Safeguarding Team
- Bullying Policy and Behaviour Policy in place
- Lunch Time Club

13. **How the school involves other bodies in meeting children's SEND and supporting their families.**

The school is actively involved with the following support services as and when it is deemed necessary:

*Buy in Service

- Warwickshire Local Offer (see link on front cover) that sets out what all agencies are expected to provide including what schools are expected to provide from their delegated budget and their notional SEND budget
- Special Educational Needs Disability Assessment and Review (SENDAR)
- Specialist Teacher Support (STS)
- Educational Psychologist*
- Clinical Psychologist*
- Physiotherapist
- Occupational Therapist*
- National Health Service (NHS)
- Speech and Language Therapy Traded Service*
- SEN and Disability Information, Advice and Support (SENDIAS: Formerly Parent Partnership Service)

Support

- Ethnic Minority and Traveller Achievement Service (EMTAS)*
- Early Help (Formerly CAF)
- Family Support Workers
- North Warwickshire Dyslexic Association*
- Sycamore Counselling Service*
- Social Services
- Looked after Children
- EMTAC*
- Local support group (ADHD / ASD)

14. Arrangements for handling complaints from parents of children with SEND about provision made at school.

- Parents wishing to raise concerns about their child should make an appointment with the Principal, Class teacher or SENCo. If the matter is not resolved, the SEND complaint's procedure is in line with the school's complaint's procedure, details of which are available from the Principal.

S. Hubbard October 2017