

St Ann's Heath SEN Information Report 2021

What kinds of special educational needs (SEND) are provided for?

We are a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2015). All staff receive regular training to be able to cater for learners who may have difficulties with:

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

In addition, we have staff who have been specifically trained in areas such as autism, behaviour management and attachment and trauma training.

We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).

For more information about various aspects of this report you may wish to look on the school website

<http://www.stannshealth.org> under SEND in:

- Send Policy
- 'Waves of Provision' document details the different ways in which pupils may be supported.

You may also contact our Inclusion Manager, Mrs Julie Williamson, at St Ann's Heath Junior school on 01344 842900 or email juliewilliamson@stannshealth.org.

The school's Inclusion Manager works closely alongside the Senior Leadership Team, and with Class Teachers and support staff to ensure every child makes progress. Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they receive a report from the SENCO/ senior leadership team on the progress of pupils with SEND on a termly basis.

What policies are in place to identify children with SEND and to make an initial

The school's SEND policy can be found on our website. It is written in line with the SEND Code of Practice (2015).

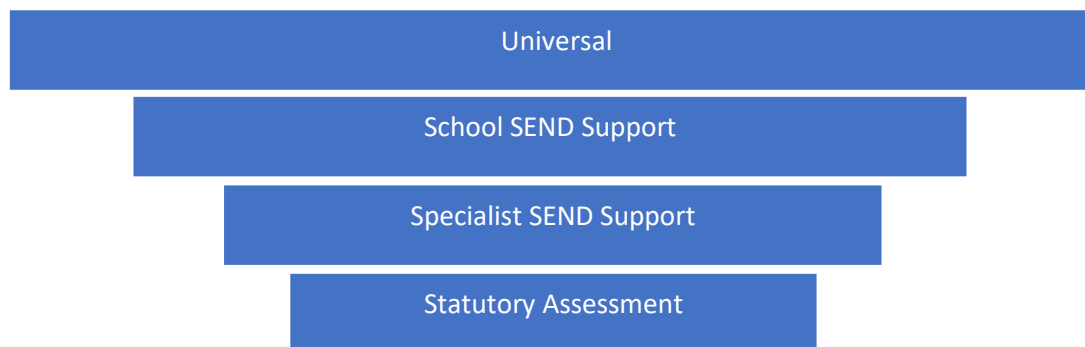
Larger font paper copies can be requested at the school office.

assessment of their needs?

The progress of all pupils is monitored informally on a continual basis and formally at pupil progress meetings held regularly with the Senior Leadership team where next steps of development are planned for. Progress is measured in all areas of learning and development, including academic and social and emotional aspects.

Additional meetings are held to monitor the progress of 'higher need' children and to discuss any new concerns.

Our educational provision follows Surrey County Council's revised profiles of Needs (Sept. 2019) and is categorised into 3 main areas: Universal, School SEND Support, Specialist SEND Support.



Universal Provision

Universal provision is available to all pupils. All pupils receive 'Quality First Teaching'. If a child is identified as not making as much progress as expected despite Quality First Teaching, the class teacher will consider what could be changed to enable the child to progress. This may include additional, time-limited tailored intervention support programmes and different strategies in line with the school's graduated approach. The class teacher may also speak with the child's parents to seek their views.

School SEND Support

If pupils continue to make slower than expected progress despite high quality universal provision, they may be identified as having a Special Educational Need or Disability (SEND) and may require additional intervention and support. The class teacher will discuss the child's needs with the parents and other staff in the school, including the Inclusion Manager. With parental permissions, advice may be sought from specialists from outside agencies and a plan of action will be agreed.

Specialist SEND Support

If pupils continue to make slower than expected progress despite additional support at the School SEND Support level, they may require increasingly individualised programmes. Again, where appropriate and with permission, further advice may be

sought from external specialists and a plan of action agreed. The class teacher will liaise closely with the Inclusion Manager who oversees all the additional support for children with SEND.

When concerns are raised about a child we follow the graduated approach cycle of:

- **Assess** difficulties
- **Plan** how to support
- **Do** implement a programme of support
- **Review** the effect of the support



Prior to children joining us in Year 3, we liaise closely with our feeder schools and hold meetings with the Year 2 teachers to discuss each child's individual needs. If a child already has an identified SEND need or disability prior to joining St Ann's Heath, appropriate support and intervention is put in place as soon as possible to ensure a smooth transition between the schools.

Other children are identified as having SEND during their time at St Ann's Heath.

If the pupil meets the criteria for special education needs or disabilities (SEND), parents will be consulted by the class teacher and/or the Inclusion Manager depending on the individual need and circumstances and a plan of support will be drawn up, known as SEND Support Arrangements, under the New Code of Practice (0-25:2015).

Parents/carers are encouraged to speak to the class teacher to discuss any concerns, who will then liaise with our Inclusion Manager as appropriate.

What are the arrangements for consulting with parents of children with SEND and involving them in their child's education?

We work in partnership with parents to support each child's well-being, learning needs, progress and aspirations. We have an open-door policy where parents are welcome to contact staff should they have any concerns regarding the academic or emotional progress of their child. We also encourage parents to alert the class teacher about any emotional issues outside school which may impact on their child's well-being and focus at school. In addition, we have a Pastoral Lead who can support parents and make recommendations on how they can positively engage with their child's learning and all-round development.

We regularly share feedback about progress with our pupils and their parent/carers through formal Parents' Evenings (in the Autumn and Spring term), annual reports and additional contact throughout the year when there is a cause for concern or closer monitoring is taking place. Either through a phone call or meeting, we discuss how a child is progressing in school, next steps

	<p>and what can be done by families at home to support their child with their learning. Pupils' views will be obtained when appropriate and they may take part in all or part of the discussion.</p> <p>Where specialist services are being employed to support a child, this is with the explicit consent of the parents/carers and they are fully involved in discussions and target setting.</p> <p>In school, staff provide children with regular feedback and next steps to learning. The methods vary with the needs of the children, but examples include; oral feedback, written feedback, small group support and checklists.</p> <p>We use the school website, newsletters, 'Parent Mail' and texting to communicate with parents and inform them of what their children will be learning next together with events that are taking place in the school.</p>
<i>What other ways can parents/carers be involved in their child's education?</i>	<p>We have a committed Parent Teacher Association (FOSAH) and our governing body includes parent governors who take an active role in the overall running of the school including financial management, curriculum development and whole school improvement.</p> <p>Parents are encouraged to become involved in the school by hearing children read, supporting on educational visits and sharing time in other ways appropriate to the year group. Regular invitations go out to parents to support at specific school events, attend workshops and coffee mornings.</p> <p>Further information about how to become involved in the PTA (FOSAH- Friends Of St Ann's Heath) can be found on the school website under FOSAH.</p>
<i>What are the arrangements for consulting children with SEND and involving them in their education?</i>	<p>'Quality First Teaching' (Wave 1- universal level of provision on the provision map) is clearly demonstrated in our school and we expect all staff to deliver this.</p> <p>All children with SEND complete a 'one page' profile which they review regularly. This outlines what is important to them, how they learn and how best to support them. This enables staff to have a clear overview of the whole child. Children are often spoken to about their progress and their views are sought about their difficulties and what would be helpful in order to overcome these difficulties. We feel it is important to have the views of the pupil so that they feel involved in their learning and in finding solutions.</p> <p>Where children have EHCPs (Educational and Healthcare plans), their views are sought, they are involved in assessing how they are developing against specific outcomes and may, where appropriate, be invited to attend review meetings.</p>

<p><i>What arrangements are made for assessing and reviewing the progress of children with SEND?</i></p>	<p>Pupils' progress is constantly monitored through formal and informal assessments in reading, writing, maths and grammar and punctuation. We have a rigorous monitoring system in place that tracks the progress our pupils make in all areas of the curriculum. It tracks pupils who are working at a level below that which is expected for pupils of their age. It can also identify pupils who are showing slow or little progress in specific areas. Regular pupil progress meetings take place with the Senior Leadership team and staff are vigilant at supporting pupils and raising any concerns.</p> <p>During our 'assess, plan, do and review' cycle, we evaluate the impact of existing interventions and whether further actions are needed.</p> <p>We hold Annual Reviews of progress with parents/carers and relevant professionals for pupils with an Educational and Health Care plan (EHCP).</p> <p>Additional specific testing is used when more information is felt to be needed. These tests are conducted by the Inclusion Manager or by external agencies through Surrey County Council (Educational Psychology Service, Learning and Language Support, Behaviour Support Service, Speech and Language and the Inclusion Team). When an external agency is involved, parents/carers' permission is sought and they are fully involved in the process. Meetings are held to discuss the findings and how best to address need and meet targets.</p> <p>Consideration is given when carrying out formal assessments of additional needs that a pupil may have e.g. a reader, scribe, additional time, rest breaks or scripts printed in larger font may be necessary.</p>
<p><i>What are the arrangements for supporting pupils in moving between phases of education?</i></p>	<p>We have very good relationships with our feeder schools and the settings children move onto; we share information to support pupils' learning and well-being at transition. In addition, the Inclusion Manager liaises with the SENCo of the schools to ensure that relevant SEND information is shared, including 'what works well' to support a smooth transition. We have an Induction programme in place for welcoming all new learners in Year 3 to our setting.</p> <p>Prior to entry:</p> <ul style="list-style-type: none"> • Our inclusion Manager meets with the feeder schools to discuss children with SEND and collect appropriate information i.e. academic progress, areas of need, strategies being used to support and what provision is already in place. • Our Inclusion Manager attends transition meetings with parents and the feeder schools as required. • Further support is provided as necessary for those with SEND including additional visits to the new setting, both individually and as part of an additional transition programme when identified. <p>During their time at St Ann's Heath:</p>

	<ul style="list-style-type: none"> • Children have weekly PSHE (Personal, Social, Health and Economic education) sessions which focus on building the holistic individual and give examples of how they can be fully functioning members of society. • Transition within the school itself is well planned with information sharing between the year groups and visits to new classes. • As part of our 'universal provision,' transition work between year groups takes place during our PSHE curriculum. • The school works with the local community e.g. local church, local residential home for the elderly, and through this, pupils are given opportunities to participate in enrichment activities. <p>Leaving St Ann's Heath:</p> <ul style="list-style-type: none"> • We have strong links with Secondary schools. Meetings take place between the schools to ensure schools are well prepared for SEND children. • The receiving schools' SENCO/Inclusion Manager is invited to attend the annual review of Statemented/EHCP pupils. • Children attend induction days and where we feel it would be beneficial for vulnerable children, we arrange additional visits to their new schools to ensure a smooth transition. <p>When parents/carers have additional concerns regarding transfer, they are encouraged to contact the class teacher or Inclusion Manager early on in Year 6.</p>
<p><i>What is our approach to teaching children with SEND?</i></p>	<p>We adopt a graduated approach to meeting needs through Quality First Teaching which is available to all children. Our staff make reasonable adjustments to help all children, not just those with SEND. We have high aspirations and expectations for all our pupils. We are concerned with the whole child and see that achievement and mental well-being go hand in hand. We believe that support for emotional health is equally important when enabling children to achieve well and become confident pupils.</p> <p>During the last few years, we have increased the time and resources spent on supporting children with emotional needs. This has had a positive impact, not only for the child but for the family too. We have a trained ELSA and a Pastoral Lead who support a range of children across the school. We also run Social Communication groups for children.</p> <p>Our Waves of Provision document states the ways in which pupils may be supported. If it is identified that a pupil needs additional support through wave 2 and 3 provision, then discussions take place between the Senior Leadership Team and class teacher and appropriate support is put in place. Parents are kept informed and involved in the education of their child. The type and amount of additional support a child may need depends entirely on their needs. Some children just require a short burst of intervention and to be on the SEN register for a short period of time whereas other children may require support throughout their time at school.</p>

	Our Inclusion Manager works closely with the Senior Leadership Team/ Class Teachers and support staff to ensure every child makes progress.
<i>How does the school adapt the curriculum and the learning environment for pupils with SEND? What additional support is available?</i>	<p>All teachers are provided with information on the needs of individual pupils so that they can make reasonable adjustments and plan the learning within our curriculum to ensure that all pupils are able to make progress. Staff differentiate approaches and resources to enable all children to have access to the curriculum. This may take the form of different work being set, additional resources being provided or specific training being given to staff. Differentiation is planned for groups and individuals according to need: for example, if a child has Speech, Language and Communication Needs (SLCN), teachers will use simplified language and/or pictures to support them to understand new vocabulary.</p> <p>We have an Accessibility Plan in place and when feasible, make reasonable adjustments to improve the accessibility of our environment including the curriculum and access to information. Our policy and practice adheres to The Equality Act 2010. The design of our school enables us to accommodate pupils who have physical disabilities.</p> <p>We monitor the languages spoken by families in our settings and make use of translation sites or endeavour to arrange for a translator to attend meetings when necessary.</p> <p>Our Inclusion Manager attends settings before the children come to St Ann's Heath to pre plan such provision and liaises with the relevant Surrey Services should further support be required.</p>
<i>What expertise and training do staff possess and how is specialist expertise and equipment secured?</i>	<p>Training and Expertise within St Ann's</p> <p>At St Ann's Heath we recognise that every teacher is a teacher of every child or young person including those with SEND (SEND Code of Practice: for 0-25 (January 2015)). We regularly invest time and money in training our staff to improve Wave 1 Quality First Teaching and enhance the skills and knowledge of all staff with regards to special educational needs.</p> <p>Our Inclusion Manager (SENCO) is highly experienced having supported SEND at St Ann's Heath for over 16 years. She is also is a fully qualified and experienced teacher who has received and continues to receive ongoing training in specific areas.</p> <p>All our teachers hold qualified teacher status and all staff members, including Learning Support Assistants (LSAs), receive regular training to best support our pupils with SEND, for example in autism, behaviour support, hearing impairment, speech and language needs, precision teaching and working memory strategies. Our teaching staff are regularly updated on SEND matters. Our LSA support team meet regularly with the Inclusion Manager to update skills and share best practice.</p>

	<p>We aim to ensure that all staff working with children with SEND possess a working knowledge of specific difficulties in order to enable access to the curriculum. We are continually looking for ways to improve our knowledge and undertake new training and refresher training when the opportunities arise.</p> <p>We have staff within the school that have received specific training in TRACKS, Drawing and Talking, counselling, Social Communication, Lego Therapy, Sand therapy and Success in Arithmetic.</p> <p>We have a fully trained ELSA (Emotional Literacy Support Assistant) and all staff have been trained in the restorative practice approach.</p> <p>In addition, all staff have been trained in the use of maths manipulatives to support learning in this area.</p> <p>External Support</p> <p>We have well established relationships with other professionals in health and social care. Every term, the Inclusion Manager meets with our specialist teaching team and Educational Psychologist to discuss children who are on the SEND register and plan further support and training. Our specialist teachers include Behaviour Support and Learning and Language teachers. For children with more complex needs, we use the expertise of our Educational Psychologist. Other agencies we work with include Speech and Language, Occupational therapy, CAMHS (Children and Adolescent Mental health Services), Physical and Sensory, ASD outreach from Freemantles, school nurse, Children's Social care and Inclusion Team. These services are often accessed by referral via the Inclusion Manager after discussion with parents. As part of this assessment they may visit the school for classroom observations, individual assessment, therapy sessions or offer advice and training.</p>
<i>How does the school evaluate the effectiveness of the provisions made for pupils with send?</i>	<p>Budgets are closely monitored and aligned to the school development plan.</p> <p>We review the needs of the pupils within the school and endeavour to put into place provisions in order to be able to cater for these needs. These provisions (detailed in our 'Waves of Provision' map) may include the use of various strategies in class, the provision of different resources or intervention groups. Support will vary in approach from whole class differentiated teaching, paired, 1/1 and small group work.</p> <p>Some of the funding the school receives may go towards funding training of staff so that staff are proficient in delivering interventions. The Inclusion Manager and Senior Leadership Team carry out learning walks which include reviewing how provision is delivered to support SEND children and helping maintain standards through rigorous quality assurance.</p> <p>Detailed reviews of all interventions take place. Our provision management tool also looks at the impact each intervention has had on the progress of each learner. Decisions are made as to whether specific interventions are proving to be effective in terms of time and value for money. We review the effectiveness of interventions regularly, taking into account the changing needs of the children and each new cohort.</p>

<p><i>How are children with SEND enabled to engage in activities outside the classroom, including school trips?</i></p>	<p>Our Equality/Inclusion Policies promote involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where concerns of safety or access are anticipated, further action is taken to enable all children to participate. If appropriate, parents and carers are consulted. Detailed risk assessments are undertaken and all staff are made aware of individual adjustments that need to be made to accommodate specific children.</p> <p>In order for children with SEND to participate in trips, including residential visits in Years 5 & 6, additional staff may accompany the children to ensure that their needs are met. Residential trips in Year 5 are often attended by children who have very specific needs. Risk assessments are put in place and detailed plans are agreed to ensure that all children have a successful experience.</p>
<p><i>What measures are there in place for improving the emotional, mental and social development of pupils with special educational needs?</i></p>	<p>The well-being of all our pupils is a primary concern at St Ann's Heath Junior school. We provide a high level of pastoral support, employing a Pastoral Lead 1 day a week and an ELSA for 2 days a week who are available to support children and their parents, whether or not they have special educational needs. There is regular training of all staff to ensure a high standard of pastoral support.</p> <p>All pupils are supported with their social and emotional development throughout the school day, both through the curriculum and with extra-curricular activities. Personal, Social, Health and Economic Education (PSHE) forms an important part of our curriculum, with regular check-ins, check-ups and check outs taking place weekly.</p> <p>Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and followed by all staff. All staff are trained in restorative practice and we have a zero-tolerance approach to bullying, taking part in national events such as anti-bullying week. We challenge negative behaviour and respond promptly to issues drawn to our attention.</p> <p>We have a Health and Safety policy in place. Specific staff are trained to support individual medical needs: there is whole school training and refresher training in basic first aid and to support specific medical conditions such as epilepsy.</p> <p>We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence. We hold half termly meetings with the Inclusion Officer (IO) to monitor attendance.</p> <p>Annual Safeguarding training and regular updates are provided to all staff. Parents are encouraged to contact the school if they feel that their child's well-being is at risk, for whatever reason.</p> <p>Pupils' views are central to our ethos and are sought individually and through school council and other forums.</p>

<p><i>How does the school involve other bodies including health and social care, local authority support services and voluntary sector organisations, in meeting the needs of children with SEND and supporting their families?</i></p>	<p>Within Surrey we have access to a multi-professional Team, the Specialist Teachers for Inclusive Practice team (STIP Team); it includes our Educational Psychologist, Specialist Behaviour Support Teacher and Specialist Learning and Language Support Teacher. Where it is felt support above and beyond what the school is able to offer is necessary, with parental consent they will offer further assessment and support to children following the Surrey graduated support criteria. As part of this assessment they may visit the school for classroom observations, individual assessment, therapy sessions or offer advice and training. We have links with the Freemantle's (ASD) specialist school outreach service who have provided whole school training for ASD awareness.</p> <p>The school has worked closely with the Speech and Language service (SALT), implementing individual programmes to pupils as required.</p> <p>Physical and Sensory Support Team (PSS), which includes Hearing Impaired Service (HI), Visually Impaired Service (VI), Physical Disability Service (PD) and the Multi-Sensory Impairment Team; Race, Equality and Minority Achievement Team (REMA), which includes English as an Additional Language and Traveller Service support; Occupational Therapy (OT); Physiotherapy (PT); Child and Adolescent Mental Health (CAMHS); Behaviour Clinic; the Schools' doctor and the School Nurse are all accessed by the school to support the needs of our children.</p> <p>We also work with Children's Services and the Community Police to support children and their families.</p> <p>We maintain links with four local schools in the Runnymede Borough and work closely with them to support the needs of the children.</p> <p>This SEN information report supports Surrey's Local Offer. Details of Surrey's Local offer can be found at https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page</p> <p>All external partners we work with are vetted in terms of safeguarding.</p>
<p><i>What are the arrangements for handling complaints from parents/carers of children with SEND about the provision made at the school?</i></p>	<p>In the first instance, if the parent/carer has a concern, they are encouraged to speak to their child's class teacher.</p> <p>For pupils with SEND, further information and support can be obtained from the school's Inclusion Manager/Senco (Mrs Julie Williamson) or the Co-Head Teachers (Mrs Jackie King and Mrs Pip O'Connor). Please call 01344 842900 or email the school on admin@stannsheath.org</p> <p>A copy of the school's complaints procedure can be found on the St Ann's Heath school website. This will outline the formal steps the school will take in handling the complaint.</p> <p>Further information on the types of support Surrey has to offer can be found at https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page</p>

	<p>Send Advice Surrey provides information, advice and support services to parents of children with special education needs in Surrey. https://sendadvicesurrey.org.uk or helpline 01737 737300</p> <p>Surrey (North West) Special Education Needs Management Team manages school placements and provision for children with special education needs. Telephone: 01483 518110 Email: nwsen@surreycc.gov.uk</p> <p>Please note that due to Covid restrictions, there may have been, and may be yet, times, when what is stated in this report cannot be delivered in full.</p>
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