

Area
outlined in
SEN Code
of Practice
2014

St Ann's Heath SEN Information Report

The kinds of special educational needs that are provided for in our school.

- We are a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). All staff receive regular training and, in addition, we have staff who have been specifically trained in areas such as autism, behaviour management and attachment and trauma training.
- Staff have been trained so as 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
- We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).
- Our school provision map shows the range of interventions in place in our school which may be used when we identify a need for additional support for a child.
- When the school identifies the need for an additional intervention to enable a pupil to make expected progress, the parents/carers will be informed of the planned support.
- This individual provision plan will detail what sort of provision is in place, how long it will last and what outcome is expected.
- Wave 1, Wave 2 and Wave 3 provision maps state the ways in which pupils may be supported.
- If the pupil meets the criteria for special education needs or disabilities (SEND), parents will be invited to a meeting at the school with the class teacher and/or the Inclusion Manager depending on the individual need and circumstances to draw up a plan of support, known as SEND Support Arrangements under the New Code of Practice (0-25:2014)
- 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.
- The impact of interventions is reviewed on a half termly basis and more frequently as needed.
- Our Inclusion Manager works closely with the Senior Management team/ Class Teachers and support staff to ensure every child makes expected progress. Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive a report from the SENCO/ senior leadership team on the progress of pupils with SEND on a termly basis.

The policies for identifying pupils with SEN and

- 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.

<p>assessing their needs.</p>	<ul style="list-style-type: none"> • We have a rigorous monitoring system in place that tracks the progress our pupils make in all areas of the curriculum. Regular pupil progress meetings take place with the Senior Management team and staff are vigilant at supporting pupils and raising any concerns. • We use data and a range of assessment strategies to identify additional needs. • Decisions are then made as to the most appropriate steps to take to support the learner; these decisions tie in with the school's graduated approach to meeting a child's needs. • Parents/carers are encouraged to speak to the class teacher to discuss any concerns, who will then liaise with our Inclusion Manager as appropriate. <ul style="list-style-type: none"> • We have access to a range of provision using a variety of resources to meet individual needs - see our Wave 1, 2 and 3 Provision Map on the website https://stannsheath.org/school-information/send • Parents can access our Inclusion/SEN Policy on our website https://stannsheath.org/school-information/send (or request a hard copy) which clearly states how support can be offered. <p>The Inclusion Manager is Mrs Julie Williamson. Her telephone number is 01344 842900, the e-mail contact address for SEN is: juliewilliamson@stannsheath.org</p>
<p>The arrangements for consulting parents of children with SEN and involving them in their child's education.</p>	<ul style="list-style-type: none"> • We work in partnership with parents to support each child/young person's well-being, learning needs, progress and aspirations. • We operate an open-door policy to allow parents to contact staff when they feel there is a need. • Parents are invited to become involved in school-life through a number of means e.g. Parent Association (FOSAH), helping within the classroom or on trips, listening to children read, ongoing invitations to school events, workshops and coffee mornings throughout the year. • We also have parent governors who can take an active role in the overall running of the school including financial management, curriculum development and whole school improvement. • The school uses the school website, newsletters, 'Parent Mail' and texting to communicate with parents and inform them of what their children will be learning next. • During our 'assess, plan, do and review' cycle we look at the actions needed to support a learner towards their outcomes. • Annual reports, formal Parents' Evenings (in the Autumn and Spring term) and other informal meetings throughout the year allow parents/ carers the opportunity to receive regular feedback on their children. At these meetings we discuss our approaches in school, the next steps for the child and what parents can do at home to help/support their child's learning. • When appropriate, parents/carers may be contacted to discuss the support that the school is providing your child and how you can help your child at home: this may be a phone call or a meeting. Pupils' views will be obtained when appropriate and they may attend all or part of any meeting. • Additional contact/meetings will be arranged with the class teacher and parents as necessary. • In school, staff provide children with regular feedback and next steps. The methods vary with the needs of the children, but examples include, oral feedback, written feedback, small group support and checklists.

	<ul style="list-style-type: none"> • We also 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.
<p>The arrangements for identifying and consulting pupils with SEN and involving them in their education.</p>	<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. • Every child completes a one page profile with their parents so staff have a clear overview of the whole child. We feel it is important to have the views of the pupil so that they feel involved in their learning. • Through evaluation of targets and continual monitoring of progress it is quickly identified should additional (wave 2 or 3) support be needed; this is undertaken after consultation with Class Teachers, the Inclusion Manager and the Senior Leadership team in addition to the family. • All interventions are monitored for impact and outcomes are defined at the start of any intervention. The Inclusion Manager oversees all additional support and regularly shares updates with the leadership team and Governing Body. • Should a child reach a criterion for additional provision via an Education Healthcare Plan (EHCP) the Inclusion Manager will guide and support parents through the procedure.
<p>The arrangements for assessing and reviewing pupil's progress towards outcomes, including the opportunities available to work with parents and pupils as part of this assessment and review</p>	<ul style="list-style-type: none"> • During our 'assess, plan, do and review' cycle we will look at the actions needed to support a learner towards their outcomes. We liaise with parents and carers where appropriate in order to support progress towards outcomes. • The school works closely with external agencies including the Educational Psychology Service, Learning and Language Support, Behaviour Support Service, Home School Link Worker and Education Welfare Officer to develop the pupil. Meetings are held to support both parents and the school to make suggestions on how each party can make positive contributions to the pupil's overall academic development and /or well being.
<p>The arrangements for supporting pupils in moving between phases of education and participation in society.</p>	<ul style="list-style-type: none"> • We have an Induction programme in place for welcoming all new learners to our setting. • 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. • Transition within the school itself is well planned with information sharing between the year groups and visits to new classes. <p>Prior to entry:</p> <ul style="list-style-type: none"> • Our inclusion Manager meets with the feeder schools to discuss children with SEN 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 SEN including additional visits to the new setting, both individually and as part of an additional transition programme when identified. <p>During time at St Ann's Heath:</p> <ul style="list-style-type: none"> • Children have weekly PSHCE (Personal, Social, Health and Citizenship Education) sessions which focus on building the holistic individual and give examples of how they can be fully functioning members of society. • The school works with the local community e.g. local church, local residential home for the elderly, Carnival

	<p>Capers, through this pupils are given opportunities to participate in enrichment activities.</p> <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 SEN children. • The receiving schools SENCO/Inclusion Manager is invited to attend the annual review of Statemented/EHCP pupils. • Additional Induction visits are arranged, if required, as part of individual or tailored transition plans for our children and parents to experience a smooth transition to Secondary school. • Some of our pupils take part in a transition programme organised by the North Runnymede Confederation for vulnerable pupils transferring to our feeder school (The Magna Carta School)
<p>The approach to teaching pupils with SEN.</p>	<ul style="list-style-type: none"> • We adopt a graduated approach to meeting needs, through quality first teaching, our staff make reasonable adjustments to help include all children not just those with SEN. We have high aspirations and expectations for all our pupils. • If it is identified that a pupil needs additional support through wave 2 and 3 provision then discussions take place between the SLT and class teacher and appropriate support is put in place. Parents are kept informed and involved in the education of their child. • Wave 1, Wave 2 and Wave 3 provision maps state the ways in which pupils may be supported. • Our Inclusion Manager works closely with the Senior Management team/ Class Teachers and support staff to ensure every child makes expected progress.
<p>How adaptations are made to the curriculum and the learning environment of pupils with SEN</p>	<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. • Staff differentiate approaches and resources to enable all children to have access to the curriculum. • 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. • 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. • 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. • 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>The expertise and training of staff to support pupils with SEN, including how specialist</p>	<p>Training and Expertise within St Ann's</p> <ul style="list-style-type: none"> • We regularly invest time and money in training our staff to improve Wave 1 provision for all students and to develop enhanced skills and knowledge to deliver Wave 2 (short term interventions) and Wave 3 (individualised

<p>expertise will be secured.</p>	<p>interventions).</p> <ul style="list-style-type: none"> • At St Ann's Heath 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)) • Our Inclusion Manager (SENCO) is highly experienced having supported SEN at St Ann's Heath for over 10 years. She is also is a fully qualified and experienced teacher who has received and continues to receive ongoing training in specific areas. • All our teachers hold qualified teacher status and all staff members, including Learning Support Assistants (LSA's), receive regular training to best support our pupils with SEND, for example in autism, behaviour support, hearing impairment, speech and language needs and working memory strategies. • We have staff within the school that have received specific training In TRACKS, Drawing and Talking, counselling, Social Communication, Colourful Semantics, Lego Therapy, Sand therapy and Success in Arithmetic. • We have a fully trained ELSA (Emotional Literacy Support Assistant) • In addition all staff have been trained in Numicon, a maths intervention and using other practical mathematical resources. <p>We request additional training support from our specialist services as required.</p> <p>External Services</p> <ul style="list-style-type: none"> • 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.
<p>Evaluating the effectiveness of the provision made for pupils with SEN</p>	<ul style="list-style-type: none"> • Budgets are closely monitored and aligned to the school improvement plan of the school. • We review the needs of the pupils within the school and endeavour to put in place provisions in order to be able to cater for these needs. This will vary in approach from whole class differentiated teaching, paired, 1/1 and small group work. • Some of the funding the school receives may go towards funding training of staff so that staff are proficient in delivery interventions. The Inclusion Manger and Senior Leadership Team (SLT) carry out learning walks which include reviewing how provision is delivered and helps maintain standards through rigorous quality assurance. • 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 both in terms of time spent on them and the finance used in providing the intervention.
<p>How pupils with SEN are enabled to engage in activities available with pupils in the school who do not have SEN.</p>	<ul style="list-style-type: none"> • Our Equality/Inclusion Policies promote involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that learners can join in with activities regardless of their needs. • Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met when possible through reasonable adjustment and where applicable parents/carers are consulted and

	<p>involved in planning.</p> <ul style="list-style-type: none"> • In order for children with SEND to participate in trips, including residential visits in Years 5 & 6, additional staff accompany the children to ensure that their needs are met.
<p>What support is there for improving emotional and social development?</p>	<ul style="list-style-type: none"> • The well-being of all our pupils is a primary concern at St Ann's Heath Junior school. We have a zero tolerance approach to bullying and we provide a high level of pastoral support. All pupils are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social, Health and Citizenship Education (PSHE) forms an important part of our curriculum. • One of our co-heads has specific responsibility for welfare and we employ a Pastoral Lead 2 days a week in school. • 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. • We have a Health and Safety policy in place. • Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and followed by all staff. • 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 Education Welfare Officer (EWO) and the Traveller Welfare Officer to monitor attendance. • Safeguarding training and constant updates are provided to all staff. • Pupils' views are central to our ethos and are sought individually and through school council and other forums.
<p>How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupil's SEN and supporting their families</p>	<ul style="list-style-type: none"> • Within Surrey we have access to a multi-professional Team that comprises of the Specialist Teaching and Educational Psychology Service (STEPS 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. • The school has worked closely with the Speech and Language service (SALT), implementing individual programmes to pupils as required. • Physical and Sensory Support Service (PSSS), which includes Hearing Impaired Service (HI), Visually Impaired Service (VI) and Physical Disability Service (PD); Raising Ethnic Minority Achievement (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. • We also work with Children's Services and the Community Police to support children and their families. • We have links with the North Runnymede Confederation of schools and work closely with them to support the

	<p>needs of the children.</p> <ul style="list-style-type: none"> 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>All external partners we work with are vetted in terms of safeguarding.</p>
<p>Arrangements for handling complaints from parents of children with SEN about the provision made at the school</p>	<ul style="list-style-type: none"> In the first instance if the parent/carer has a concern they are encouraged to talk to their child's class teacher. For pupils with SEND, further information and support can be obtained from the school's Inclusion Manager (Mrs Julie Williamson) or the Co-Heads (Mrs Jackie King and Mrs Pip O'Connor): Telephone 01344 842900 E Mail admin@stannsheath.org Surrey Parent Partnership provides impartial and independent information, advice and support to parents of children with special education needs. 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