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|  | **COGNITION AND LEARNING** | **COMMUNICATION AND INTERACTION** | **SOCIAL, EMOTIONAL AND MENTAL HEALTH** | **SENDSORY AND/OR PHYSICAL** |
| **At St Anne’s we believe in early identification of needs so that support can be put in place as quickly as possible** | To support this, baseline assessments are made as soon as children join us in the Early Years. Regular assessment is also carried out termly throughout school. This means that any children falling behind in their learning can be quickly identified. Further investigations can then be made using more specific assessments or expert assessment when necessary. | Communication is vitally important to being able to access the curriculum. Throughout the whole school, although particularly in the Early Years, the class teachers and support staff very carefully monitor children’s communication development. We have a Speech and Language Therapist (Alex Binns) who works closely with us to assess children, provide guidance and activities and provide training workshops for staff. Parent’s consent will be obtained for further, more detailed assessments where necessary. | Social and emotional needs may present at home as well in the educational setting. At St Anne’s, we think it is very important to communicate with parents, particularly if there are any concerns around a child’s social or emotional development. Any children that may be vulnerable to social, emotional and mental health needs are closely monitored and discussions held with parents. Furthermore, staff will monitor the characteristics of all children and will notify relevant staff or parents of changes in a child’s behaviour within school | There are standard tests in the Early Years and Year One around sight and hearing where any issues will be picked up. In addition, where concerns are raised by either class teachers or parents we are able to refer to the local School Nurse for further health assessment |
| **How at St Anne’s do we assess whether a child/young person has a SEND need?** | As mentioned above children are regularly assessed throughout their school life. Where concerns arise, further assessments may be carried out  •Information from outside agencies e.g. Camberwell and Educational Psychologist (EP)s  •Reports or observations •Records from previous schools, etc.  •Information from parents •National Curriculum results | As mentioned above children are regularly assessed throughout their school life. Where concerns arise further assessments may be carried out such as those listed below. •Information from outside  agencies e.g. Camberwell , focus learning support, Speech and language therapists and Educational Psychologist  •Reports or observations | As mentioned above children are regularly assessed throughout their school life. Where concerns arise further assessments may be carried out such as those listed below. •Information from outside agencies e.g. Camberwell, Child and Adolescent Mental Health Service and Educational Psychologist  •Reports or observations | As mentioned above children are regularly assessed throughout their school life. Where concerns arise further assessments may be carried out such as those listed below.  •Information from outside agencies e.g. Camberwell, School Nurse/ Health Visitor, Sensory Support Service and Educational Psychologist •Reports or observations |
| **What types of SEND provision are made available at St Anne’s?** | Children with an Education, Health & Care Plan receive specific support based on their needs including advice from EP / Specialist teacher Reduced/ increasingly individualised timetable 1:1 support in or out of class as necessary. Children who do not have an Education, Health and Care Plan but with SEND access a differentiated curriculum. These children have a support plan which will be shared with parents.  Children will access specialist teachers from Camberwell School and the Grange School. | Children with an Education, Health & Care Plan receive specific support based on their needs including Advice from EP / Specialist teacher Reduced/ increasingly individualised timetable 1:1 support in or out of class as necessary. Children who do not have an Education, Health and Care Plan but with SEND access a differentiated curriculum. These children have a support plan which will be shared with parents. Children will access specialist teachers from Speech and Language Therapy team. | Children with an Education, Health & Care Plan receive specific support based on their needs including Advice from EP / Specialist teacher Reduced/ increasingly individualised timetable 1:1 support in or out of class as necessary. Children who do not have an Education, Health and Care Plan but with SEND access a differentiated curriculum. These children have a support plan which will be shared with parents. Staff are trained to work with children with a variety of behavioural needs and adopt appropriate strategies in line with the behaviour policy | Children with an Education, Health & Care Plan receive specific support based on their needs including Advice from EP / Specialist teacher Reduced/ increasingly individualised timetable 1:1 support in or out of class as necessary. Children who do not have an Education, Health and Care Plan but with SEND access a differentiated curriculum. These children have a support plan which will be shared with parents.  Staff are aware of implications of physical impairment and provide resources eg. pencil grip, writing slope, cushion for posture |
| **How do St Anne’s school evaluate the effectiveness of the provision made?** | All additional interventions are evaluated termly using pupil progress results. In addition Individual Support Plan reviews provide an opportunity to monitor how effective provision has been for individual children with their parents input. We also use “raw scores” from tests completed and analyse the impact intervention has made on these | All additional interventions are evaluated termly using pupil progress results. In addition Individual Support Plan reviews provide an opportunity to monitor how effective provision has been for individual children with their parents input. Where children are undergoing specific Speech and language input, therapists regularly visit school to evaluate progress and the effectiveness of programmes delivered in school | All additional interventions are evaluated termly using pupil progress results. In addition Individual Support Plan reviews provide an opportunity to monitor how effective provision has been for individual children with their parents input | All additional interventions are evaluated termly using pupil progress results. In addition Individual Support Plan reviews provide an opportunity to monitor how effective provision has been for individual children with their parents input. Support services regularly come into school to support assessment of the effectiveness of the provision and provide further advice |
| **How does St Anne’s adapt the curriculum and school environment for pupils?** | Differentiated curriculum planning, activities, delivery and outcome. In-class TA support, in-class targeted teacher support, increased visual aids / modelling etc Use of writing frames, access to ICT Environment, increased visual aids / modelling etc Visual timetables | Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, key words In-class TA support in-class targeted teacher support Increased visual aids / modelling etc, use of writing frames Access to ICT Environment Structured school and class routines Environmental clues Increased visual aids / modelling etc Visual timetables | Curriculum Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, key words In-class TA support In-class targeted teacher support Increased visual aids / modelling etc Whole school behaviour policy Whole school rules Whole school reward and sanctions systems Circle Time PSHCE focused work Individual support or mentoring Social skills training Anger management Environment Increased visual aids / modelling etc Whole school rules | Curriculum Differentiated curriculum planning, activities, delivery and outcome flexible teaching arrangements Staff aware of implications of physical impairment Environment Larger print, environmental adjustments where necessary. Particular seating arrangements |
| **How does the school ensure the inclusion of pupils with SEND in activities outside of the classroom (including school trips and after school clubs)** | All children have the opportunity to join in all activities inside and outside of school where possible    During school trips additional support staff will attend to ensure that children with learning needs are able to join in and experience activities outside the classroom to their fullest | All children have the opportunity to join in all activities inside and outside of school where possible    During school trips additional support staff will attend to ensure that children with learning needs are able to join in and experience activities outside the classroom to their fullest | All children have the opportunity to join in all activities inside and outside of school where possible.  During school trips additional support staff will attend to ensure that children with learning needs are able to join in. Additional measures around incentives and reward schemes may be used where necessary | All children have the opportunity to join in all activities inside and outside of school where possible. During school trips additional support staff will attend to ensure that children with learning needs are able to join in. Where a significant physical need is present parents may be invited to come along on trips to ensure that all needs can be met whilst out of school |
| **What specialist skills/ expertise do school staff have?** | All teachers and support staff have regular training on how to provide quality first teaching to all children and effective differentiation and deployment of support staff  All staff also have phonics training and specialist booster teachers have additional training in delivering Literacy and Numeracy interventions (eg,  First Class Maths/Elklan/Lego therapy/WELCOM/IDL  In addition the SENDCO (Mrs Radcliffe) has completed the National Award in Special Educational Needs Coordination | 2 members of staff have a basic level of ELKLAN/WELCOM training    In addition, all members of staff have a basic introduction in working with children with social communication difficulties, using the First Response pack provided by SAL service to identify and plan for a specific need.    Two members of staff also have training in delivery Lego therapy to support children in group interactions and communication | All staff, including lunchtime staff, have had training from a Play therapist. | There are 18 members of staff who are First Aid trained, ready to intervene with any physical needs    Epilepsy, Asthma and Epipen training has also been delivered to all staff recently. Where specific sensory or physical needs occur advice and training is given as needed by specific services such as physiotherapy, occupational therapy and SEND support services |
| **What training have staff supporting pupils with SEND having/recently had?** | SEND staff meeting update Oct 2019  ISP staff meeting Nov 2019  Quality first teaching Nov 2019  Workshops with Alex Binns regarding specific children  Feedback to class teachers from Niall Wilson (EP) regarding specific children  Workshops provided by Manchester SALT for teachers to receive training / strategies for working with specific children in their class | | | |
| **What external specialist services are accessed by school to meet the needs of pupils and support their families?** | Educational Psychologist  School Nurse  Team from Camberwell Park School  Team from The Grange School  SALT  Occupational Therapy  Caritas social worker  Play therapy team | | | |
| **How is equipment and facilities to support pupils secured?** | As set out in the SEND policy and Budget Statement, there is an allotted fund set aside for resources and equipment to help our SEND children. Some resources are accessed through specialist services and others are ordered directly from Educational equipment suppliers. Equipment and facilities are based on the needs of the children - for example, specially adapted pens to support handwriting, slope frame, cushions for posture. | | | |
| **How does St Anne’s school support pupils with SEND during transition?** | The SENDCO and class teachers work in co-operation with Early Years settings and High Schools in order to ensure the successful transition of pupils both into and from St Anne’s R.C. Primary School. On entry to St Anne’s, the class teacher will make a home visit and visit settings to meet the children and parents before they begin life in Nursery or Reception. If any SEND needs are brought to the attention of the class teacher, they will pass of their concerns to the SENDCo who may contact the Early Years settings in order to discuss the child’s needs during a meeting. The SENDCo and class teacher may also contact the parents of the child in order to gain more information about the child before they start at St Anne’s in September.  When transitioning to high school, we work with Camberwell School and The Grange School Outreach in order to support children with SEND and provide them with an opportunity for extra transition visits to their designated High School. All SEND information passed onto the SENDCo at the new school and where necessary a meeting with the SENDCo at the High School may be established in order to discuss needs further. We work closely with parents and other support agencies such as Camberwell outreach and Bridgelea where these agencies are already involved with children to further support the process.  When transitioning between classes at St Anne’s, there is a detailed process of hand on information between teachers alongside sessions where children get to experience their new classes and meet their new teachers. Where necessary these transition sessions are increased for certain children and parents can be involved too where it is thought transition may be difficult. | | | |
| **How does St Anne’s school support young people with SEND in preparing for adulthood, independent living and the next phase of their education, training or employment?** | At St Anne’s, we focus on getting to know the children and helping them to achieve their full potential. Our Pupil Passports provide all staff with an extensive understanding of SEND children and how we can support them to become independent. We focus on the outcomes that children can achieve and look at ways to help them do this.  Throughout transition meetings we have completed during the 2018/2019 academic year, we focused on achieving outcomes for children with SEND and providing them with the skills they need to become more independent as they reach adulthood.  We ensure that transition to High School runs smoothly as outlined by the information above.  Furthermore, at St Anne’s we strive to provide all children with the best possible preparations for their futures through the high quality of education that we strive to deliver. We try to ensure that all children have the best of all that St Anne’s has to offer in terms of academic and also pastoral care so that they are all well prepared for the next stage in their school careers. | | | |