



St Ann's CE Primary School and Nursery Centre

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SENDCo: Mrs N Ridgway

Mental Health Senior Lead: Mrs E Grumbley

School SEND Information and responses to questions from Warrington LA Local Offer

The 'SEN Information' specified in Schedule 1 to the Special Educational Needs and Disability Regulations 2014. (Statutory guidance on this is contained in section 6.79 to 6.82 of the Special educational needs and disability code of practice: 0 to 25 years);

Welcome to our SEND Information Report which is part of Warrington Local Offer for learners with Special Educational Needs and Disabilities (SEND).

The governing board of every maintained school has a duty to publish this information and review it every year.

This document supports our school's SEND Policy, which is available on the school website. We welcome feedback from parents and carers and value your involvement in the ongoing review of our SEND offer. If you would like to share your views or discuss any aspect of our provision, please contact our Special Educational Needs and Disabilities Coordinator (SENDCo).

What is SEND?

A child or young person is identified as having Special Educational Needs and/or Disabilities (SEND) when they require additional or different support from what is normally provided in order to access learning and make progress.

A child or young person is considered to have SEND if they have:

- A learning difficulty that means they experience significantly greater challenges in learning than the majority of others of the same age, or
- A disability that prevents or hinders them from making full use of the educational facilities typically available to their peers in mainstream settings.

Special educational provision refers to any support, intervention, or adjustment that goes beyond the school's usual differentiated curriculum and teaching approaches, and is designed to help the learner overcome barriers to learning.

How does St Ann's CE Primary know if children/young people need extra help?

1

- The school has systems in place to monitor and track pupil progress. Through this ongoing process, staff can identify emerging areas of need.
- Children may be identified as requiring additional support through regular assessments and progress review meetings.
- Parents and carers can raise concerns at any time if they feel their child is experiencing difficulties.
- A child may also express that they are finding aspects of learning challenging. When a pupil continues to struggle despite targeted support being provided, they may be identified as having SEND.

Further detail about this process can be found in the school's SEND Policy, available on the school website.

What should do I do if I think my child has special educational needs / additional learning needs?	
2	Parents and carers are encouraged to speak first with their child's class teacher if they have any concerns about learning or wellbeing. If further concerns arise regarding a child's progress, learning needs, or behaviour, they may contact the Special Educational Needs Co-ordinator (SENDCO) using the Parental SEND Concern Form. This form, along with guidance on how to use it, is available on the school website.
How will St Ann's CE Primary School support my child?	
3	Our school is fully committed to inclusive education, and we recognise that all class teachers are teachers of pupils with SEND. High-quality teaching is the foundation of our provision, and every member of staff plays an active role in supporting the progress, wellbeing, and participation of learners with additional needs. Through ongoing staff training, up-to-date awareness of SEND practice, careful tracking and monitoring of pupil progress, and strong leadership, we ensure that pupils with SEND are able to access a rich and ambitious curriculum. We are committed to ensuring that no pupil with SEND is treated less favourably than their peers, and that all children are given the support they need to thrive. - The class teacher is responsible for making any adaptations to daily lessons to support the needs of learners. - If initial concerns arise regarding progress, behaviour, attention, communication or regulation, then Quality First Teaching (QFT), adaptations and environmental support strategies will be implemented for 6-8 weeks. The impact of this is monitored and fed back to parents by the class teacher at parents' evening. - If additional needs related to more specific areas of education continue to impact learning, school may implement additional targeted support or interventions through small groups for learning, well-being support/ ELSA/ MELSA, MHST, Advanced Solutions or Early Help. Children will then be placed on the monitoring register. - Parents have the option to complete a Parental SEND Concerns form to communicate any concerns that they have regarding their child having any additional needs. - The SENDCo will collate the evidence and review parental concerns form, assessment data and observation findings- following a discussion between parent/carers, class teacher, pupil and SENDCO, a decision is made on what support is the best fit. This may result in an Individual Learning Plan (ILP) being put in place. All children with an ILP will be put on to the SEND register.

	• An Individual Learning Plan is created for pupils who require targeted SEND support. Each plan includes SMART targets—Specific, Measurable, Attainable, Relevant and Time-bound - so that progress can be clearly monitored and reviewed. These targets ensure that support is purposeful, achievable, and closely matched to the pupil's individual needs. These targets feed into class planning, scaffolding of learning and adaptations to activities. • Interventions, such as pre-learning and over-learning may be implemented for a period of time and will be evaluated alongside ILPs and assessments to ascertain the impact of the provision and to inform next steps. • Interventions are monitored and reviewed termly by the class teacher & Senior Leadership Team. • Interventions are recorded on a provision map using a graduated response. • School have an Emotional Literacy Support Assistant (ELSA) who works with small groups and one to one to support children. This might be as a reaction to something that has occurred or as a planned series of sessions to support an identified area for development. • School have a Mediated Learning Support Approach teaching assistant (MELSA) who works with small groups and / or one to one, to help children become more independent learners and become more confident thinkers. Occasionally a pupil may need professional support from an outside agency. If the criteria is met, a referral is completed in conjunction with parents/carers and forwarded to the appropriate agency. That agency may conduct a series of assessments, and following this, provide a report with a programme of support and strategies to the school and / or parents/carers.
How will the curriculum at St Ann's CE Primary be matched to my child's needs?	
4	We have an ambition for all children to achieve their very best attainment in their learning. To ensure this we use adaptive teaching across the curriculum according to a child's needs which is recorded on the year group Ambition for All Provision Map. Our approach is: • 1 Quality First Teaching (QFT) - class teachers routinely use their knowledge of pupil's attainment and learning styles to differentiate work to match children's needs. • 2 Catch-up - If pupils have been identified with specific needs, their work may need to be further adapted, to remove barriers to learning and enable them to access the curriculum more easily.

	• 3 Keep-up - If the school feels it is appropriate, specialist equipment, professionals, resources or a learning programme may be made available. Teaching assistants in school provide support to teachers on a needs basis to support the progress of pupils. Interventions are timetabled carefully to ensure that the curriculum for children with SEND is not narrowed.
How will I know how well my child is doing and how will the school help me to support my child's learning?	
5	St Ann's CE Primary has an open-door policy and welcomes parents to discuss their child with staff. In addition, • Class teachers are usually available at the end of the day for short informal discussions; longer appointments can be made with the class teacher, SENDCo & Senior Leadership Team (SLT) through the school office. • Curriculum plans are produced relating to curriculum areas which are available on the website. • The class teacher may occasionally make extra notes in a reading record, or communication book if the teacher, SENDCo or SLT feel this is necessary. • ILP targets are reviewed and discussed with parents / carers. • Annual Review meetings are held for children with an EHCP (Educational Health Care Plan). • Parents / carers are invited to Parents' Evenings each term. • The school newsletter, which is shared weekly, includes information about the learning for each class during the week. • Additionally, we use the school website and Facebook to share information about what has been happening in school.
What support will there be for my child's overall emotional health and wellbeing?	
6	• St Ann's is an inclusive school, which celebrates diversity. We strive to support children's wellbeing and self-esteem at every stage, enabling them to become successful learners, confident individuals and responsible citizens.

	• All staff offer pastoral support for children. • Designated pastoral members of staff are available for pupils who wish to discuss issues and concerns. • Three staff have completed Mental Health First Aid training. Mrs. Grumbley, the school pastoral officer is qualified through the DFE, as Mental Health Senior Lead. • We have a Mental Health Policy and a Senior Mental Health Lead 3 Year Strategic Plan, which are on the school website. • A member of staff is trained as an Emotional Literacy Support Assistant (ELSA) • The PSHE Curriculum supports the development of children's emotional and social skills. The specific programme of study which supports this is Heartsmart. Christian Values teaching is integrated in to these programmes and through the curriculum as a whole, including through collective worship. • We have comprehensive policies to deal with medical issues, based on current good practice and accepted guidelines. • If all school support has been exhausted, the school has access to external agencies and professionals, to support with behaviour, attendance and emotional well-being.
What specialist services and expertise are available at or accessed by St Ann's CE primary?	
7	At times it may be necessary for school to consult or refer with outside agencies within the Local Authority to receive more specialised advice, such as • Educational Psychologist • Early Years SEND Team • Speech and Language Team • Occupational Therapy • Physiotherapist • Community Paediatrician • Sensory Support (Hearing and Visual Impairment specialist teachers) • SEN Orthoptist • School Health Advisors • Social Care Services

	• Warrington Schools Mental Health Support Team • CAMHS (Child & Adolescent Mental Health Service) • Child Protection / Safeguarding Team • Child Development Centre (CDC) • Specialist Nurses • Warrington SEND Information Advice and Support Service (SENDIASS) https://www.warrington.gov.uk/warringtonsendiass email: infosendiass@warrington.gov.uk Access to these services is prioritised according to need. This would be dependent on the school judging that the child meets the required criteria for this support and referral to the service, plus discussion with parents.
What training are the staff supporting children with SEND, had or are having?	
8	Staff training needs are assessed regularly with additional training sought/provided to meet the needs of the pupils in school. • The SENDCo is currently studying NPQ for SENCOs, which is a DfE-accredited qualification, this will be complete in July 2027. • Relevant staff are trained in speech and language programmes, reading and writing interventions, phonic programmes, motor skills development and Team Teach. • The SENDCo attends regular SEN training within the Local Authority to maintain up to date knowledge of SEN practice. • Staff receive a range of training on a regular basis as co-ordinated by the SENDCo and SLT. • A number of staff have completed Team Teach training for behaviour management and positive handling. Staff receive a range of training on a regular basis as co-ordinated by the SENDCo. This has included Sensory Diet, Neuro-sequential development, Epi-pen administration, SEN Orthoptist to support children with visual processing difficulties, Team Teach and Developmental Language Delay (DLD). This year's focus is on the

	barriers to learning and early identification of Speech, Language and Communication needs (SLCN) and Executive Functioning: The Skills Behind Learning, Behaviour and Independence.
How will my child be included in activities outside the classroom including school trips and After School clubs?	
9	School endeavours to include all pupils in all activities and will work closely with parents/ carers to try to ensure barriers to participation are removed and reasonable adjustments made wherever possible. Risk assessments will be shared with pupils and families to ensure the correct provision is in place.
How accessible is the school environment?	
10	Currently our facilities include: • The school building is wheelchair accessible. • There are two disabled toilets in the main building and one in the Nursery. • There is a disabled parking bay at the front of the school. As a school we are happy to discuss individual access requirements and we will make reasonable adjustments wherever possible.
How will the school prepare and support my child to join the school and transfer to a new one?	
11	• Transition within school is carefully planned with individual pupils needs discussed prior to visiting a new classroom. • School works closely with High Schools and any other educational setting to endeavour to ensure a smooth transition for all pupils. • Transition for individual pupils' needs are discussed and carefully planned prior to transition with the involvement of parents/carers.

	When a child joins from another setting, the school makes contact with that setting to support transition. Additional transition arrangements can be made to support this. The school endeavours to listen and take account of the views of parents / carers regarding the needs of pupils with SEND when they join school.
How are St Ann's CE Primary resources allocated and matched to children's special educational needs?	
12	- The schools provision mapping identifies categories of need on an individual, group, class and whole school basis. Funds are allocated to best meet the needs of pupils and spending is regularly reviewed. - Further support or resources may be allocated to your child following assessments by the SENDCo or outside agencies (e.g. Speech and Language Therapy Team).
How is the decision made about what type and how much support my child/young person will receive?	
13	- The Head Teacher, SENDCo and Deputy Head Teacher will allocate resources and support based on a child's individual needs, following discussions with the class teacher and where appropriate, advice from external professional agencies and parents. This will be in line with the SEND Code of Practice (January 2015). - The allocation of support will be informed by the school's own internal assessment procedures and any external professional reports. Any plans or interventions will be discussed with parents and reviewed regularly. - Support will change according to the ongoing review of need which will be discussed with staff, parents/carers and child. For children with an EHC Plan, further consultations will take place with all stakeholders to determine support 'additional to and different from' that which is available within school.
How are parents involved in the school?	
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	We encourage parents / carers to engage with school as much as possible. They are encouraged to contribute to their child's education. This may be through: • Discussions with the class teacher • Parental SEND Concerns Form • During parents' evenings / ILP meetings/ meet the teacher sessions / stay and learn sessions • During discussions with the SENDCo or other professionals • Parents / carers are encouraged to comment and contribute to the targets on their child's Individual Learning Plans
	Who can I contact for further information?
15	If you wish to discuss your child's educational needs, please contact one of the following: • Class teacher • SENDCo • A member of the Senior Leadership Team (SLT) • Head Teacher Appointments can be made with any of these people through the school office. There are a number of parent support groups within Warrington, details of these can be found in the Warrington Borough Council's Local SEND Offer. https://www.warrington.gov.uk/local-offer-send Please do not hesitate to come into school to seek further details. Warrington SEND Information Advice and Support Service (SENDIASS) is an independent body who will support you at meetings or completing forms and will visit you at home, if required. https://www.warrington.gov.uk/warringtonsendiass

