



## **St Anne's SEND Information Report 24-25**

### **Vision:**

'To be an outstanding Catholic School in all that we do'

### **Mantra:**

'We are here to serve the community and improve the life chances of all its pupils'

**Welcome to St Anne's SEND Information Report, which contains our contribution to Stockport and Manchester's Local Offers.**

### **1. Definition of Special Educational Needs**

'The Special Educational Needs (SEND) Code of Practice: 0 to 25 years' (2014) states that:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

If your child has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition:

'A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age;  
or
- (b) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'

Note: Defining a child or young person as having additional needs does not mean that they will necessarily require additional support. Support that was in place at primary school, or the child's previous school, does not mean that this will be in place at St Anne's. We believe that all SEND pupils should be taught in mainstream classes with access to a full, differentiated curriculum.

### **2. The types of special educational needs for which provision is made at St Anne's.**

All staff at St Anne's have experience of teaching and supporting pupils with needs in the following areas:

- Cognition and Learning such as Dyslexia and Dyspraxia
- Communication and Interaction such as Autism Spectrum Condition (ASC)
- Social, Emotional and Mental Health such as Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory and/or Physical such as a Vision or Hearing Impairment (VI/HI)

### **3. Information about how special educational needs are identified and assessed.**

The identification and assessment of Special Educational Needs is a continuing process. St Anne's uses the following methods to identify, review and assess a child's progress and any potential barriers to learning:

- Liaising with primary schools prior to transition and post-transition where appropriate.
- Liaising with parents and the child themselves to capture their views.
- Evidence from teacher observation and assessment.
- Their performance against grade descriptors as part of end of term reports.
- Standardised screening or assessment tools such as Qb or ADOS assessments.
- Programmes designed to analyse pupil's memory, literacy and reasoning skills e.g. Lexia.
- Literacy testing, for example, NGRT, WRAT, and GL Assessment.
- SEND protocol- referral via the SEND concern referral form.
- SEND processes within the SEND policy-i.e. Assess, Plan, Do, Review, graduated response, person centred approach.

### **4. The school's approach to teaching pupils with special educational needs**

At St Anne's, we believe that all pupils should receive the same opportunities and therefore, it is crucial that our best endeavours are made to ensure that the curriculum is robust to ensure it meets the individual needs of our pupils. We do this through the following:

- Quality First teaching and learning with high quality feedback aimed at ensuring all pupils make good progress.
- A warm and welcoming classroom environment.
- High expectations with appropriate levels of challenge.
- Skilled staff who are experienced and dedicated in working with children with a wide range of Special Educational Needs and Disabilities (SEND).
- Adaptive teaching and learning strategies in the context of a mainstream school curriculum.
- High literacy and numeracy focus across the curriculum.
- Targeted interventions where necessary

### **5. How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEND.**

St Anne's R C Voluntary Academy is committed to providing a healthy environment that enables full access to the curriculum and enrichment activities, ensuring that we value and include all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. We ensure that pupils with SEND can engage in activities with children and young people who do not have SEN via the following:

- All pupils are expected and encouraged to follow the National Curriculum up until the end of KS3.



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- All pupils are expected and encouraged to attend mainstream lessons so that they learn with their peers.
- All pupils are offered the opportunity to and expected to take part in extra-curricular clubs during lunch and after school.
- Pupils with SEND can be supported by Learning Support Assistants in the classroom but we encourage independence particularly in KS4.
- Pupils with SEN are frequently consulted on how we can support their needs and enable them to access and enjoy the same opportunities as pupils without SEN.
- Reasonable adjustments where necessary can be made. This would be discussed and reviewed with the child and their parents and carers to ensure that their needs continue to be met.

**6. How the curriculum and learning environment are altered for the additional needs of some SEN pupils. This includes:**

St Anne's believes that access to a full knowledge rich curriculum allows pupil to reach their full potential and achieve the outcomes that they are capable of achieving. For a small number of pupils, the mainstream curriculum may need to be altered to meet the needs of the pupil. It is down to the discretion of the school to offer any of the adjustments listed below:

- Adapted curriculum at KS4 (some possible vocational courses and alternative provision placements for a small minority of pupils with complex needs if appropriate)
- Adaptation of key curriculum components and resources
- Targeted interventions in small groups or 1-1 settings

**7. How the school evaluates the effectiveness its provision**

- Learning walks
- Lesson observations
- Annual SEND audits via Emmaus Trust/ Stockport LA
- Work scrutinies
- Pupil Voice
- Parent/carers Voice
- Staff voice
- Report cycles: attainment, attitude to learning, working at grades
- Morning briefings
- Half-termly SEND Forums
- Continuous partnership work with Safeguarding, Pastoral and Teaching and Learning leads
- SEND team meetings
- Department team meetings
- Attending the SENDco network meetings to share best practice
- Whole school SEND audits
- Whole staff CPD

#### **8. How St Anne's assesses and reviews the progress of pupils with SEND**

- Liaison between teachers, Learning Support Assistants and SENDCo
- Liaison between teachers and pastoral staff
- Discussion at departmental meetings
- Annual Reports
- Parents' Evenings
- EHCP Reviews
- Pupil Passport review meetings where applicable
- Mock examinations
- Consultation with specialist services/ external agencies
- TAC, PEP and LAC meetings where applicable

#### **9. Additional support for learning that is available to pupils with special educational needs**

At St Anne's we run several interventions, which are based on the level of need in the school. We evaluate the impact of these interventions continually. The interventions currently on offer are:

- In class Learning Support Assistants for pupils with EHCPs in some lessons
- Speech and Language Therapy via a private company called Speech Bubble
- Senior Leadership Team reading programme
- Amber Reading
- Study skills intervention for KS4 in form time
- Literacy Intervention
- Numeracy Intervention
- Mentoring sessions during form time
- Homework Club (after school)
- Lunchtime Clubs (Talking Point and Boccia) to aid with social interaction.
- Behaviour for my Future/ Anger Management/ Anxiety Based School Avoidance programmes with Mrs Corser

#### **10. How the school works with other bodies i.e. external agencies to support Special Educational Needs.**

St Anne's R C Voluntary Academy is committed to working with external agencies so that strong partnerships are developed and maintained over time. Some of the way St Anne's works with external agencies are:

- Consultations around the supporting the needs of a child or young person (CYP)
- Referring a CYP with additional needs to other bodies for support
- Direct assessments of a CYP's needs e.g. through an Educational Psychologist
- Co-ordinating and attending planning and review meetings for a CYP and their family
- Facilitating the delivery of staff training



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- Requesting information and advice around the support an external agency can provide
- Signposting a CYP and their parents/carers to other services for support.

**11. Support available for improving the social, emotional and mental development of pupils with special educational needs.**

- Access to the St Joseph's Centre
- CAMHS referrals
- In school counselling (Turn The Page)
- Audacious Mentors
- School Nurse Interventions
- Kooth
- Young Carers Intervention
- PSHE lessons once a fortnight delivered in tutor groups
- Pastoral check-ins with Heads of Year
- 'Soft landings' with SEND team
- Lunchtime/after school clubs
- Breakfast club
- Form time interventions with Miss Corser: Anxiety Based School Avoidance/Behaviour for my Learning/Real Love Rocks/ Respect 100

**12. How St Anne's consults with parents/carers of children with special educational needs**

- The SENDCo and Head of Year attend the Parents' Evenings of each year group
- Annual Reviews for pupils with EHCPs are person centred and allow for parents/carers and pupils to express what they feel is working well and any changes or additional support which may be required.
- All professionals working with a child who has an EHCP will be invited to the Annual Review meeting.
- Parents are carers are encouraged to contact school at any time, if they need advice or support regarding their child's education.
- PEPs and LACs where appropriate.

**13. How St Anne's consults with its pupils who have special educational needs**

- Pupils are encouraged to attend Parents' Evenings with their parents/carers
- Pupils with EHCPs are invited to attend and contribute to their Annual Reviews
- Pupils are invited to review their Pupil Passport and contribute to the writing of them
- Pupils with EHCPs are offered support in completing their Pupil Voice Review document prior to their Annual Review.
- Frequent discussions with their year group Learning Support Assistant



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**14. Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school**

- Any concerns or questions about the progress or provision made for a SEND pupil should firstly be raised with the SENCO, Miss Morgan on 0161 432 8162 or through the school email: [admin@stannesrcvoluntaryacademy.com](mailto:admin@stannesrcvoluntaryacademy.com)
- Should a parent/carer feel a concern not be rectified satisfactorily by Miss Morgan, they should contact Mrs Critchlow (Senior Deputy Headteacher) on 0161 432 8162 or through the school email address: [admin@stannesrcvoluntaryacademy.com](mailto:admin@stannesrcvoluntaryacademy.com)
- Should a parent/carer still feel concerned that their complaint has not been responded to appropriately, they should follow the school's complaints procedure, which is available on the school website.

**15. Contact details for support services for the parents and carers of pupils with special educational needs**

- The support service for parents/carers with children with special educational needs is: Stockport Special Educational Needs and Disability Information Advice and Support Service (SENDIASS).

Address: Together Trust Centre, Schools Hill, Cheadle, Cheshire SK8 1JE.

Email: [stockportsendiass@togethertrust.org.uk](mailto:stockportsendiass@togethertrust.org.uk)

**16. School's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.**

Transition across key stages can be a challenging time for both our pupils with SEND and their families. For this reason, we work closely with our feeder primary schools and post-16 providers including a comprehensive package to support transition, including:

- Transition meetings for Year 6, Year 9 and Year 11 pupils with SEND as required
- Additional visits to St Anne's and post 16 educational providers for pupils with SEND as required
- Close liaison between the SENCO and other educational providers
- Early annual reviews for pupils with EHCPs in Year 9 and Year 11
- Transfer of all files and key information to be passed across educational providers as required
- Priority careers meeting with a Careers Adviser.
- Liaison with LA SEN post-16 team

This information is updated annually.



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**17. Link to Stockport's Local Offer**

<https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page;jsessionid=ED7BD5F4575D0E131C6D36B5596D8E7B?localofferchannel=0>

**Link to Manchester's Local Offer**

<https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0>

**Link to Salford's Local Offer**

<https://www.salford.gov.uk/children-and-families/local-offer-for-children-and-young-people-with-sen-or-disabilities/>

**Link to Tameside's Local Offer**

<https://www.tameside.gov.uk/localoffer>

Ms A. Morgan (SENCo)

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