



November | 25

St Anne's Catholic Primary School

Special Educational Needs (SEN) Information Report

Date ratified by Governors: Dec 25	
Date of next review of the policy:	November 2026
This policy is reviewed:	Annually

Let the light of Christ Shine Through our School

St Anne's Catholic Primary School
6 Durham Street
Vauxhall
London SE11 5JA

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Contact details

If your child has special educational needs and/or a disability and you would like to know more about what we offer at St. Anne's Catholic Primary School please contact us using the details below.

SENCO: Ms Debra Da Silva SEN Governor: Mr Will Burks

Contact: Tel: 020 7735 4516 email: ddasilva@st-annes.lambeth.sch.uk

1. OUR MISSION STATEMENT

Inclusion is central to our mission statement as our school represents respect, tolerance, kindness, and a safe, nurturing environment where everyone is treated equally.

We celebrate the diversity and uniqueness of the individual and challenge all of our learners to reach their potential. St Anne's Catholic Primary School has high expectations for all pupils regardless of their needs, background, or standing. At St Anne's we are committed to developing every child's potential through the light of Christ.


“Let the light of Christ shine in our school”

All Lambeth mainstream schools have a similar approach to meeting the needs of pupils with Special Educational Needs (SEN) and are supported by the Local Authority (LA) to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of a pupil with SEND being met in a mainstream setting wherever possible, and where families want this to happen.

Mission Statement

At St Anne's our mission is to:

Help all to develop a closer personal relationship with Christ;
Live by, teach and respect the values of the Catholic Church;
Promote honesty, respect, justice, tolerance, kindness and forgiveness.
Provide a welcoming, safe, loving and caring environment;
Treat everyone equally;
Celebrate cultural diversity and the uniqueness of the individual;
Teach our children to look after their world;
Encourage them to be responsible, independent, enthusiastic learners and do their best at all times;
Encourage them to develop their talents;
Offer high-quality teaching through a creative, fun, challenging and broad curriculum;
Work in partnership with families, governors, the parish and the wider community.



2. INTRODUCTION

The Department for Education published the Special Educational Needs and Disability (SEND) code of practice: 0-25 years (January 2015). This document is statutory guidance for schools that work with and support children and young people who have special educational needs or disabilities.

Special Educational Needs and Disability (SEND)

As stated in the SEND code of practice:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provisions to be made for him or her.

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

- *Has a greater difficulty in learning than the majority of others of the same age, or*
- *Has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

Disabled children and young people

Many children who have SEN may have a disability under the Equality Act 2010.

That is "a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities."

Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

3. SEND Needs

<p>Communication and Interaction</p>	<p>Children with speech, language, and communication needs (SLCN) might:</p> <ul style="list-style-type: none"> . struggle to talk or verbalise their thoughts . find it hard to understand what other people are saying . find conversations and play confusing or challenging.
<p>Cognition & Learning</p>	<p>Children might:</p> <ul style="list-style-type: none"> . learn at a slower pace than others . find the curriculum difficult . struggle with organisation and memory . have a specific difficulty, for example, in literacy or numeracy
<p>Social, Emotional, and Mental Health</p>	<p>Children might:</p> <ul style="list-style-type: none"> . find relationships difficult . appear withdrawn or isolated . behave in ways that affect their learning, for example, by being disruptive . do things that impact their health and well-being.
<p>Sensory, and/or Physical</p>	<p>Children might have a disability such as:</p> <ul style="list-style-type: none"> . a visual impairment (VI) . a hearing impairment (HI) . a physical difficulty. <p><i>These difficulties can be age-related and may fluctuate over time, meaning they:</i> <i>may find it hard to access a school because of their disability, and might need extra support or specialist equipment.</i></p>

Individual children may present with needs from more than one of these areas, and their needs may vary over time.

4. OUR APPROACH TO TEACHING & LEARNING

At St Anne's we ensure all children have access to quality first teaching from their class teacher. Where necessary, some children may receive additional provision to meet their individual needs.

"Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff" [Code of Practice; June 2014: 6.36]

Some children may require a personalised approach. Some examples include a personalised curriculum, Personalised timetable, or care that is required to meet health needs following guidance from medical professionals.

All children will be assessed as part of the school assessment cycle which will review progress against agreed outcomes and inform our graduated approach of Assess, Plan, Do, and Review. Some children will require an Education, Health, and Care Plan.

We create an inclusive learning environment whereby all children, including children with Special Educational Needs and Disabilities, are supported to take part in activities alongside their peers. We make reasonable adjustments to our curriculum and learning environment to ensure all children can achieve their full potential. We differentiate (or adapt) how we teach to compliment the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by-case basis to ensure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, and adapting the teaching style or content of the lesson.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, and reading instructions aloud.
- Adapting our resources and staffing

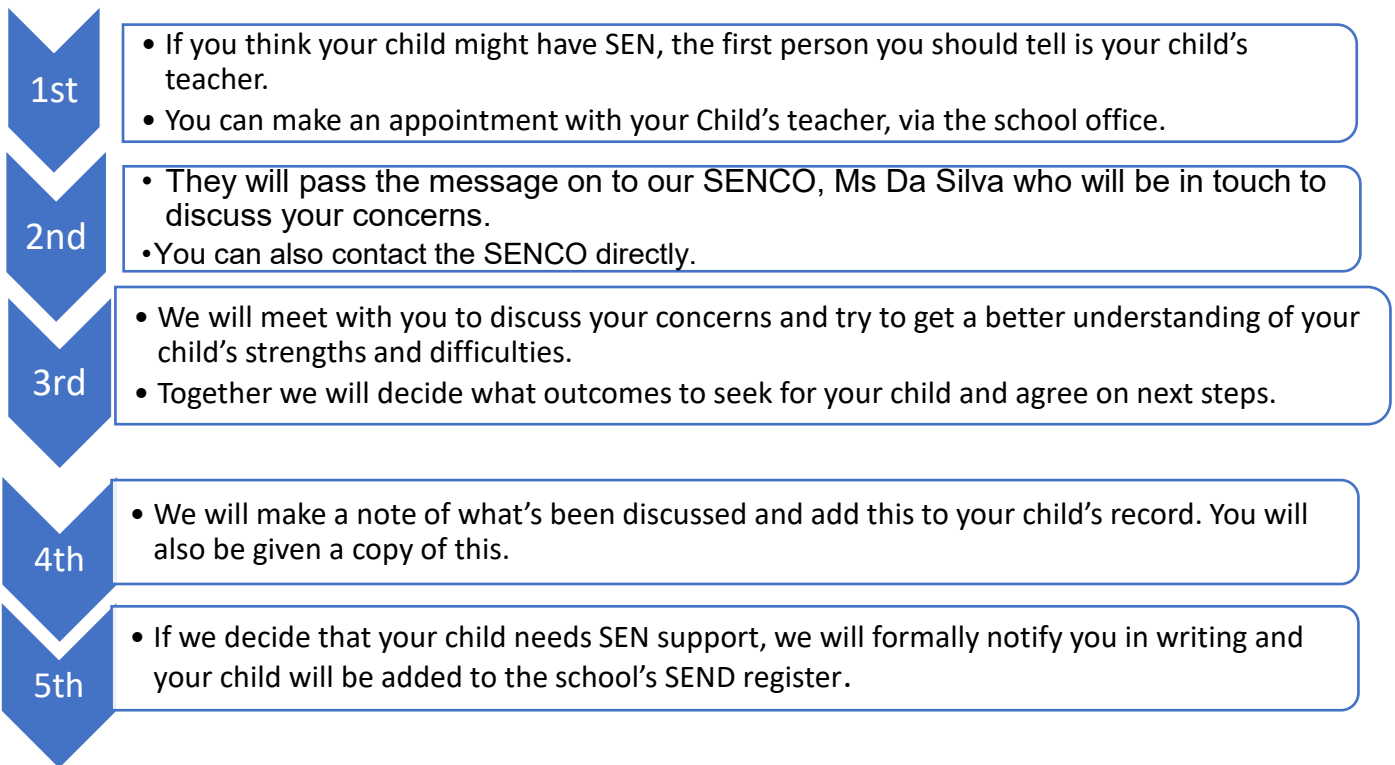
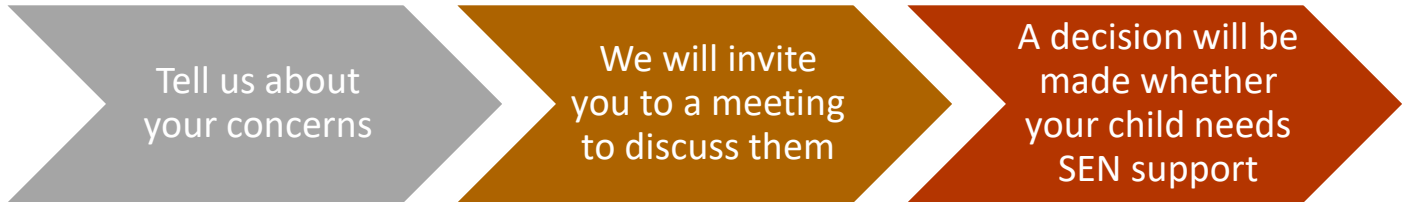
The information below details what St Anne's Catholic Primary School offers for children with SEND and how parents and pupils may access the support they require.

All staff at St Anne's Catholic Primary School will have received and will continue to receive, training specific to a variety of Special Educational Needs and Disabilities. Each pupil in the school has access to first-quality teaching within the classroom. Some children may need some extra support that is "additional to and different from" their peers (SEND Code of Practice 2015, 6:15). In these cases, the children may be placed on SEN support, and a personalised programme of support is set up for them which will be linked to the graduated approach of Assess, Plan, Do, and Review. For some children, who need further support, an assessment for an Education, Health, and Care Plan may be requested from the Local Education Authority.

What kinds of SEND are provided for at St Anne's Catholic Primary School?

When pupils are provided with a diagnosis of SEN or Disabilities that we are unfamiliar with, or a new child starts at the school with a SEN not currently catered for, the SENCO will research and provide training to all/relevant staff members to enable them to best meet the needs of that individual.

What shall I do if I have concerns about my Child's learning?



5. SEN SUPPORT

Additional or different support is given from that provided as part of the schools' universal provision. The class teacher and Special Educational Needs Co-ordinator (SENCO) may also receive advice or support from outside specialists. The child does not have an Education, Health, and Care Plan if they receive SEN Support.

6. EDUCATION, HEALTH, AND CARE PLANS

A pupil has an EHCP when a formal assessment has been made. A legal document is then in place that sets out the child's needs and the extra provision they should receive. More details can be found on the Lambeth Local Offer: Special Educational Needs and Disabilities (SEND) Local Offer via the Lambeth Community Directory. Children on the SEN Register will have provision that is 'additional to or different from' their peers.

Our SENCO will meet with parents and carers throughout the year. These meetings will focus on the whole child and celebrate their achievements. They will also look closely at how we can improve the provision and what strategies are needed to meet the child's outcomes, including what is, and what is not working.

What arrangements are in place for identifying children with SEND and for the assessment of pupils' needs?

Pupil progress meetings occur on a termly basis. Pupils who are identified as not making the expected progress are discussed with the class teacher, SENCO, Deputy Head Teacher and the Head Teacher.

Interventions are put in place to support the pupil to make progress.

If these interventions are not successful the pupil will be referred to the SENCO to support the identification of potential barriers to their learning. The parent of the pupil will be notified through the class teacher. Further investigation or assessment may then be completed with parental consent.

Teachers and support staff use their best judgments in class (formative assessment) to identify areas of weakness and possible barriers for pupils who may be struggling to learn at the expected level in certain areas. For example, there may be a gap in their phonics or spelling skills, they may struggle with a particular aspect of Maths or they may display other behaviours which may be indicative of social or emotional anxieties, impacting their readiness to learn. Quality first teaching strategies address these areas and additional support is provided, where appropriate, to meet the needs of the pupil.

Where teachers have ongoing concerns, despite the additional support they have provided, they will complete a cause for concern form and discuss their concerns with the SENCO at termly inclusion meetings.

Where interventions are unsuccessful or a continuing concern for the pupil's learning both academically or socially persists, the SENCO will identify if external expertise is required such as, a developmental assessment, Speech and Language assessment, or advice from an Educational Psychologist. Parental consent will be sought for a referral to be made.

Additionally, the school commissions the services of an independent Play Therapist, a Speech and Language Therapist (SALT), and the school can arrange for an Educational Psychologist to support the school in catering for the identified needs that pupils may require. The SALT supports staff in identifying the speech and language needs of our pupils using a range of specialist assessments.

7. WORKING TOGETHER

We recognise that parents/carers play an integral role in the progress of their children, and we work hard to foster a strong working relationship.

In the first instance, parents/carers are encouraged to contact the class teacher if they have any concerns. The class teacher will refer to the relevant support internally or externally and will seek parental consent where necessary.

Parents/carers are invited to attend termly meetings, Annual Reviews, school activities, and events to celebrate and review their child's progress as well as informal methods of communication. Children share their views, thoughts, and feelings through their Class School Council Representative, Pupil Surveys, Termly Meetings, IEP (Individual Educational Plans) reviews, Annual Reviews, and pupil voice.

What is the arrangement for consulting parents of children with SEN and involving them in their child's education?

Where teachers have concerns about the progress of a pupil in their class, they will discuss these concerns with the parents at the Parents' Evening or they will arrange an additional meeting if required.

Where teachers have ongoing concerns about a pupil in their class, despite the additional support they have provided, they will discuss their concerns with the SENCO and complete a cause for concern form. These concerns, alongside the interventions which have been implemented, will be discussed at an inclusion meeting, and inform recommendations to support the pupil to make progress.

Where interventions are unsuccessful or a continuing concern for the pupil's learning persists, either academically or in another area, and advice from external agencies is deemed necessary, parents will be invited to a meeting with the class teacher and the SENCO to get their perspective on their child and to obtain their consent to involve other professionals. Where appropriate the pupil will also attend this meeting and provide their own point of view. Once this discussion has taken place, referrals can be made with parental consent for further assessment of the pupil's needs. The SENCO will endeavour to put recommendations from external agencies in place as soon as possible.

Once an additional educational need has been identified the class teacher and the SENCO create a SEN IEP (Individual Education Plan) to target appropriate areas of concern under the 4 main areas set out in the SEND Code of Practice 0-25 years; communication and interaction, cognition and learning, social-emotional and mental health, and sensory and/or physical. Parents will be invited to a meeting to contribute to this plan and share their own views and the views of their child. St Anne's encourages parents to take an active role in supporting target setting.

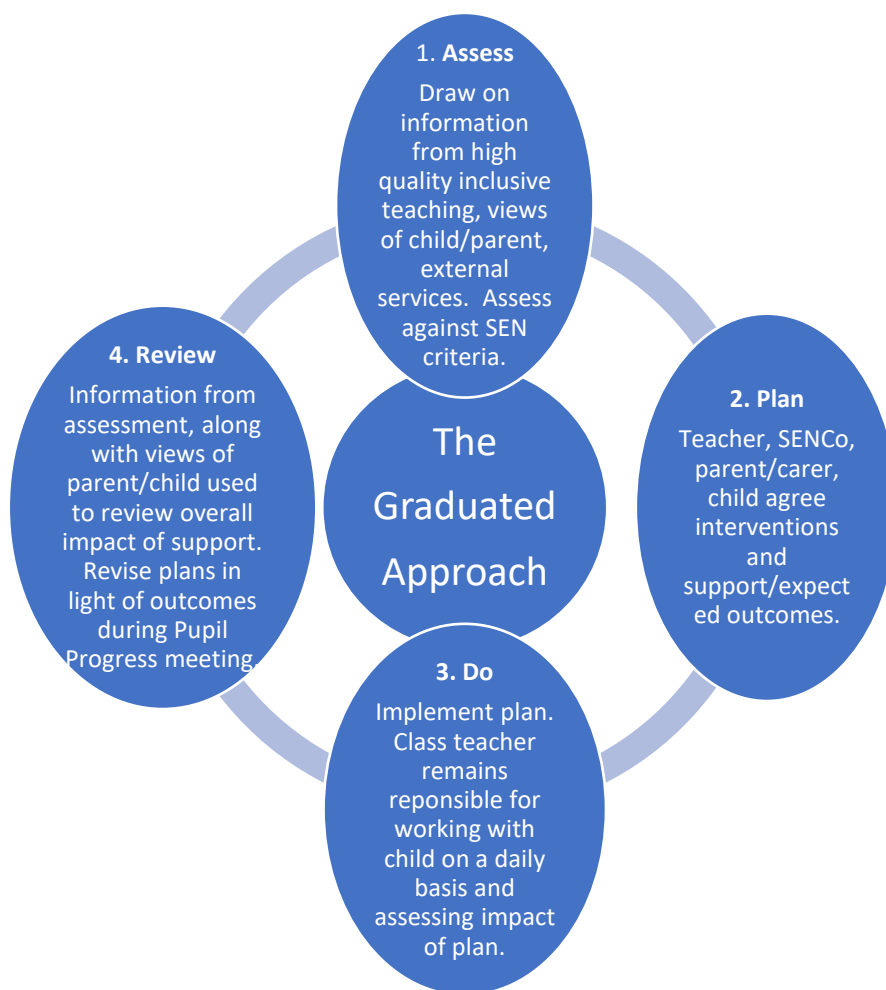
After 3 cycles of provision have been completed, a review meeting will occur with the class teacher, SENCO, parent, and the pupil where appropriate, to discuss the next steps. If sufficient improvement has been made the SEN plan will be discontinued. Where sufficient progress has not been made and areas of concern continue, an application for an Education Health Care Plan (EHCP), will be discussed.

EHCPs are for children and young people aged up to 25 who need more support than is available through special educational needs support. An EHCP identifies educational, health, and social needs and sets out additional support to meet those needs.

How does St Anne's assess and review pupils' progress toward their outcomes?

At St Anne's we follow the 'graduated approach' to meet your child's SEN needs. The graduated approach is a 4-part cycle of Assess, Plan, Do, and Review.

The SEN Review Cycle
High-quality, inclusive teaching, but a child is not making expected progress.



Children and their parents/carers are at the heart of the process.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. Whenever we run an intervention with your child, we will assess them before the

intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies, and provisions will be revisited and refined

8. TRANSITIONS

What is the arrangement for supporting children in moving between phases of education?

- St Anne's Catholic Primary School prepares pupils for their next stage of learning by allowing them to visit their new classroom in the summer term and meet their new class teacher.
- Home visits are provided for pupils going into Nursery to support their transition into an educational setting.
- Pupils in the Early Years have a more extensive transition programme to help them prepare for a move into Year 1 and the changes that will bring.
- More vulnerable pupils, for example, those with Autism, will be supported with additional opportunities to engage with staff working with them in the next academic year. Information on who will be in their class will also be provided. Social Stories may be appropriate and can be provided on a case-by-case basis.
- When joining or leaving a school all information about a pupil is transferred between the current and new school. If there is a high level of need the SENCO will contact the feeder school to ensure key information is shared.

When our more vulnerable pupils are preparing to move schools, or transition into secondary school, a Transition Plan will be put in place and parents will be supported to ease this move.

9. OUR TEAM

Our SENCO is Ms Debra Da Silva who has worked as a class teacher for many years. She completed the National Award in Special Educational Needs Co-ordination in 2024.

Class/subject teachers

Our teachers receive in-house and external SEN training and are supported by the SENCO to meet the needs of pupils who have SEND.

Teaching assistants (TAs)

We have a team of twelve TAs, who are trained to deliver SEN provision.

An independent Speech and Language Therapist (SALT) is available once a week to provide assessments and devise speech and language programs for those pupils with a speech, language, and/or communication need. Pupils are allocated via a referral process with consent from the parents/carers on a needs-led basis. Priority is given to pupils with the most complex needs.

Pastoral Lead

Our Pastoral Lead, Tracey Green helps to support the children who have SEMH needs, so that they are able to keep themselves regulated, to ensure that they are ready to learn.

10. COMPLAINTS

What happens if I have any questions or complaints about the provision made at the school for my child with SEN?

Who can I contact further for information or if I have any questions?

- If you are a parent or carer of a pupil currently at St Anne's Catholic Primary School your first point of contact is your child's class teacher. They will be able to discuss any concerns with you and where necessary can refer you to an appropriate professional.
- If you are not happy about the level of support your child is receiving and the provisions being made for them you should speak to the class teacher first to discuss your concerns.
- If you feel they have not been able to answer your concerns then please contact the SENCO Ms. Debra Da Silva, via the office.
- Should you remain dissatisfied you will be required to make an appointment to speak with Ms Monerawela (Deputy Headteacher) to discuss the issue further.
- If you still feel that the issue has not been addressed satisfactorily you should contact Mr. Hilton (Headteacher), for an appointment.
- In the unlikely event that the matter is still not resolved, you must put the complaint in writing to Augustine Ackah (Chair of Governors). The Governing body will resolve the matter through the agreed complaint resolution procedures.
- In the unlikely event that the matter is still not resolved, the parent or carer can contact the Local Authority.

11. EXTERNAL AGENCIES

How does St. Anne's Catholic Primary School involve other bodies, including health and social care bodies, and local authority support services, in meeting children's SEN and supporting their families?

- Lambeth Local Authority provides a Local Offer of services that support pupils with special educational needs and/or disabilities. Support and services can be utilised at any point in the identification of a pupil who has greater difficulty in learning than the majority of their peers or has a disability that prevents them from making use of the school facilities.
- Information on Lambeth services and their local offer can be found here <http://www.younglambeth.org/local-offer/landing-pages/local-offer.html> or by searching Young Lambeth Local Offer.
- St Anne's Catholic Primary School works in close collaboration with Lambeth to advise on the support required for pupils with SEN, in particular when a SEN support plan is used to request an Education Health Care assessment for an EHC plan. Information on Lambeth's SEND Local Offer www.Lambeth.gov.uk/SEND

- St Anne’s Catholic Primary School also works in close collaboration with Lambeth Early Help Service in order to support all families, in particular those families with children who have SEND. Further information can be found here <https://www.lambeth.gov.uk/children-young-people-and-families/access-support-for-your-family>
- St Anne’s Catholic Primary School also works in close collaboration with Connect Ed School Therapy & Counselling Service. Connect Ed School Therapy & Counselling Service. Further information can be found here <http://ccsconnected.org.uk>

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families, these include:

Evelina Speech and Language Therapist (SALT)	Ms Kerry O’Sullivan Kerry O’Sullivan Speech and Language Therapist Children and Young People’s Community Speech and Language Therapy Evelina London Guy’s and St Thomas’ NHS Foundation Trust
Educational psychologists	Ms Isobel Moors Educational psychologists Educational Psychology & Pupil Support Services Education & Learning London Borough of Lambeth
School nurse	Ms Cheryl Saddington, School Nursing ESNAP Admin Team Mary Sheridan Centre 5 Dugard Way Kennington London SE11 4TH Tel: 0203 049 4777
Lark Hall Autism Advisory Service	Outreach Teacher Ms Edyta Zjawiony First Floor Civic Centre 6 Brixton Hill SW2 1EG Email : LAAS@lambeth.gov.uk
Community Paediatricians	Mary Sheridan Centre for Child Health, Wooden Spoon House 5 Dugard Way LONDON SE11 4TH

	T: 0208 049 4005 https://www.evelinalondon.nhs.uk/our-services/community/community-paediatrics/o...
Child and adolescent mental health services (CAMHS)	Lambeth CAMHS Lambeth child and adolescent mental health services (CAMHS) are provided by the South London and Maudsley NHS Foundation Trust. T: 020 3228 7370

Please contact the SENCO for more information: **Ms. Debra Da Silva**

Email: ddasilva@st-annes.lambeth.sch.uk

Telephone: 0207 7354516

12. GLOSSARY OF TERMS

SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
SEND	Special Educational Needs and/or Disability
SENCO	Special Educational Needs Coordinator
EHCP	Educational Health Care Plan

EP	Educational Psychologist
SALT	Speech and Language Therapist
OT	Occupational Therapist
CAMHS	Child & Adolescent Mental Health Service
TA	Teaching Assistant
SLT	Senior Leadership Team
LA	Local Authority
ASC / ASD	Autistic Spectrum Condition (ASC) also known as Autism or Autistic Spectrum Disorder.
ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
MLD	Moderate Learning Difficulty
SpLD	Specific Learning Difficulty
HI	Hearing Impairment
MAGT	More Able Gifted and Talented
AfL/AoL	Assessment for Learning/Assessment of Learning
TEACCH	TEACCH approach is a method for supporting children with Autism
Social Story	A special story with pictures that helps pupils to understand social situations.

