

SEND Information Report

St Ann's Heath Junior is an inclusive school that welcomes and celebrates diversity. The aim of this information report is to explain how we implement our SEND policy. It outlines the school's offer to all pupils, including those with additional needs.

1	What types of SEND are provided for?	<ul style="list-style-type: none"> • Our school currently provides additional and/ or additional provision for a range of needs including: <ul style="list-style-type: none"> ➤ Communication and Interaction, for example, Autism Spectrum Disorder, speech and language difficulties ➤ Cognition and Learning, for example, Dyslexia, moderate learning difficulties ➤ Social, emotional and mental health, for example, Attention Deficit Hyperactive Disorder (ADHD) ➤ Sensory and/ or physical, for example, hearing impairment, visual impairment, multi-sensory impairment
2	Which staff will support my child, and what training have they had?	<ul style="list-style-type: none"> • Our SENCo has over 20 years' experience working in schools and has been in the role of SENCo, since January 2024. She is currently undertaking the SENCO NPQ course which will be completed in July 2026. She currently works 3 days a week to manage SEND provision. • All our teachers receive in-house SEND training and are supported by the SENCo to meet the needs of pupils with SEND. We deliver an ongoing programme of training to meet the needs of the current cohort of children, for example trauma informed practice, supporting children with ASD. • We have a team of Learning Support Assistants (LSAs) who are trained to deliver SEND provision. <ul style="list-style-type: none"> ➤ LSAs are trained to work alongside our teaching staff to deliver provision carefully matched to individual needs. ➤ LSAs may support pupils on a 1:1 basis when the learning is specific only to that child, for example, when working towards personalised speech and language targets ➤ LSAs may support pupils in small groups when there is a shared outcome for all pupil in the group • Staff have received training in Little Wandle Catch Up Programme, Little Wandle Fluency Programme, Lego Therapy, Number Stacks, Articulation, Colourful Semantics and Nurture Groups. • The school also has a fully trained Emotional Literacy Support Assistant (ELSA) who works one day a week. • Sometimes we need extra help to offer our pupils the support they need. Where necessary, we work with external support services to meet the needs of our pupils with SEN and to support their families. These include: <ul style="list-style-type: none"> ➤ Specialist Teachers for Inclusive Practice (STIPs Team) ➤ Speech and language therapists (SALT)

		<ul style="list-style-type: none"> ➤ Educational psychologists (EP) ➤ Occupational therapists (OT) or physiotherapists ➤ General practitioners or paediatricians ➤ School nurses ➤ Child and adolescent mental health services (CAMHS) ➤ Attendance, Advice and Intervention Officers ➤ Children's Services ➤ Family Support Workers
3	What should I do if I think my child has SEND?	<ul style="list-style-type: none"> • If you think your child may have a special educational need, please speak to your child's class teacher in the first instance. This message will be passed onto our SENCo, Mrs Pannett, who will be in touch to discuss your concerns. • You can message Mrs Pannett directly at: senco@stannshealth.org • We will then meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child, and agree on next steps. A note of what has been discussed will be added to your child's record. • If we decide that your child needs SEN support, your child will be added to the school's SEND register.
4	How will the school know if my child needs SEN support?	<ul style="list-style-type: none"> • We assess each pupil's current skills and level of attainment on entry to the school in a variety of ways, building on information provided from previous settings, where appropriate. • For our year 3 cohort, meetings are held with teachers in the infant settings, to discuss each pupil's individual needs. If a pupil already has an identified need or disability, prior to joining St Ann's Heath, appropriate support and intervention is put in place as quickly as possible to ensure a smooth transition. • All our class teachers are aware of different SEN needs, and identify when children are not making the expected progress both academically and socially. This can be through the regular assessments that take place or through classwork and activities completed. Pupil progress and well-being are regularly monitored by class teachers and the Senior Leadership Team. The progress of all pupils, including those with SEND, is measured across all areas of learning and development and children who are not on track to make expected progress are identified. • Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. • When deciding whether special educational provision is required, the views of parents will be sought. • Where appropriate, external professionals may also be consulted.

		<ul style="list-style-type: none"> The school follows the 'graduated response' to meetings a child's needs, which is a four-part cycle of: assess, plan, do, review.
5	How will the school measure my child's progress?	<ul style="list-style-type: none"> The school follows the 'graduated response' to meetings a child's needs, which is a four-part cycle of: assess, plan, do, review. As part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. All teachers and support staff who work with a pupil with SEND needs, will be made aware of their needs, the support being 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 pupil progress. This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN Support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.
6	How will I be involved in decisions about my child's education?	<ul style="list-style-type: none"> The SENCO will have an early discussion with the class teacher when identifying whether a pupil needs special educational provision. Where appropriate, we consult with parents and make sure that: <ul style="list-style-type: none"> ➤ 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 There will be opportunities to meet with your child's class teacher at least twice a year. If you have concerns that arise between these meetings, please contact your child's class teacher.
7	How will my child be involved in decisions made about their education?	<ul style="list-style-type: none"> The level of involvement will depend on your child's age and level of competence. We recognize that no two children are the same, so will decide on their involvement with your input. We may seek your child's views, by asking them to: <ul style="list-style-type: none"> ➤ attend meetings to discuss their progress and outcomes ➤ prepare a written statement, drawing, presentation to share their views ➤ discuss their views with a member of staff who can act as their representative during a meeting ➤ complete a survey All children on the SEND register, 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 is shared with staff who support them.

8	How will the school adapt its teaching for my child?	<ul style="list-style-type: none"> • High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. • We may make the following adaptations to ensure all pupils' needs are met: <ul style="list-style-type: none"> ➤ differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, adapting the teaching style of the lesson, providing scaffolds to support learning etc ➤ differentiating our teaching, for example, giving longer processing time, pre-teaching of key vocabulary, reading instructions aloud etc ➤ adapting our resources and staffing ➤ using recommended aids, such as laptops, coloured overlays, visual timetables, larger font etc ➤ learning support assistants supporting groups of children.
9	How will the school evaluate whether the support in place is helping my child?	<ul style="list-style-type: none"> • We will evaluate the effectiveness of provision for pupils with SEND by: <ul style="list-style-type: none"> ➤ reviewing pupils' individual progress towards their goals each term ➤ reviewing the impact of interventions each term ➤ discussions with pupils and parents, where appropriate ➤ monitoring by the SENCo ➤ using provision maps to measure progress ➤ holding annual reviews for children with EHCPs
10	How will the school resources be secured for my child?	<ul style="list-style-type: none"> • It may be that your child's needs mean we need to secure: <ul style="list-style-type: none"> ➤ Specialist equipment ➤ More Learning Support Assistant (LSA) hours ➤ Further training for our staff ➤ External specialist expertise • We will consult with external agencies to get recommendations on how best to help your child access learning in school. If extra funding is needed, we are able to make an application to the local authority for an Education, Health and Care Plan (EHCP). <ul style="list-style-type: none"> ➤ Pupils who need more support than is available through the school's SEND provision, may be entitled to an EHCP. This plan is a legal document that describes the need of the pupil, the provision that will be put in place and the outcomes sought.

		<ul style="list-style-type: none"> ➤ The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (high-needs funding block of the dedicated school's grant) ➤ On the census, these pupils will be marked with the code E.
11	How will the school make sure my child is included in activities alongside pupils who don't have SEND?	<ul style="list-style-type: none"> • All our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. • All pupils are encouraged to go on our school trips, including our residential trips. • All pupils are encouraged to take part in sports day/ special workshops etc. • No pupil is ever excluded from taking part in school activities because of their SEND or disability and we will aim to make reasonable adjustments to make sure they can be included. <p>Please also read our Accessibility Plan which can be found on the school website under policies.</p>
12	How does the school make sure that the admission process is fair for pupils with SEN or a disability?	<ul style="list-style-type: none"> • The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act, 2010. This includes children with an EHCP, as well as those who do not. <ul style="list-style-type: none"> ➤ In alignment with the Surrey Admission Arrangements, 'Children with an EHCP that names a school will be allocated a place before other children are considered' ➤ For children without an EHCP, provided there is a place available within the appropriate year group, all children will be admitted, regardless of learning ability or need. • If the child is making an in-year transfer from another school, SEND paperwork should be passed on by the feeder school as soon as possible. <ul style="list-style-type: none"> ➤ A meeting may be set up by the SENCo with the feeder school, to discuss provision arrangements and aid a smooth transition for the pupil and their family. ➤ All children with SEND will be closely monitored to ensure that all the appropriate provisions are in place.
13	How does the school support pupils with disabilities?	<ul style="list-style-type: none"> • A copy of the school Accessibility Plan is available upon request. It includes details on: <ul style="list-style-type: none"> ➤ how pupils with disabilities can participate in the school curriculum ➤ how we are improving and maintaining the school's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities and services on offer ➤ how we are improving the availability of accessible information to pupils with a disability ➤ the steps we have taken to prevent disabled pupils from being treated less favourably than other pupils ➤ the facilities we provide to help disabled pupils access the school, including the provision of auxiliary aids and services

14	How will the school support my child's mental health and emotional and social development?	<ul style="list-style-type: none"> • We provide support for pupils to improve their emotional and social development in the following ways: <ul style="list-style-type: none"> ➤ pupils with SEND are encouraged to be part of the School Council ➤ pupils with SEND are encouraged to take on responsibilities around the school, eg. becoming a classroom monitor and the various leadership roles in year 6 ➤ we have a trained Emotional Literacy Support Assistant (ELSA) who works with individual pupils on their emotional and social development and receives ongoing training from the educational psychology service termly. ➤ we run a regular nurture lunchtime club, for pupils who need extra support with social or emotional development. ➤ once a year, each child completes a resilience survey which support in identifying any area of concern. Class Teachers and the SENCo use the results of this survey to identify any extra provision/ intervention required. ➤ our Behaviour and Relationships Policy is used flexibly to meet the needs of pupils with emotional and social needs with the aim to increase resilience and self-esteem. ➤ we have a zero-tolerance approach to bullying. We aim to prevent bullying in school through educating the children using the Jigsaw Scheme of work, holding regular check in sessions in classes, supporting national events such as Anti-Bullying week. ➤ we use the Boxall Profile tool to assess every child's social, emotional and mental health at least once a year. ➤ we run nurture groups 2 afternoons a week for children who have needs identified by the Boxall Profile.
15	What support will be available for my child as they transition between classes or settings?	<p>Between year groups</p> <ul style="list-style-type: none"> ➤ To help pupils with SEND be prepared for a new school year we will: ➤ ask both the current teacher and next year's teacher to attend a handover meeting to discuss the pupil's needs and the appropriate provision in place ➤ schedule informal meetings/ lessons with next year's teacher towards the end of the Summer Term ➤ provide children with social stories to support with moving up and also share teacher biographies with the children so that they can get to know their new teacher <p>Between schools</p> <ul style="list-style-type: none"> ➤ We will share information with the new school or other setting the pupil is moving to. <p>Between school - Infant to Junior</p>

		<ul style="list-style-type: none"> ➤ The SENCo of the infant schools will meet with our SENCo to discuss the needs of the incoming pupils on the SEND register during the second part of the Summer Term. ➤ Extra transition visits will be arranged for children who require them to familiarise themselves with our school. <p>Between school – Junior to Secondary</p> <ul style="list-style-type: none"> ➤ Our SENCo will meet with the SENCo of each secondary school to discuss the need of any pupils on the SEND register. ➤ Our SENCO and a member of the Yr6 teaching team will attend the ASPIRE programme. This is run by the STIPS service (Specialist Teachers for Inclusive Practice) and allows more in depth handovers for vulnerable children with key staff from their Secondary School. ➤ We will prepare pupils with SEND by: <ul style="list-style-type: none"> ➤ facilitating transition arrangements offered by the next school, for example taster days ➤ including transition booklets/work as part of the upper KS2 curriculum, for example, Smart Moves ➤ where appropriate, staff may accompany parents and/or pupils on visits to future settings ➤ when offered, we will meet with staff from the next setting to create a smooth transition ➤ where possible, our SENCO will invite staff from the Secondary school to attend the Annual Review of children with an EHCP. ➤ When appropriate, we will make social stories for pupils with visual aids to support their understanding of the next phase.
16	<p>What support is in place for looked-after and previously looked-after children with SEN?</p>	<ul style="list-style-type: none"> • Mrs Pannett is the designated teachers for looked-after children and previously looked-after children. <ul style="list-style-type: none"> ➤ we make sure that all teachers, as well as other staff, understand how a looked-after or previously looked-after pupil's circumstances and their special education needs might interconnect, and what the implications are for teaching and learning. • Children who are looked-after or previously looked-after will be supported in a similar way to any other child who has SEND. However, looked-after pupils will also have a Personal Education Plan (PEP). We will ensure that the PEP and any in-school support/ EHCPs are consistent and complement one another. • All looked-after and previously looked-after children are eligible for additional funding provided to improve and close the attainment gap between this group and their peers.

17	What should I do if I have a complaint about my child's SEN support?	<ul style="list-style-type: none"> • Complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the SENCo and/or the Complaints Policy if necessary. • The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that the school has discriminated against their children. They can make a claim about alleged discrimination regarding: <ul style="list-style-type: none"> ➤ exclusions ➤ provision of education and associated services ➤ making reasonable adjustments, including the provision of auxiliary aids and services
18	What support is available for me and my family?	<ul style="list-style-type: none"> • The local authority will provide a named case worker for the parents of children with SEND in our school who are applying for, or already have, an EHCP. Our case worker is Sarah Clarke and she can be contacted at: sarah.harrison@surreycc.gov.uk • Surrey County Council publishes information about their local offer on their website: www.surreylocaloffer.org.uk • Other support services include: <ul style="list-style-type: none"> ➤ SEND Advice Surrey ➤ National Autistic Society - Surrey branch ➤ Place2Be ➤ Mindworks Surrey ➤ Healthy Surrey

Glossary	
Access arrangements	Special arrangements to allow pupils with SEND to access assessments of exams
Annual Review	An annual meeting to review the provision in a pupil's EHC plan
Area of need	<p>The 4 areas of need describe different types of need a pupil with SEND can have. The 4 areas are:</p> <ul style="list-style-type: none"> ➤ Communication and interaction ➤ Cognition and learning ➤ Physical and/or sensory ➤ Social, emotional and mental health needs

CAMHS	Child and Adolescent mental health services
Differentiation	When teachers adapt how they teach in response to a pupil's needs
EHC needs assessment	The needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
EHC plan	An Education, Health Care Plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
First-tier tribunal/ SEND tribunal	A court where you can appeal against the Local Authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND.
Graduated approach	An approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan and reviewing the impact of the action on the pupil.
Intervention	A short-term, targeted approach to teaching a pupil with a specific outcome in mind.
Local offer	Information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area.
Outcome	Target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment.
Reasonable adjustments	Changes that the school must make to remove or reduce any disadvantages related to academic attainment.
SENCo	The Special Educational Needs Co-Ordinator
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
SEND Code of Practice	The statutory guidance that schools must follow to support children with SEND.
SEN information report	A report that schools must publish on their website, that explains how the school supports children with SEN
SEN Support	Special education provision which meets the needs of children with SEN
Transition	When a pupil moves between years, phases, schools or institutions or life stages

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