Special Educational Needs & Disability (SEND) Information Report

October 2026

Welcome to Standish Lower Ground St Anne's C.E. Primary school's SEN&D Offer.
The following document has been created through a culmination of lengthy and robust professional dialogue with both school-based and Local Authority Professionals, and in close consultation with all stakeholders.
It is designed to provide the reader with a clear and concise overview of the SEN&D offer here at St. Anne's. If however, the document does not answer all your questions, then please feel free to contact the school - see the 'Contacts list' (section 14). Alternatively, please also see the SEND Code of Practice 2014 which will give further guidance on the special educational needs and disability (SEND) system for children and young people aged 0 to 25.

1. How the school knows if a child requires extra help:

We know when children need help if:

- Concerns are raised by parents / carers, teacher or child.
- Limited progress is being made.
- There is a change in the child's behaviour or progress.

2. What to do if you think your child may have special educational needs:

- Discuss your concerns with your child's class teacher.
- If you have any other concerns discuss them with the school's SENDCo: Miss Lisa O'Connor.

3. How the school staff will support your child:

- In the early stages your child's learning will be addressed through the daily teaching which takes place in class which targets the needs of your child.
- If your child continues to have difficulty or you still have concerns then your child may be given extra support through the use of specific interventions, after discussion between the child parents/ carers, school staff.
- A third level of need would be if the school felt the need to seek advice on supporting your child from another professional not based in school.
- They will use the SEND Code of Practice 2014 for guidance on the duties of our local authority, health bodies and our school to provide for our children with special educational needs under part 3 of the Children and Families Act 2014.

4. How the curriculum will meet your child's needs:

- The curriculum at St Anne's has been created to meet the needs of all children, progress of all children is carefully monitored and tracked half termly and discussed with parents/ carers during the year.
- Where a child needs extra support then the teacher will adapt planning and resources to meet the child's needs, this will be discussed with the child's parents/ carers where necessary.

- Where a child does not make enough progress then the curriculum will be changed to include the direct teaching of skills e.g. Speech and Language skills, Reading and Spelling, Number work.

5. How home and school know how your child is getting on in school:

- Staff who work with your child will be happy to talk about their progress at parents evenings and / or additional meetings if they are needed.
- The school SENDCo is also available to discuss your child's needs and progress where necessary.
- If you have help with your child from other professionals e.g. Educational Psychologists, then extra meetings will take place to discuss your child's needs and the support given in school and at home.

Pupils with medical needs:

- If a child has a medical need, then a detailed care plan is compiled with support from the school nurse/ diabetic nurse in consultation with parents/ carers. These are shared with all staff who are involved with the child.
- Staff receive EpiPen/ diabetic training which is delivered either by the school nurse or another trained professional from the Health Service.
- Where necessary and in agreement with parents and carers medicines are administered in school but only where written signed permission is given from parents/ carers to ensure the safety of both child and staff member.
- All staff have basic first aid training.

6. Specialist services available:

SALT
TESS Learning / TESS Behaviour Support
Willow Grove Outreach Support
Educational Psychologist
Mental Health Service (Single Point of Access Team)
Gateway 0-19
Physical and Sensory Support Service to support children with hearing/ visual impairment
Inclusion team
Social Services
School Nurse
An Educational Psychologist and TESS Officer are allocated to each school. They would normally only work with children whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.
This involvement is usually planned at the In School Review meeting which is held in the Autumn Term of each academic year. The aim of this meeting is to identify children who would benefit from external agency support, to try to resolve a child's difficulties.
In order to help the child's educational needs better, the Educational Psychologist will generally meet with the child's parent and class teacher and give feedback after the assessment has been completed. He/ she will offer advice to school and parent/ carers on how to best support the child to take their learning forward.

7. Staff training:

Different members of staff have received training related to SEND.

These have included sessions on:

- How to support children with mental health issues.
- How to support children with behaviour difficulties- positive handling .
- How to support children with social and emotional needs.
- How to support children with speech and language difficulties.
- How to support children with physical and coordination needs.

8. Inclusion outside the classroom:

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are out in place to enable all children to participate.
- However if it is decided that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

9. School accessibility:

As a school we are happy to discuss individual access needs.

Facilities we have at present include:

- Low level access to all entrances.
- Toilet facilities adapted for disabled users.

10. Transition throughout school life:

Many strategies are in place to enable the child's transition to a new school to be as smooth as possible. These include:

- Discussions between the previous or receiving schools prior to the child joining /leaving.
- All children attend a Transition session where they spend time with their new class teacher.
- Additional visits are arranged for children who need extra time in their new school.
- St Anne's encourages parents / carers prior to visit prior to the children starting school
- Secondary staff may visit children in their primary setting before the children join secondary school.
- SENDCo/SLT S meet with staff from the secondary schools to pass on information regarding SEN children.
- Where a child may have specialised needs, a separate meeting may be arranged. In some cases this meeting may also be attended by external agencies who are also working with the child.

11. Allocation of resources:

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on the child's individual needs.

- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- Resources may include deployment of staff depending on individual circumstances.

12. Decisions making processes:

- These decisions are made in consultation with the class teacher and the school's Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.
- During their school life, if further concerns are identified due to a pupil's lack of progress or well- being then other interventions will be arranged.

All parents/ carers are encouraged to contribute to their child's education. This may be through:

- Discussion with the class teacher.
- During parent evenings.
- During schools staff
- Parents / carers are encouraged to comment on their child's IPM (Individual Provision Map) with possible suggestions that could be used to help support their child.

13. Contacts list:

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the school office to arrange a meeting with the SENDCO: Mrs Hema Fogg