



1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

- All pupils are rigorously tracked and monitored. Children's work is assessed regularly and meetings are held including teachers and senior leaders to discuss pupil progress. If there are concerns about progress, or if any child needs extra support then this is identified early after a period of monitoring. Depending on need, a child may receive class-based, small group or individual intervention, which is time limited and carefully monitored. Teachers and senior leaders evaluate the success of all interventions, judging their effectiveness by the impact on a pupil's progress.
- If your child is new to our school then progress will be discussed with you as the child's parent/carer. Wherever possible, contact will also be made with the previous school or nursery. Records are transferred between schools.
- If you think your child has an additional need and this has not already been identified by the school, then an appointment can be made to see the class teacher, SENCo (Special Educational Needs Co-ordinator) or Head Teacher and your child's needs can then be discussed.

2. How will school staff support my child?

- Class teachers and support staff work closely with the SENCo and curriculum leaders to ensure that the needs of children are identified and appropriate support strategies put in place.
- Some children may require individual targets to support their progress. It is the role of the class teacher to share and discuss these with a child's parent/carer and also with the child. This ensures that both parents/carers and the child have an input into and an understanding of targets set. Targets are shared with a child in a way that is appropriate to their age and stage of development. Teachers and the SENCo monitor the impact of support given to a child and the progress they are making.

3. How will the curriculum be matched to my child's needs?

- All children at St Anne (Stanley) C of E Primary School have access to a broad and balanced curriculum. The school recognises that children are at different stages in their learning and learn in different ways. The wide and varied curriculum is differentiated in order that all children can access it. Children are encouraged to become independent learners and develop an enthusiastic approach to learning. Teachers use a wide range of strategies to meet pupil's individual needs; lessons have clear learning objectives and success criteria, they are differentiated appropriately and assessed to inform the next stage of learning.

- Staff carefully monitor the progress of all children against targets set and record the progress of pupils with additional needs. Parents of children with additional needs are invited to contribute to their child's targets and are kept informed of progress made towards them by the class teacher. It is an aim of the school to promote self-esteem and confidence in children as they work towards achieving set targets.
- Parents will be made aware of progress, strengths and areas for development and ideas shared for how parents can support their child at home.

4. How will both you and I know how my child is doing and how will you help me to support my child's learning?

- Each term, in addition to parent's evening, parents will be invited into school to discuss their child's intervention and progress with their class teacher. During this meeting, you will be involved in creating your child's targets for the coming term. This will give parents the opportunity to find out how they can support their child's learning outside of school.
- End of year expectations for each year group are available on the school website and will be given to parents at the beginning of each academic year. This will outline what all children of a particular age should be achieving.
- Parent training events are held at different times across the year for different subjects and key stages. This will be advertised to parents prior to the training session inviting them to take part.
- In school we adopt a graduated response to meeting need. This means we record initial concerns about a pupil with the SENCo and determine a timescale for classroom based differentiation/intervention and expected outcome in consultation with parents.
- We will consult with you on progress and if expected outcomes are not met, agree a timescale for withdrawal from class to a small group intervention.
- We will review with you the impact of interventions and if appropriate access further support from outreach services at the Primary Consortia.
- We will always plan your child's support with you, review progress and try to meet needs within our own resources.
- If your child requires additional specialist support we will discuss with you the pathways to more specialist support/provision
- Parents are able to contact the SENCo or class teacher at any point during the year to discuss their child's learning.

5. What support will there be for my child's overall wellbeing?

- At St Anne's, Christian values are upheld by all and the school is a place where children are made to feel secure, good behaviour is expected, success is celebrated and children enjoy growing up.
- Children's emotional and physical wellbeing is of paramount importance, as is the safety of all children and adults in our school community. Safeguarding procedures are in line with Local Authority (LA) guidance.

- Children are treated respectfully, their opinions are valued and they know who they can talk to if they have a worry or concern. Children are taught how to keep themselves and each other safe through a variety of lessons and activities. For example, to support the development of positive behaviours and friendship groups we have a Prefect System where older pupils ensure that children are not isolated or bullied. We train Young Leaders and have lunchtime and after school clubs to support all children in building friendships. We also have suggestion boxes for children to write down any concerns or ideas they have about any aspect of their school life. We use Circle Time to ensure that all children are listened to and we have a School Council for children to share their views and ideas.
- We have a school nurse who can be contacted at any time and named staff who are trained to administer any medicines your child may need.
- The curriculum has P.H.S.E. (Personal, Health, Social and Emotional) content planned and delivered to support children's physical and emotional wellbeing within a Christian framework.

5. What specialist services and expertise are available at or accessed by the school?

- The school can access specialist support via the primary SEN consortium, from schools for children with Social, Emotional and Behavioural Difficulties, children with Learning Difficulties and children with a diagnosis of Autistic Spectrum Disorder.
- The school receives support from the Educational Psychology Service and SENISS (Special Educational Needs Integrated Support Service).
- We can make referrals, with parental consent, to many specialist services including CAMHS (Child and Adolescent Mental Health Service) and SALT (Speech and Language Therapy Service).
- School staff are trained in a variety of specialist areas and can access the expertise of teachers from other schools in their Primary Consortia.

6. What training do the staff supporting children with SEND receive?

- The SENCo attends Local Authority briefings to keep up to date with training and legislative changes in SEN.
- The SENCo, teachers and support staff access, where appropriate, training through their primary Consortia.
- All staff in the school receive training to meet the needs of all the children attending the school at any point in time. This may include, for example, specific interventions, ASD awareness training, sensory training, Precision Teaching, use of resources, teaching strategies etc.

7. How will my child be included in activities outside the classroom including school trips?

- Where possible, provision will be made for all pupils to access all areas of the curriculum, including extra-curricular activities. We will always contact

you before a planned activity or visit, if we think your child may require additional support to meet required health and safety standards.

- A specific risk assessment is always undertaken before all off site activities or trips.

8. How accessible is the school?

- Specialist features include ramps from outside into the school yard; designated toilet facilities and coloured safety strips on all stairs.
- Our school building has several different floor levels. There are no plans, at present, to install a lift.

9. How will the school support my child to join the school and how will the school support my child in transferring to the next stage of education?

- You will be invited to look around the school and meet staff.
- School has an information pack (prospectus).
- We will contact other schools your child has attended to gather information about their needs.
- We will contact any specialist services that support your child and invite them to a Team around the Child meeting at school to ensure that we are working in partnership to achieve the best outcomes for your child.
- We support pupils moving Key Stages by making opportunities available to them to attend the new setting for discreet activities, assemblies and playtimes.
- There are specific transition arrangements between Foundation Stage and KSI, KS1 and KS2 involving meetings for parents to meet staff and address any concerns.
- Years 5 and 6 visit local secondary schools throughout the year, taking part in planned transition activities.
- The SENCo attends the LA organised Transition Forum held during the summer term. This gives primary SENCos the opportunity to meet their secondary colleagues and transfer relevant information about children with SEND.

10. How are the school's resources allocated and matched to a child's special needs?

- The school's SEN budget is allocated to support the needs of the children on the SEN Register.
- The progress and attainment of all children is tracked and resources are allocated according to need.
- The SEN budget is used to ensure that school staff are trained to support your child and to purchase specialist help if needed.
- We have Teaching assistants to support every year group.
- We also use the budget to ensure that children's individual needs are met from specific interventions and programmes, where appropriate.

13. Who can I contact for further information?

If you require more information about our school please go to our school website:
www.st-anne-stanley-school.co.uk

Or contact the following:

- The Head Teacher or your child's class teacher by appointment.
Tel: 0151 228 1506
- Email: Stanley-go@st-annesstanley.liverpool.sch.uk
- The school SENCO: -

Mrs. E. Stokes

e.stokes@st-annesstanley.liverpool.sch.uk