

St Anne (Stanley) C of E Primary School



SEND Information Report 2024-2025

Date finalised: September 2024
Date to be reviewed: September 2025

This SEND Information Report is set within the context of Schedule I Regulation 51 of the SEND Regulations 2014 and the Code of Practice 2014 and Equalities Act 2010.

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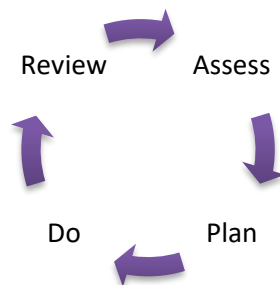
Dedicated SENCo time: Wednesday- Friday

Local Offer Contribution: <http://liverpool.gov.uk/localoffer>

Our Approach as a School:

High quality first teaching and additional interventions are defined through our person-centred planning approach across the school contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of an adapted and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. (**Reference:** SEND Code of Practice 0-25yrs and Teaching and Learning Policy).

At St Anne (Stanley) C of E Primary School we assess and review the progress of all children termly. Year group provision plans are reviewed termly by class teachers and these are evaluated through identification of steps of progress. Provision maps are then analysed rigorously by the SENCo to ensure effectiveness and measureable impact. Interventions that are not found to have an impact for individual children are discontinued and an alternative intervention is found. As appropriate, our curriculum, learning environments and activities are adapted to meet the needs of our children with special

educational needs and disabilities (including those with social, emotional and mental health needs).

Learning walks inform the SENCo and the Senior Leadership Team (SLT) of the quality of provision on a day to day basis. Several times a year books are monitored by subject leaders and the SLT which also includes evidencing the impact of interventions and planned learning tasks upon the progress children, including those with SEND, make.

The school's arrangements for assessing and reviewing the progress of children with special educational needs

Underpinning all our provision in school is the graduated approach of Assess, Plan, Do, Review as set out in the SEND Code of Practice (2015).

Assess: The children's progress is monitored and assessed across school: all staff meet with the Head teacher and SENCo for pupil progress meetings on a termly basis. Any children requiring additional support are identified and ways forward planned. This process means that some children who do not have a Special Educational Need or Disability may access intervention support for short periods of time to support their learning. All interventions have a baseline assessment with an informal review at the latest half way through an intervention to ensure it is proving effective. At the end of the intervention there is a formal assessment to measure progress against the base line.

At St. Anne (Stanley) C of E Primary School we create and support appropriate provision for a range of special educational needs and disabilities. These needs are met at a school level (SEN Support) or through an Education, Health and Care Plan (EHCP) as appropriate. Children's SEND are generally thought of in the following four broad areas of need as identified in the SEND Code of Practice (2015):

- **Communication and Interaction,**
- **Cognition and Learning,**
- **Social, Emotional and Mental Health,**
- **Physical and Sensory Needs.**

In consultation with parents/carers and children; the class teacher supported by the SENCo, if appropriate, will identify children's strengths and barriers to learning. This is achieved through tracking and monitoring all data relating to pupil progress, which is obtained from class teachers, intervention group assessment information, accessing reports from outside agencies and discussions with parents/carers.

Plan: The class teacher, SENCo and parents/carers liaise with each other to identify appropriate outcomes for the child and plan how such outcomes can be met. This information is then added to the child's SEN Support plan. This shows how outcomes will be met, specifying a timescale, which is

normally a term. Outcomes can be met through a range of strategies including adaptive teaching, targeted interventions, adapted resources or access to outreach services if available via SEND Support Partnership or the Local Offer.

Do: The actions identified will be carried out by the class teacher, TA, child, parents/carers, SENCO or any relevant external agencies that have been identified as part of the plan.

Review: All pupil plans and provisions are reviewed at the stated time to reflect the progress made and the impact of the intervention. As the review date approaches the class teacher and any adults working on interventions with the child will assess the child's progress and record it on the child's plan. In some cases, if the informal review has identified that the provision is not having an impact, the review will be brought forward and new targets are set. The child and parents/carers will be asked to complete the child/parent voice section of the plan. The SENCo, class teacher, parents/carers, representatives of external agencies (if required), and the child (if appropriate), will then meet to discuss the progress made. At this meeting it may be decided that the child no longer requires support or that a new plan needs to be drawn up.

Pupil progress meetings provide regular opportunities for the class teachers, teaching assistants and members of the Senior Leadership Team, including the SENCo, to review progress. Learning walks, book monitoring and classroom observations also provide opportunities for further evaluation and guidance.

Having consulted with children and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to your child and hold both our internal/external providers and ourselves to account.

SEND Needs:

Children's SEND is generally thought of in the following four broad areas of need and support:

I. Communication and Interaction- including those children with a diagnosis of ASD. Support available includes:

- Adapted teaching styles and planning to meet all children's needs.
- Use of visuals to ensure clear non-verbal communication, e.g. now and next cards, task organisers, visual timetables, work stations for children and use of timers.
- Support from teaching assistants and teachers to implement programmes designed by Speech and Language therapists-this is normally on a 1-1 basis.
- Intervention groups to support the development of spoken language and support children with difficulties around social interaction – Wellcomm,

NELI, Talk Boost, Time to Talk, Talking Partners, Nursery Narrative, Reception Narrative and Socially Speaking are examples available to use.

- Interventions such as Time to Talk and Talk Boost are delivered aimed at providing opportunities for children to develop their spoken vocabulary and the confidence to use it.
- Support accessed from a range of providers including- Speech and Language Therapy Services, Educational Psychologist, SENISS, Together Trust and ADHD Foundation.
- Highlighting support services for parents/carers, to enable them to support their children e.g. sharing termly newsletters from Advanced Solutions.
- Parent workshops are offered via SEND Support Partnership to enable parents to support their child's needs e.g. ADHD Foundation.
- Parent coffee mornings are supported by the ASD team from the Local Authority.
- Sensory breaks and sensory circuits are in place for individual children across the school with all staff receiving training on how to support children with sensory processing difficulties, some of whom may have a diagnosis of ASD or are on the ASD pathway.

2. Cognition and Learning. Support available includes:

- Adapted teaching styles and planned learning opportunities that meet all children's needs.
- Specialist resources to enable access to the curriculum, e.g. adapted computer screens and keyboards, coloured overlays, pencil grips and sloping boards and tablets such as iPads for recording.
- Targeted intervention from teachers and support staff both in and out of class – this can be through small groups or on a one to one basis. Examples of current interventions used in school for cognition and learning are-Read, Write A-Z; Precision Teaching; Boost Reading at Primary; Read Write Inc., Rapid Phonics; Rapid Maths; Rapid Writing; Max's Marvellous Maths; IDL Maths; IDL English and Toe by Toe.
- Access advice, support and training for both staff and children from a range of outreach providers including Educational Psychologist, SENISS and specialist teachers.

3. Social, Emotional and Mental Health:

- School have an SLA with the Family Support Service for one day per week- this supports two families per week.
- The whole school follows a personalised PSHE programme, taken from a range of sources.
- Access to a range of support services e.g. School Nurse; CAMHS (Child and Adolescents Mental Health Services); Seedlings; Together Trust and ADHD Foundation.

- Individual pastoral support on a one to one or small group basis delivered by a Thrive Practitioner, HLTA, Teaching Assistants, supervised by SENCo and Senior Mental Health Lead.
- Workshops for children and parents/carers to support a range of issues such as: anti-bullying, drugs awareness, cyber bullying, e-safety, road safety, safety in the home and school and first aid training, life skills training and mindfulness.
- All members of staff have completed training in Philosophy for Children which will enable a whole school approach to develop philosophical thinking and enquiry.
- All members of staff have attended training sessions for ROAR (response to mental health) which makes staff **R**ecognise the signs and symptoms of mental health, to be able to ask **O**pen questions, **A**ccess the right support, service or self-care and build the children's **R**esilience. This is embedded across the school.
- Staff have received training from the ADHD Foundation on recognising children who may have attachment issues and received guidance on the action they would need to take to support these children and access support from outside agencies.
- Additional support is provided in school via interventions such as THRIVE, Desty, Think Yourself Great, and Time to Talk.
- We have access to Take Ten equipment which is a self-regulatory calming programme based on breathing techniques using an iPad.
- We continue to work with the MHST, ADHD Foundation, Together Trust and SENISS and are able to offer the services of a trained therapists to support some of our children with 1-1 therapy sessions and workshops are available for families to help develop their specific understanding of ADHD and how best to support their child. The EYFS/KSI therapist from the ADHD Foundation offers support for families and supports staff with environmental observations, sensory assessments and training.

4. Sensory and/or Physical Needs:

- School continues to ensure accessibility to school in line with current legislation- see the school's Accessibility Plan which can be found on the school website.
- Specialist resources – grab rails in toilets, ramps, pencil grips, stress aids, sloping boards, fidgets, air cushions, weighted blankets/cushions, adapting and enlarging resources and information for children and parents/carers.
- Staff have had training on recognising and supporting children with sensory processing difficulties and additional resources have been purchased through a grant from the Mayor Fund to use during the delivery of sensory circuits for identified children.
- Accessing support from School Nurse and Sensory Team teachers.

- Visits from the Physiotherapist to deliver physiotherapy in school on a regular basis for some children and to demonstrate programmes for staff to deliver.
- The Occupational Therapy team also visit school to train staff in the delivery of exercise/activity programmes for targeted children and we have purchased a programme aimed at supporting children with the development of their fine motor skills.

(Reference: SEND Policy, September 2024)

As of 10th September 2024, we have 79 children receiving SEND Support.

We have internal processes for monitoring quality of provision and assessment of need. These include the use of tracking data and its analysis, pupil progress meetings, lesson observations, learning walks, book monitoring, support from curriculum leaders with planning, questionnaires for children and parents.

Co-producing with children and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Parent's Evening	Class teacher, parents/carers	Termly
SEND Planning meeting	Class teacher, parents/carers/SENCo where appropriate	Termly
Provision planning	Class teacher, support staff, SENCo, parents/carers, children	Termly
Pupil Plan planning	Class teacher, support staff, SENCo, parents/carers, children	Termly
Training sessions	Parents/carers, specialist teachers	As appropriate
SEND Provision feedback forms	Parents/carers	Termly
SEND coffee mornings/drop in sessions	Parents/carers, specialist teachers, SENCo	As appropriate

Staff development and Qualifications

We are committed to developing the ongoing expertise of our staff. We have current SEND expertise in our school:

Initials of person	Area of expertise	Level of Qualification
ES	SEND	BA (HONS) Degree in Music and Educational Studies

		BA (HONS) with QTS and Disability Studies Post Graduate Certificate of Special Educational Needs Coordination
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This year, we have put in additional training in place linked to our whole school development. Staff training specific to SEND during 2023-2024 included:

Intervention/Training	Focus	Trained Staff
DESTY	Social, Emotional and Mental Health	Mrs Standish
Learning to read: What do we teach our pupils with moderate to severe and complex needs	Cognition and Learning	Miss Sargent Mrs Stokes
Emotional based school avoidance	Social, Emotional and Mental Health	Mrs Lovell
Social Stories	Social, Emotional and Mental Health Communication and Interaction	Mrs Stokes
Neurodiversity in the classroom	Social, Emotional and Mental Health Communication and Interaction	Miss Sargent
ADHD in the classroom	Social, Emotional and Mental Health	Miss Sargent
What does neurodiversity look like in EHFS and KS1	Social, Emotional and Mental Health Communication and Interaction	Miss Sargent
Engaging reluctant learners	All areas	Miss Sargent Mrs Heppinstall
Supporting co-occurring ADHD and dyslexia	Social, Emotional and Mental Health Cognition and Learning	Mrs Heppinstall
THRIVE: Positive Behaviour Management	Social, Emotional and Mental Health	All Staff
THRIVE Practitioner	Social, Emotional and Mental Health	Miss Bristow

Emotion Coaching	Social, Emotional and Mental Health	All Staff
Growth Mindset	Social, Emotional and Mental Health	All Staff

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, this includes for them to gain independence and are prepared for adulthood from the earliest possible age.

Along with teachers, support staff are based in each year group to support all children in accessing learning across the curriculum. They may also be used to focus on supporting specific groups of children within each class within each class with a particular curriculum area, e.g. reading, phonics, work to develop fine motor skills or support with basic number skills. Some support staff are trained to deliver specific interventions. For the majority of support staff, this means they are class based for mornings and spend the remainder of their time delivering specific interventions. Some support staff are assigned to support individual children for the whole or part of each day depending upon the needs of the child. We have applied for and received High Needs Funding to contribute to the funding of the I-I provision.

At lunchtimes, identified staff are allocated to support those children who find the unstructured, busy time of the day challenging or unsettling. Some support staff also engaged and support children on the playground during playtime and lunch encouraging positive social interactions, organising games and encouraging the children to use the strategies they learn to help them remain calm.

Finance

For any child requiring SEND support, we are required to provide effective support for their needs. The SEND budget is used in a variety of ways, for example, to fund the purchase of additional resources, additional adults, to release teaching assistants to provide intervention groups or additional I-I or small group support for children in class; to fund the purchase of services from external partners; to release the SENCo from class to complete their role and to provide staff training. High Needs Funding may be applied for from the Local Authority for individuals who may need additional support. We currently have eight children in receipt of this funding, all of whom have an EHCP.

A full list of our external partners who we work with can be made available upon request. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

We believe this has benefitted our children and their families in the following ways:

- Allowing children to access a range of interventions and support their learning.
- Enabling us to buy in services via consortia e.g. The ADHD Foundation support, Together Trust.
- Purchase of Educational Psychologist appointments.

- The purchase of additional resources to support individual need.
- The funding of additional teaching assistants to provide 1-1 or small group support to children for all or part of their school day as appropriate.
- To buy in resources to support the delivery of interventions.
- To buy in resources to assess children as per the Graduated Approach.

School External Partnerships and Transition Plans

Our academic assessment for children with special educational needs is moderated through our cluster of schools and neighbouring partners.

During the last academic year, 15 children with special educational needs or disabilities have joined our school and we supported 21 children transition to the next phase in education or employment.

Our approach involved:

- Inviting new parents/carers to visit our setting with their children and prior to children starting Nursery or Reception. 1-1 parent/carer teacher meetings. Home visits or visits to current settings.
- Following the clear transition procedures that are in place to support children as they move between year groups in school.
- Transition visits are arranged for all classes to meet their new teacher in their new classroom. Enhanced transition in place for some children where appropriate.
- Children with specific needs are given booklets with photographs and information about their new adults and setting.
- Year 6 who are transferring to our feeder schools are also given transition days to meet staff and to get to know their new environment.
- The Local Authority Transition meeting or KS2/KS3 takes place in the summer term with the SENCoS of the feeder schools regarding the transition of children on the SEND register.
- If any new children with SEND begin at any time during the school year, their previous setting will always be contacted by the SENCo to ensure we have all relevant information.
- All safeguarding documentation is copied, hand delivered and signed for either by a named person in the secondary school or the SENCo, this is followed up with a meeting or telephone call.
- Enhanced transition visits can be arranged depending on the needs of the individual child.

Complaints

This year we have 0 number of complaints on SEND. Complaints will be dealt with using the procedures outlined in the Complaints Policy which can be found on the school's website.

Whole school SEND data

The table below shows the attainment of children on the SEND register in Reading, Writing and Maths or Number. This Summative baseline assessment data was collected in July 2024. All children working below the expected level are assessed using PIVATS 5. Children working below Pre-Key Stage standards at the end of KS1 and KS2 are assessed using the engagement model formative and summative assessment tool.

	Working Towards the expected level	On Track/ Expected	Working Above/Greater Depth
EYFS Attainment			
Nursery			
Reading	14/15	1/15	0/15
Writing	14/15	1/15	0/15
Number	14/15	1/15	0/15
Reception			
Reading	7/8	1/8	0/8
Writing	7/8	1/8	0/8
Number	7/8	1/8	0/8
KS1 Attainment			
Year 1			
Reading	1/3	2/3	0/3
Writing	2/3	1/3	0/3
Maths	2/3	1/3	0/3
Year 2			
Reading	10/12	0/12	2/12
Writing	10/12	0/12	2/12
Maths	10/12	0/12	2/12
KS2 Attainment			
Year 3			
Reading	8/10	2/10	0/10
Writing	8/10	2/10	0/10
Maths	8/10	2/10	0/10
Year 4			
Reading	8/13	2/13	3/13
Writing	6/13	6/13	1/13
Maths	7/13	5/13	1/13
Year 5			
Reading	14/16	1/16	1/16
Writing	14/16	2/16	0/16
Maths	13/16	3/16	0/16
Year 6			
Reading	4/20	12/20	4/20
Writing	11/20	8/20	1/20
Maths	8/20	5/20	3/20

We continue to measure the progress of our children against curriculum guidance, development matters, early learning goals or for some of our children whose progress needs measuring using smaller steps, we use PIVATs. We use standardised scoring tests termly across KS1 and KS2 to further inform our expectations of children and to support our tracking.

SEN Support Plans are in place for children on the SEND register which help us to assess the progress made by individual children and develop effective next steps for further progress. The impact of interventions and support given to individual children is reviewed regularly by the SENCo, so that progress can be measured effectively on completion. We continue to develop ways to capture pupil voice so it becomes prominent in the target setting and evaluation process and to find further ways to encourage parents/carers to contribute more fully.

We pride ourselves on being inclusive and in supporting children to the best of our ability and we will continue to prioritise resources and time to further develop our practice.

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year includes the following:

- To review and amend current SEND documentation to ensure it is compliant with current regulations.
- To evidence the effectiveness of leadership, management and governance.
- To review and embed an inclusive classroom ensuring that the needs of all children are met.
- To develop the role of the class teacher and support staff, in supporting SEND children. Demonstrate the effectiveness of early intervention and partnership working.
- To ensure there is a consistent approach to monitoring the progress and outcomes of children with SEND.
- To ensure appropriate provision is in place for children with EHCP and High Needs funding.
- To maintain the mental health and wellbeing of SEND pupils.

In preparing this report we have included staff, parents and children through discussion and sharing information.

Relevant school policies underpinning this SEN Information Report include:

- SEND Policy
- Assessment Policy
- Teaching and Learning Policy
- Complaints Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date presented to/approved by Governing Body 12th September 2024