

ST ANNE'S RC PRIMARY AND NURSERY SCHOOL

CLARENDON ROAD AUDENSHAW MANCHESTER M34 5QA

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SEND Information Report

School	St Anne's RC Primary School
Name and contact details of your school's SENDCO	Mrs Shauna Bowes Mrs Stephanie Clarke 0161 370 8698

Name of Person/Job Title	Shauna Bowes SENCO and Mrs Stephanie Clarke Headteacher		
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Please give the URL for the direct link to your school's Local Offer	https://stannesprimaryaudenshaw.co.uk/information/send/		
Name	Stephanie Clarke	Date	03.09.2025

1. What additional support can be provided in the classroom?	☐ Teachers plan very carefully and differentiate work according to the ability of pupils. Work in class is differentiated by task, support & expectation to personalise learning and support
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	children to make progress. Learning tasks may be modified in some circumstances or additional learning resources made available for pupils to use. Children have access to a wide range of research based interventions to accelerate their progress when extra support is required. A full overview of the support available for children in school can be found on our whole school provision map on the school website: Whole School Provision Map ☐ A Teaching Assistant (TA) is a member of staff who works under the direction of a class teacher and the Phase Leader. In our school TA's are responsible for supporting the learning of small groups of pupils in class; they also work on a 1:1 basis delivering interventions. This work may also be supported by other healthcare professionals such as Speech and Language Therapists. We have a team of full time TA's and part time TA's who work across the school. ☐ For pupils who have been identified as having Special Educational Needs or Disability (SEND's) the class teacher will draw up a Provision Map for them. The Plan will indicate: the nature of the child's current difficulties, targets to be achieved within a given time, strategies/processes to be used in order to meet the targets, Parents and pupils are actively involved in the process. They are reviewed on a termly basis, but can be reviewed more frequently, depending on an individual child's needs. ☐ If additional funding is allocated from SEN to a child through an Education Health and Care Plan, we will use this funding to provide additional support to the pupil: this may be provision of an additional person or a specific resource.
2. What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)	☐ Teachers carefully plan work at different levels so that all children can engage with the tasks and make progress. Independent learning is encouraged, and wherever possible, we aim for children to access the curriculum without a high level of support. Children are set tasks and provided with support materials that meet their needs and encourage independence. ☐ Some children may be offered 1:1 sessions at set times during the school day to support progress. ☐ We have a service level agreement with Emily Hart our assigned Educational Psychologist.

	We have a service level agreement with Tameside's Specialist Outreach Support Service which gives us access to specialist teachers and support staff with expert knowledge in specific learning difficulties, interaction and communication and social, emotional and/or mental health. □ We access external agencies to support Special Educational Needs including ISCAN (Integrated service for children with additional needs) and the Speech and Language Therapist. We have a service level agreement with Manchester Speech and Language Service and our assigned therapist is Rebecca Matthews. □ We have a welfare assistant and TA's to support pupils at lunchtime and to help develop key skills. We also receive support from the Education Welfare Officer at Tameside. □ Pupils have access to laptops and I Pads to support Special Educational Needs or Disability as appropriate. □ We have a full time Learning Mentor, Mrs Partridge.
3. Staff specialisms/expertise around SEN or disability	□ The SENDCO is currently working towards The National Award for SENCO Co-ordination. □ Staff throughout school have a good understanding of special educational needs and are supported by the Educational Psychology Service and SEN team. Our Learning Mentor has completed ELSA training and is an emotional literacy support assistant (ELSA). This included special training from Educational Psychologists to support the emotional development of children and young people in school. ELSAs have regular professional supervision from Educational Psychologists to help them in their work.
4. What ongoing support and development is in place for staff regards supporting children and young people with SEN?	□ The SENDCO regularly attends SEN network meetings and training provided by Tameside SEN Team and also the EMMAUS TRUST.
	• The Pupil Support Service and Tameside Educational Psychology Service provide training in many areas and are involved in providing CPD to staff at St. Anne's. • Other specialist advice is accessed as necessary and links created with other schools with relevant experience. • Some CPD training time is allotted to SEN matters. Training/ SEND updates and information is shared/disseminated during staff meeting time. • Staff are encouraged to undertake further CPD, which support the needs of all our children, in particular children with SEND. • We review training needs regularly.

5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?	• Decisions and plans for SAT's are made on an individual basis. • Access arrangements are provided where necessary. This includes readers, scribes, extra time. ☐ Pupils will be familiar and comfortable with adults before exams commence. All teachers/LSA's are aware of children's needs and support them accordingly. We organise a 'mock' week for February so pupils know what is expected of them. • Support staff for children with additional needs are chosen carefully and ensure that children have the best opportunity to succeed. • Purchase specific resources eg specialist numeracy resources for children with physical difficulties.
6. How do you share educational progress and outcomes with parents?	• Parents evening takes place three times a year. Additional meetings and informal discussions are arranged as needed. • Provision map review meetings occur three times yearly for pupils with SEND, or more often, where necessary. • Annual reviews for children with Education Health Care Plans are planned into the school year. • Meetings with outside agencies take place as and when necessary. Parents are invited to meetings with external agencies, as required, and their views are shared as part of a review of progress. • Open door policy - all staff are available, by appointment, to meet with parents and carers.
7. What external teaching and learning do you offer?	Where appropriate pupils are engaged in external learning from specialist support staff.
Annual Reviews	
1. What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?	• Consultation with staff prior to the meeting and discussion surrounding next steps and provision for the child. • Parents/carers and professionals receive a letter/telephone call inviting them to the annual review meeting and are asked to write a short report about their child. Parental views are important to us and their report is of particular value. Pupils also contribute a report and are supported by staff in
	doing this. ☐ The class teacher, and support staff if relevant, along with a member of the SEN team attends the review meeting with the parents/carers and any outside professionals. ☐ A report is written to reflect the views and decisions of all present and any relevant supporting documentation is sent to the relevant SEN team. ☐ The SEN team write to parents and the school SENCO informing them of a decision to maintain/amend the Education, Health and Care Plan.

2. What arrangements are in place for children with other SEN support needs	☐ Specialist resources and software are purchased if needed. ☐ TA's are placed to meet the needs of the cohort and to support learning. ☐ Intervention groups and individual support is carefully timetabled and monitored for those who require it. ☐ Small group interventions determined based on half termly assessments. ☐ Appropriate assessments and strategies used as advised by the Educational Psychologist.
Keeping Children Safe	
1. What handover arrangements will be made at the start and end of the school day? Do you have parking areas for pick up and drop offs?	☐ All children are welcomed into the school buildings by teachers and TA's at the relevant entrance. Messages can be passed onto teachers via the TA/Learning Mentor. ☐ Nursery and Reception children are collected from their classroom by an adult known to staff and individually handed over. ☐ Parents can wait for pupils at the classroom exit doors. Where disabled access to a car is required this can be arranged through discussion with the Headteacher. ☐ There are no designated parking areas around school and we ask all parents and carers to park safely and courteously around school.
2. What support is offered during breaks and lunchtimes?	☐ 1:1 support if required via support staff when necessary. ☐ Teaching staff and TA's are on the playground at break times and welfare assistants/TA's at lunchtimes. ☐ Children from KS2 are trained as "Peacemakers" and support the infant children play games and use a range of equipment during lunchtime. ☐ Special arrangements during break times and lunchtimes may be required as set out by an individual Educational and Health Care Plan.
3. How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and school trips)	☐ Our PE lessons are delivered by a qualified teacher. ☐ Risk assessments are completed for all school trips using the agreed school proforma. These are then approved by senior staff. ☐ Staffing ratios are appropriate to the age and needs of the children and follow national guidelines. ☐ The two teachers, working in EYFS, hold Paediatric First Aid certificates. Four other TA's have a "First Aid at Work" qualification. ☐ Individual risk assessments are completed and actioned for children with medical conditions which
	might pose a risk to an activity (such as epilepsy) or with physical disabilities .
4. What are the school arrangements for undertaking risk assessments?	• All in line with Tameside LA • Ratios are adhered to for all off-site trips. • On site risk assessments are completed as part of our health and safety policy. • Risk assessments and other health and safety requirements are overseen by the school's Office.

5. Where can parents find details of policies on bullying?	☐ The school behaviour and anti-bullying policy can be found on the school website and a copy can be requested from school.
Health (including Emotional Health and Wellbeing)	
1. What is the school's policy on administering medication?	• If you require medication to be administered in school, you must book a meeting with the Headteacher. All prescribed medication is stored safely. It is parent's responsibility to ensure it is in date. • Written consent must be provided for any medication that has to be given in school. • When necessary, care plans will be put in place for identified children. The School nurse will oversee care plans for pupils with more complex medical conditions such as epilepsy and severe allergies. • All staff are regularly trained to support children with medical conditions such as epilepsy and allergies causing anaphylaxis. Medication is administered by key staff who have received the appropriate training. • Further training is provided by the School Nurse or other nursing staff when a particular need arises within the school.
2. How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?	• Where needed, care plans are drawn up by the appropriate internal and external professionals in conjunction with parents. If a pupil has a long term medical need, we ask parents and the school nursing team to brief appropriate members of staff on protocols to follow. • The care plan is shared with relevant staff and stored securely in the office.
3. What would the school do in the case of a medical emergency	☐ In the case of a medical emergency that poses a risk to life, we would call 999 and inform our senior first aider, Head teacher/Deputy Head Teacher immediately followed by parents and carers. In absence of parent/carer a first aider would accompany the pupil to the hospital.
4. How do you ensure that staff are trained/qualified to deal with a child's particular needs?	• Specialist training is sought from appropriate health professionals for all relevant staff. • Names of all first aiders are displayed in school. • All staff have up to date child protection and safeguarding training. • Review of systems and procedures is planned into staff training sessions and all documentation is reviewed and updated regularly. • Relevant staff are trained on CAF completion and other relevant documents, i.e. EWO referrals, etc.
5. Which health or therapy services can children access on school premises?	☐ We work closely with the school Educational Psychologist, with physiotherapists, speech and language therapists and occupational therapists to support the health and well being of our

	children. • Our Educational Psychologist can be accessed through school after discussion with the SENDCO. • Other key health professionals offer different Service Level Agreements. The services accessed by pupils at St. Anne's R. C. Primary will depend on the LA in which they reside. Please refer to the relevant LA's website for further information. Where a health professional requests to visit a child in school this is arranged.
Communication with Parents	
1. How do you ensure that parents know "who's who" and who they can contact if they have concerns about their child/young person?	• An induction pack is given to all Nursery and Reception parents prior to their child starting. We also introduce Foundation Stage teachers; TA's and key members of staff to parents/carers at the stay and play sessions in the Summer Term. • There is a 'Staff' section on our website, names and job roles are given. • Children experience transition lessons during the summer term and parents are made aware of their child's new class teacher. • Parents are advised to speak to class teachers initially regarding any concerns and thereafter the Phase Leader/SENDCO. • Parents/Carers are made aware of who to contact at which stage after initial conversations with class teacher.
2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy?	• Open door policy to speak to a member of staff but an appointment will be made if they request to speak to a teacher, due to their teaching commitment and if the teacher needs to gather extra information. • All parents are dealt with as swiftly as possible; usually on the day of initial contact or at the latest, the day after.
3. How do you keep parents updated with their child/young person's progress? 4. Do you offer Open Days?	• We hold three Parent's Consultation Days each year and parents are given a formal written report of their child's progress annually. • We also hold some Parent Workshops that focus on the teaching and learning of phonics in the foundation stage and key stage 1 and SATs information meetings
5. How can parents give feedback to the school?	• Parents/carers are able to communicate information regarding their child through speaking to staff directly or by phoning. • Feedback can also be given online at Parent View https://parentview.ofsted.gov.uk/login • Intermittent feedback can be written in pupils reading records or in a letter addressed to the Class teacher, Head Teacher or Deputy Head teacher or Governing Board.
Working Together	
1. Do you have home/school agreements?	☐ These are signed by parents at the beginning of every academic year.

2. What opportunities do you offer for pupils to have their say? e.g. school council	• All children are encouraged to speak to classroom staff. • Pupils with Education, Health and Care Plans have the opportunity to complete a short report
	which is presented at annual review meetings. □ Our School Council is facilitated by Mrs Clarke, the Headteacher. Each class nominates two school council members from Year 1-6 and they meet regularly.
3. What opportunities are there for parents to have their say about their son/daughter's education?	• Parents/carers are able to communicate information regarding their child through speaking to staff or phoning. • Questionnaires are sent out as another way of gathering parental feedback. • Parents/carers of children with Education, Health and Care Plans are encouraged to contribute a report for the annual review meeting. • Parents are always welcome into school to meet the Head teacher and/or other members of the Senior Leadership Team to raise concerns about their child's education.
4. What opportunities are there for parents to get involved in the school or become school governors?	• Parents are represented on the governing body. • Parents are elected to the governing body when a vacancy arises. A letter is sent out inviting parents to stand and a ballot undertaken. • We have an active Parent Teacher Association. A variety of fund raising events and social events are organised throughout the school year. Parents can support in a wide range of ways. • Parents volunteer to help on school trips and supervise other extra-curricular activities. • Parents may become involved in other ways. For example, a parent may have relevant experience or skills to support learning in the classroom, depending on the topic being studied.
5. How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)	• The Governing Body has an SEN designated Governor. • The SENDCO provides regular updates to the Governing Body. • The Governing Body supports the school in working with outside agencies.
What Help and Support is available for the Family?	
1. Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?	□ The SENDCO (Mrs Bowes) or Learning Mentor (Mrs Partridge) can offer help as needed in completing paperwork to support children and families. Parents/Carers can ask these staff directly or make a request at the main office.

2. What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this?	• The school office team are able to give routine information. • The class teacher can give information about progress and learning. • The SENDCO team is able to give information about special needs issues. • The Head teacher and members of the senior leadership team are always available to meet with families, although an appointment may be required. • The website is an up-to-date source of information about the school and also provides links to other support systems, including websites and activities outside of school.
3. How does the school help parents with travel plans to get their son/daughter to and from school ?	Parent should contact school to discuss any issues arising.
Transition from Primary School and School Leavers	
1. What support does the school offer for year 6 pupils transfers to High School? (e.g. visits to the school, buddying)	☐ Transition mentors visit/contact school to speak to pupils and teachers in Year 6. ☐ Year 6 pupils visit their secondary school for transition days in the final term of Year 6. ☐ School transfers all data to the secondary school about the child with all records. Year 6 teacher discusses individual pupils with the transition coordinator of the High School. ☐ For children with Statements or Education, Health and Care Plans transition to high school begins with the Year 5 review and may involve the Educational Psychologist. ☐ Once a secondary school place has been allocated and accepted a review meeting would be held in year 6. The Secondary School SENCO would be invited to this.
Extra Curricular Activities	
1. Do you offer school holiday and/or before and after school provision? If yes, please give details.	☐ Extra curricular activities are offered to all pupils. There is before and after school provision. There is no school holiday provision. ☐ Parents are signposted to local providers of provision.
2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?	☐ There are numerous after school activities that pupils are warmly invited to and we actively encourage pupils to participate in these. ☐ All children from Reception to Y6 get the opportunity to work with qualified Sports Coaches in sessions each week. ☐ Children in Foundation Stage can take part in a Sports Tots session on a Friday afternoon. There is a small charge for this.
3. How do you make sure clubs, activities and residential trips are inclusive?	☐ Risk assessments are carried out. Trips are accompanied by qualified teaching and support staff. ☐ Where a EHCP is in place a 1-1 support assistant will accompany the trip.
4. How do you help children and young people to make friends?	☐ We have a Christian Ethos where everybody is treated with respect. This ethos is modelled by staff and pupils.

- We have a GIFT Chaplaincy team led by Mrs Chadwick and Mrs Clarke, who are active around the school; they are available to support friendship groups.

Glossary of terms

	Annual Review	All statements and Education, Health and Care Plans must be reviewed annually. The Annual Review ensures that once a year the parents, the pupil, the Local Authority, the school and all professionals involved consider the progress the pupil has made over the last 12 months, and whether amendments need to be made to the statement or Education, Health and Care Plan.
ADHD/ADD	Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder	ADHD/ADD is a disorder that appears in early childhood. ADHD/ADD makes it difficult for students to hold back their spontaneous responses (responses can involve everything from movement to speech to attentiveness). Students with ADD are not diagnosed as having excessive hyperactive behaviour but display all other symptoms. Children with ADHD may be: • Inattentive, hyperactive, and impulsive (the most common form) • Inattentive, but not hyperactive or impulsive. • Hyperactive and impulsive, but able to pay attention.
	Assessment	This involves building a picture of your child's abilities, difficulties, behaviour, his/her special educational needs and the support required to meet those needs. Assessment is an important part of deciding whether your child's progress rate is as good as is expected. Teachers carry out routine assessments regularly. More specialised assessments may be required if progress is not at an expected rate. This may be carried out by the SENCO, an Educational Psychologist or an Advisory Teacher. A statutory assessment is a formal procedure which involves the collection of information from as many people as possible who have detailed knowledge about your child. This may lead to the issue of an EHCP .
	Code of Practice	The SEN Code of Practice (often referred to as 'The Code') gives practical guidance on how to identify, assess and support children with special educational needs. All early education settings, state schools and Local Education Authorities must take account of this Code when they are dealing with children who have special educational needs.
	Differentiation	Differentiation is the adjustment of the teaching methods and/or resources according to the learning needs of the pupils. It can be aimed at the groups within the class or individuals. See also personalised learning.
	Differentiated Curriculum	A curriculum that is specially adapted to meet the special educational needs of individual children.

EHCP	Education, Health and Care Plan	From 1 st September 2014, Education, Health and Care Plans (EHCPs) will be issued instead of statements of SEN. Existing statements will be converted to EHCPs over the next three years. An EHCP has the same statutory protection as a statement but it can be issued at and maintained to any point from birth to the age of 25. The criteria and procedure for securing an EHCP for your child is detailed as part of Tameside's Local Offer.
EP	Educational Psychologist	Educational Psychologist is employed by school. The School EP provides advice, support for staff and parents and staff training for children with SEN. The EP performs assessments of children with SEN and produces a report as part of the statutory assessment.
	Exam Special Arrangements	Special arrangements can be made for pupils who are disadvantaged during exams because of certain difficulties such as dyslexic tendencies. Readers, scribes and or extra time can be arranged, for pupils who meet the exam board criteria, in order that the disadvantage they have can be redressed.
	Exam Special Concessions	Special concessions can be arranged for pupils who qualify for these e.g. the exam paper can be enlarged or written in Braille for pupils with visual difficulties or a scribe can be used if a pupil breaks an arm before the exam etc.
	Governors	Each school has a board of Governors, as an Academy school, they are responsible to parents, funders and the community for making sure the school provides a good quality education.

	Inclusion	Inclusion is the process by which schools and other establishments change their principles, policies, practices and environments to increase the presence, participation and achievement levels of children with special educational needs and/or a disability.
Learning Plans – APDR	Learning Plans – Assess, Plan, Do, Review	A Learning plan sets out the special help that a child will receive at school or early years setting to meet his or her special educational needs (SEN). A Learning Plan but it is good practice for parents and the child to be involved in drawing it up and reviewing it if there is one. A Learning Plan should be reviewed each half term.
LD	Learning Difficulties	A child has learning difficulties if he or she finds it much harder to learn than most children of the same age.
LEA	Local Education Authority	Each council has an LEA. The LEA is responsible for the education of all children living within the council's area and has some responsibility for all state schools in our area. In Tameside , the LEA is combined with the children's social services departments and is known as Children's Services. Children's Services have the same responsibilities for educational provision for children with special educational needs as LEAs.
MLD	Moderate Learning Difficulties	Children with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low selfesteem, low levels of concentration and under-developed social skills.
	National Curriculum	This sets out a clear, full and statutory entitlement to learning for all children, setting out what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported. The national curriculum is taught in a way that meets the needs of individual children, e.g. setting goals that are achievable.
	National Curriculum Inclusion Statement	A detailed statement within the national curriculum, setting out the principles that schools must follow, to make sure that all children have the chance to succeed.
	OFSTED	OFSTED stands for the Office for Standards in Education. OFSTED is the inspectorate for children and learners in England and they oversee the quality of the provision of education and care through inspection and regulation. They inspect childcare providers, schools, colleges, children's services, teacher training and youth work.
	Phonics	A system of teaching reading and spelling that stresses basic symbol-sound relationships and how this works in decoding words.
	Phonological Difficulties	A child with phonological difficulties finds it hard to select and use the correct sounds necessary for speech.

PD	Physical Difficulty	There is a wide range of physical disabilities and pupils cover the whole ability range. Some children are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For others, the impact on their education may be severe. In the same way, a medical diagnosis does not necessarily mean that a child has SEN.
		It depends on the impact the condition has on their educational needs. There are a number of medical conditions associated with physical disability which can impact on mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, muscular dystrophy. Children with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some children are mobile but have significant fine motor difficulties which require support.
	Responsible Person	The person (either the headteacher/deputy headteacher, chair of the governing body or SEN Governor), who has responsibility for making sure that staff know about a child's special educational needs.
SENCO	Special Educational Needs Co-Ordinator	A Special Educational Needs Co-ordinator or SENCO is a teacher who has the responsibility for overseeing the day-to-day SEN provision within his or her school. The SENCO and your child's teacher/s should work together to plan how his/her needs should be met.
	Special Educational Provision	The special help given to children with special educational needs which is additional to or different from the provision generally made for other children of the same age.
SEN	Special Educational Needs	Children with special educational needs have significantly greater difficulty in learning than most children of the same age or have a disability. These children may need extra or different help from that given to other children of the same age. Approximately one fifth of all children may have an SEN at some point in their school career.
	Special Educational Needs (SEN) Code of Practice	See 'Code of Practice' online
	Statement of Special Educational Needs	The Statement of Special Educational Needs, or 'Statement' describes the special educational needs of a child and the help that she or he will get to meet those needs. It is a legal document that is produced at the end of a process known as 'statutory assessment'. Only those children with the most severe, complex and persistent SEN will need a Statement. From September 1 st 2104, no new statements will be written. Instead a new document – an Education, Health and Care Plan (EHCP) with the same legal protection as a Statement will be produced.
	Statutory Assessment	This is the legal process for producing an Education, Health and Care Plan (EHCP). Parents, a young person over the age of 16 who is deemed capable and a variety of professionals can request a statutory assessment. Parents and/or the young person themselves if they are deemed capable, must give their permission for this to go ahead. Not all Statutory Assessments result in the issuing of an Education, Health and Care Plan. From September 2014, Statutory Assessment can be carried out at any time between a child's birth and the age of 25, although there will be very few young people undergoing the process for the first time beyond the age of 16.

TAs	Teaching Assistants or Learning Support Assistants(LSA)	Almost all schools now employ teaching assistants to support whole classes, small groups or individual pupils. Teaching assistants may be called other things, such as learning support assistant (LSA) or special support assistant (SSA) particularly if they support a child with special needs.
	Transition	Transition is when a child moves from one setting to another, such as from home to a childminder, to nursery, to primary school, to secondary school, or from education into adult life. Planning for transition is important if your child has a significant level of need where advance preparations may need to be made in the new setting to ensure it is successful.
VI	Visual Impairment	Vision loss to such a degree that additional support is required. Refers to people with irretrievable sight loss and does not include those whose sight problems can be corrected by spectacles or contact lenses, though it does include those whose sight might be improved by medical intervention. This simple definition covers a wide spectrum of different impairments.