



*St. Anne's Catholic
Primary
School*

Aspire to be more

SEND Information Report
November 2025

Name of the Special Educational Needs/Disabilities Coordinator:

Miss Jo-Anne Lemon

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Name of the SEN Governor:

Mr John Mills

The kinds of SEND we provided for.

St. Anne's Catholic Primary School is a one form entry mainstream primary school with a part-time nursery catering for ages 3-11 years, serving St. Mary's Parish, Leyland.

The SEND Code of Practice describes the four broad areas of need as:

Area of Need	Explanation and examples
Cognition and Learning	<p>Some children may need extra support with learning if they:</p> <ul style="list-style-type: none"> • Learn at a slower pace than others their age. • Struggle even when teaching is adapted to help them. <p>Specific Learning Difficulties (SpLD) affect particular areas of learning. Examples of SpLD include:</p> <ul style="list-style-type: none"> • Dyslexia – difficulties with reading and writing. • Dyscalculia – challenges with understanding numbers and maths. • Dyspraxia – issues with coordination and movement.
Communication and Interaction	<p>Children with Speech, Language and Communication Needs (SLCN) may struggle to:</p> <ul style="list-style-type: none"> • Express themselves clearly. • Understand what others are saying. • Use or interpret social rules in conversations (like taking turns or reading body language).

	<p>These challenges can affect their ability to communicate effectively with others. Children with Autism, often fall into this category.</p>
<p>Social, Emotional and Mental Health Difficulties</p>	<p>Some children and young people face social and emotional challenges, which can show up in different ways, such as:</p> <ul style="list-style-type: none"> • Becoming withdrawn or avoiding others. • Acting out with challenging, disruptive or unsettling behaviour. <p>These behaviours may be linked to underlying conditions, including:</p> <ul style="list-style-type: none"> • Attention Deficit Disorder (ADD) • Attention Deficit Hyperactivity Disorder (ADHD) • Attachment Disorder <p>Understanding these behaviours as signs of deeper needs can help parents, carers and educators support children more effectively.</p>
<p>Sensory and/or Physical Needs.</p>	<p>Some children need extra support because a disability makes it harder for them to use standard school facilities.</p> <p>These challenges can change over time and may be linked to the child's age or development.</p> <p>Children with the following sensory or physical impairments may need specialist help or equipment to learn effectively:</p> <ul style="list-style-type: none"> • Vision Impairment (VI) • Hearing Impairment (HI) • Multisensory Impairment (MSI) • Special equipment to access the same opportunities as their peers

These four areas give an overview of the range of needs which can be catered for.

Limited progress and low attainment does not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities.

St Anne's Catholic Primary School Aims

Our mission statement: **Aspire to be More**

Together at St. Anne's we:

Achieve our full potential

Surrounded by Catholic moral values

Proud of our own and others' achievements

In a safe, supportive and challenging environment

Respecting ourselves and others'

Enabling self-esteem and confidence to grow

We therefore as a school:

- Are dedicated to helping children with Special Educational Needs and Disabilities (SEND) achieve positive and meaningful outcomes in their lives.
- Believe every child is unique and valuable and we work to help them recognise their strengths and reach their full potential.
- Provide every child with equal opportunities to learn, grow and thrive.
- Listen to the views, wishes and feelings of children and their parents or carers.
- Encourage children to take part in decisions about their education and development.
- Support each child's progress so they can achieve the best possible outcomes.

Whole school profile	September 2025
Number of pupils on roll	Year 1 – 6 – 168 Nursery - 2
% of SEND Pupils	24.2%
% of SEND Support	22%
% of EHC Plan	2.2%

SEND Primary Area of Need	
Cognition and Learning	28
Communication and Interaction	10
Social, Emotional and Mental Health Difficulties	10
Sensory and/or Physical Needs	2

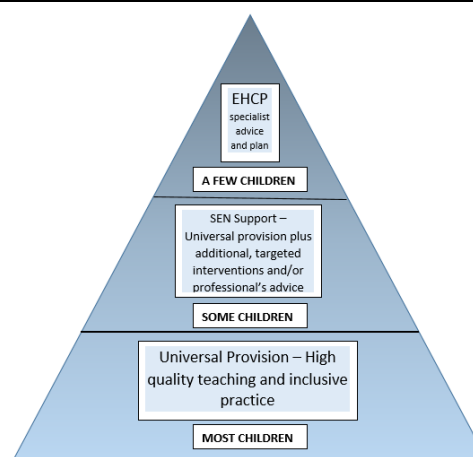
Average attendance of pupils with SEND (2024 - 2025)	
Overall	94.6%

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

At St. Anne's Catholic Primary School, we follow the graduated approach to identify any children who may need additional support.

All children receive our universal provision of high quality, whole class teaching and inclusive practice (including specific support and interventions for some children to address gaps in their learning). See Appendix.

Only children who have a Targeted Learning Plan or an EHCP (Education, Health and Care Plan) will be recorded on the school's SEND register.



If there are concerns

If the class teacher or parent has concerns about the progress or attainment of a child, this will be discussed with the SENDCo and parent. A referral may be appropriate for external support. Agencies we work with include:

- Speech and Language Therapists
- Occupational Therapists
- CAMHS (Child and Adolescent Mental Health Services)

- School Nurses
- Educational Psychologists
- Specialist Teachers
- Social Care Services
- Medical Professionals
- Family Support Workers
- Parent Partnership Services
- Pupil Access Teams
- Local Pre-schools and High Schools

We use a range of tools to help us understand your child's needs, including teacher and SENDCo observations, baseline assessments and specialist tests.

Interventions

We provide two different types of interventions at St. Anne's Catholic Primary School: catch up intervention and structured intervention.

Catch up intervention

Catch-up intervention is a supportive opportunity for children who may be slightly behind their peers in certain areas. It involves working in a small group or one-to-one with the class teaching assistant. These sessions are flexible and based on the teacher's daily observations of each child's needs.

It's important to know that **children receiving catch-up support are not placed on the school's Special Educational Needs and Disabilities (SEND) register, and they do not require a Targeted Learning Plan.** This is simply a short-term boost to help them stay on track with their learning.

Structured intervention

Structured intervention is a more focused and longer-term support approach for children who have been identified as needing extra help with their learning. These children may have a Targeted Learning Plan in place, which outlines specific goals and strategies to help them make progress.

Support may be delivered through small group sessions, one-to-one teaching or work with a teaching assistant. If a child is receiving a significant level of this kind of support, we will always discuss with parents whether it's appropriate to include them on the school's Special Educational Needs and Disabilities (SEND) register.

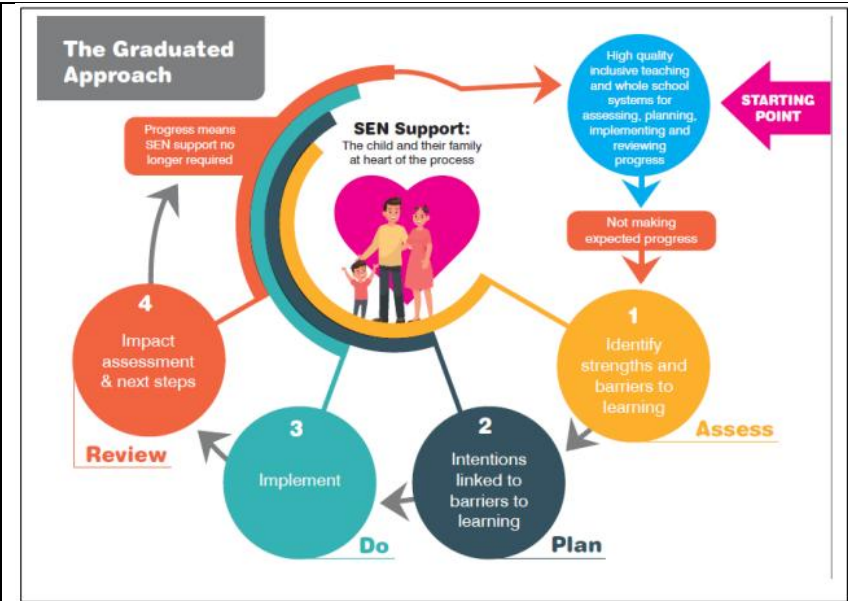
Targeted Learning Plans (TLPs)

A Targeted Learning Plan is created for children who are significantly behind in one or more areas of learning and are receiving support at the SEN Support level on our SEND register.

These plans are reviewed and updated every term. Based on this, we adjust the plan and set new goals to help your child continue making progress.

Before a new TLP is finalised, parents are consulted and their views sought.

Our approach follows the 'Assess, Plan, Do, Review' cycle:



With guidance from the SENDCo (Special Educational Needs and Disabilities Coordinator), class teams assess each child’s needs carefully. This information is used to create a Targeted Learning Plan (TLP) – a personalised, working document that outlines specific targets, strategies and interventions tailored to the child’s needs and next steps.

We track and assess progress every term, celebrating even the smallest steps forward. These regular reviews help us adjust the support to ensure it remains effective and meaningful.

At the end of each academic year, we hold transition meetings between teachers to share important information about each child with SEND. This helps the new teacher plan the right support from the very start of the autumn term, making the transition as smooth and successful as possible.

If your child is moving to a new school or setting (such as from Year 6 to secondary school or relocating to a different area), a transition conversation will take place between the SENDCos of both schools. This ensures that all relevant information is shared so the child can continue to receive the support they need in their new environment.

Education, Health Care Plans (EHCP)

Educational Health Care Plans are a legal document (more information about this is available here: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/assessment-and-support/education-health-and-care-plans/>)

An EHCP is for children who need more support than what is usually provided through SEN Support in school. It is a legal document written by the local authority, based on the child’s individual needs and advice from parents and professionals who work with the child.

An EHCP outlines:

- The child’s educational, health, and social care needs
- The additional support required to meet those needs

How is an EHCP requested?

A request for an EHCP assessment (also called a statutory assessment) can be made by:

- Parents or carers

- The school
- Other professionals (e.g. health or social care workers)

This process involves gathering detailed information about the child's needs. The local authority then decides whether to carry out the assessment. If they agree, the full process usually takes up to 20 weeks and may result in the creation of an EHCP.

What happens once an EHCP is in place?

- The EHCP is reviewed once a year through an Annual Review meeting involving the school, parents, and the local authority.
- In school, your child will also have an Individual Education Plan (IEP), which is very similar to a Targeted Learning Plan (TLP). This is reviewed termly with parents to ensure the support remains effective and up to date.

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

We believe it's important that children are involved in every step of their learning journey. When children can express their views, we encourage them to share what they feel they're doing well and where they would like more help as part of the discussion for their TLP.

We also work closely with a range of professionals, such as Educational Psychologists, Specialist Teachers, and Speech & Language Therapists, and their reports always generally contain the child's voice and perspective.

Children are always welcome to attend Parents' Evenings with their families to talk about their progress.

For children with an EHCP, we make sure their views are gathered before the Annual Review. This is usually done through a relaxed conversation with a trusted adult in school. If the child feels confident, they may also choose to attend the meeting themselves to share their thoughts directly.

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

Parental involvement in school is highly regarded. We encourage parents and carers to share information about their child at parents' evenings, which take place twice a year. Teachers are available to discuss a child's progress with parents at additional times when appropriate. Although the class teacher is the main point of contact for parents, the SENDCo is also available to contact directly for support, advice or information.

Induction for EYFS parents takes place in the Summer Term. Parents have a chance to meet their child's class teacher and share any information that they wish. Newsletters, class overviews and the school website provide a range of information for parents.

Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion. The class teacher will explain to the parents/carers the additional support being provided in regard to adapted work and interventions that support their child.

Parents/carers of children with EHC Plans (Education, Health and Care Plans) contribute and take part in their child's Annual Reviews; they also receive copies of all relevant paperwork concerning their child.

How will the curriculum be matched to my child/young person's needs?

The SEND Code of Practice states that class teachers are responsible and accountable for the progress and development of every child in their class, including those with special educational needs. All teachers are expected to follow the school's SEND Policy in their classrooms and for every child they teach who has additional needs.

Our first step in supporting children with SEND is always high-quality teaching. Teachers adapt lessons to meet individual needs and ensure that every child can access learning. Teaching Assistants work closely with class teachers and the SENDCo to help children make progress and close any gaps in learning. However, the overall responsibility for a child's progress always remains with the class teacher.

The school's broad and balanced curriculum has been designed to be exciting, appropriate and accessible for all learners. Our website contains further curriculum details. <https://www.st-annes-lancs.co.uk/curriculum-maps-and-intent-statements/>

Teachers are responsible for planning activities that can be accessed at the appropriate level for all learners.

The class teacher, supported by the SENDCo, considers how the approaches to planning and teaching can be adapted to ensure that individual pupils' needs are met. The approaches may include:

- Adapted teaching and support - including personal timetables, now and next boards, use of brain/active breaks.
- Providing additional resources or adapting our resources and staffing.
- Using recommended aids such as laptops, coloured overlays, personal visual timetables, writing slopes, pencil grips.
- Providing technological resources such as access to IDL (a Dyslexia program).
- Ensuring that the environment is suited to the pupil's needs.
- Providing a choice of ways to record learning.
- Adapting our teaching, for example, giving longer processing times, pre-teaching key vocabulary, reading instructions aloud, giving small step instructions, using task organisers or visual prompts to emphasise verbal instructions.

Test arrangements

Provision is made to support any child who needs it during assessment weeks/SATs. The teacher and teaching assistants will support the SEN children during these times and the child may undertake their tests in a familiar environment within a small group.

How accessible is the school environment?

The school provides:

- A single storey, three building school provides wheelchair accessibility.
- Two disabled parking spaces
- We have four disabled toilets, one in Anne's Ark, one in Noah's Nest and two in the main building.

- Our lighting in most classrooms has been recently updated due to building improvements.
- All pupils have access to the different areas within school without experiencing barriers caused by steps, doorways or stairs.
- The size for areas within and outside the school allows easy access for all pupils.
- Pathways of travel around the school site and parking arrangements are safe and the routes are easy to follow and are well signed.
- Signage and non-visual guides do not confuse pupils who may have visual impairment or other difficulties.
- All areas of the school are well lit.
- Background noise is reduced to a minimum, particularly in areas used by pupils with hearing impairments.
- Furniture and equipment are carefully selected, adjusted and located appropriately.

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

How is the decision made about the type and quantity of support my child/young person receives?

We are committed to making sure children with Special Educational Needs and Disabilities (SEND) have access to the right support and resources. We work closely with a range of professionals such as Educational Psychologists, Occupational Therapists, Speech and Language Therapists, Community Paediatricians, Counsellors and specialists in visual or hearing impairments, to follow their expert advice wherever possible.

Over the years, we've built up a wide variety of resources to help children thrive in their learning, develop important motor skills and build positive social connections. Every child is treated as an individual and our teachers and support staff use professional recommendations to guide how best to support them.

We carefully plan our support based on each child's needs, using assessments to help us decide how to allocate additional adults and resources. Our goal is to create a nurturing environment where every child can feel confident and succeed.

School follows the 'Guidance for teachers and headteachers about how to make and use additional arrangements so that pupils with specific needs can take part in the key stage 2 tests' as appropriate each year.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

Once a child is on the SEN register under SEN Support, they begin the ASSESS-PLAN-DO-REVIEW cycle in partnership with the class teacher, parents and SENDCo.

Included in the cycle are the views of the parents and child, outcomes as recorded on the class provision map, teacher assessments, PIVATS, Speech & Language plans and evaluations and recommendations from any other professionals involved e.g. Educational Psychologists.

Pupils' progress is closely monitored through:

- Marking and feedback on classwork
- Half-termly assessments
- The Tracker system
- PIVATS (for pupils working below National Curriculum levels)
- Reviews of TLPs (Targeted Learning Plans) and IEPs (Individual Education Plans)

Reviewing TLPs/IEPs:

- These plans are reviewed three times a year.
- Class teachers assess progress, update targets and send the revised plan home for parental consultation.
- Parents can discuss the plan during Autumn and Spring term parents' afternoons or request additional meetings throughout the year.
- Both class teachers and the SENDCo are available to discuss progress at any time.

Interventions:

- These are reviewed termly with staff and shared with parents.

Parent Communication

- Formal Parents' Evenings are held twice a year.
- An annual report is sent to parents in July.
- Informal meetings with parents and professionals are arranged regularly for some pupils.
- Home/School diaries may be used when appropriate.

EHC Plans (Education, Health and Care):

- Children with EHC Plans have annual reviews to assess long-term outcomes.
- These reviews involve the class teacher, SENDCo, and other professionals.
- The Local Authority Case Manager is informed and may attend if needed.

What training have the staff supporting children/young people with SEND had or may they have?

What specialist services or expertise are available at or accessed by the school?

The SENDCo has achieved the National Award for SEN Coordination. The school's SENDCo regularly attends cluster meetings in order to keep up to date with local and national updates in SEND.

All the teachers and teaching assistants have been updated about the new SEND reforms and what it means for schools and their roles within school and this is reviewed every September and throughout the year if necessary.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. During appraisals, staff are encouraged to identify (for their professional development) training opportunities. These may be met through in house training or specific courses.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

Other agencies with whom the school liaise with are Speech and Language, Occupational Therapy, CAMHS, School Nursing Team, Educational Psychologists, Specialist Teachers, Children's Social Care, Other Medical Professionals, Pupil Attendance Support Team, IDSS, Parent Partnership, Pupil Access, Pre-schools and High Schools.

The SENDCo identifies SEN training through professional dialogue with colleagues and through evaluating the specific needs and requirements of individual children. Teaching Assistants are regularly trained by Speech & Language Therapists to support individual children with their individual Speech & Language plans.

We also access additional support for children with an EHCP via the Inclusion & Engagement Support Team (IEST), when appropriate. School can refer to this team if a child with an EHCP is struggling to engage, despite support being in place. IEST will then collaborate with school to develop additional strategies to support the pupils. This may involve direct work in school with a member of IEST, input into any upcoming annual review or provision of resources.

Training for some of our staff has included:

Introduction to Autism, Early Years and Nurture Group training, Precision Teaching, Including EAL learners, Language and Communication Training, Inclusion Development Programme – teaching and supporting pupils with dyslexia, Teaching for Neurodiversity, Performance Indicators for Valued Assessment and Targeted Learning (PIVATS) and PDA.

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

We understand that changes, like moving to a new class, key stage, or school, can be especially challenging for children with special educational needs and disabilities (SEND). That's why we work closely as a team to make every transition as smooth and supportive as possible.

Our SENDCo collaborates with class teachers, teaching assistants and our pastoral team to plan carefully for each child's individual needs. This might include helping families attend visits to specialist settings, joining transition meetings or working with other schools and professionals to share important information.

When your child moves from one year group to the next, we make sure staff have detailed handover meetings and that communication with you is open and ongoing.

For the move to high school, we take extra care to plan ahead. The Year 6 teacher, and where needed, the SENDCo, meet with staff from the new school to pass on all relevant information. We also speak directly with the high school's SENDCo to ensure they understand your child's needs. In some cases, we arrange extra visits to help your child feel more confident and prepared.

If your child is joining our school from another setting or moving to another setting, we'll work closely with the receiving/departing school to make the transition as smooth as possible. We securely share records, via CPOMs, and follow up with phone calls and visits where appropriate. When a child starts

Each year we hold an induction evening with starter packs for our new children joining our Early Year Class. Please click the link for our school prospectus.

<http://www.st-annes-lancs.co.uk/school-prospectus/> The Early Years teacher and where appropriate, the SENDCo, may visit nurseries and if needed, transition meetings may take place with school, nursery and parents.

How will my child/young person be included in activities outside the classroom, including school trips?

All children have the opportunity to participate fully on school trips, with provision being made for them should there be need. Only in very specific circumstances, where the safety of the child/children would be in jeopardy, would a child be unable to participate in a class trip off the premises. All educational visits are risk assessed and approved by the school's Educational Visits Co-ordinator (EVC).

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may have physical disabilities and where this is the case the school will comply with its duties under the Equality Act 2010.

The Foundation Stage and Year 1 children have the opportunity to access the school's outdoor provision daily. At break and lunch times we have a combination of teachers, teaching assistants and welfare staff to support the children.

Children have the opportunity to become involved in sporting activities outside of the school environment and to compete against other schools in the local area and wider afield. We offer a range of extra-curricular opportunities to all of our learners ranging from health & fitness, Sports Coach Sessions and choirs. We take part in Inclusion Sports Events regularly, where children with additional needs have the opportunity to compete against children with SEND from other schools. All sporting events e.g. Sports Day, are risk assessed by a designated member of staff.

What support will there be for my child/young person's overall well-being?

At St. Anne's Catholic Primary School, we're committed to ensuring every child feels safe, supported, and able to thrive, academically, socially and emotionally.

When a child joins our school with medical needs or identified SEND (Special Educational Needs and Disabilities), we hold a meeting involving the SENDCo, Family Support Worker, class teacher and any other relevant staff. Health professionals may also be involved depending on the child's needs. Staff receive training where necessary to ensure they can provide the best care.

Care plans are carefully read, signed and followed. Key information is kept securely in the classroom, office and SENDCo room to ensure quick access in emergencies.

We work closely with external services such as Speech and Language Therapy, Occupational Therapy, Physiotherapy, CAMHS and the school nursing team to support children's health and development.

We run a variety of nurture and social intervention groups that are regularly reviewed. Our SENDCo works closely with our Learning Mentor to provide tailored pastoral support. We also have a part-time Family Support Worker who helps families through challenging times by working with outside agencies, offering a listening ear and helping remove barriers to learning.

Our Learning Mentor supports children with social, emotional, mental health and behavioural needs through strategies like Drawing & Talking Therapy, Lego Therapy, and Nurture groups.

Attendance is monitored regularly between the Bursar, Headteacher and Family Support Worker and letters are sent out accordingly. If there is an issue, parents/carers will be invited into school to discuss the matter. If the attendance does not show an improvement, the Pupil Attendance Support Team will receive a referral from school.

We follow Lancashire County Council's guidance for risk assessments, which cover everything from school premises and educational visits to individual pupils and healthcare plans. These are regularly reviewed and shared with staff.

School staff are trained and refreshed in their knowledge and awareness of:

- Child protection and Safeguarding
- First Aid Health & Safety training
- Anaphylaxis training
- Asthma training

Identified staff are trained additionally in the safer recruitment of staff.

Children in Years 5 and 6 can become subject ambassadors and Year 6 pupils are invited to apply for Head Girl or Head Boy roles.

We offer a wide range of after-school clubs, including sports and social activities. Some are free, while others may have a small charge. All children are encouraged to join and club lists are sent home for parents to view.

Our PSHE curriculum promotes friendship, empathy and social skills. Children are encouraged to use these skills in everyday school life and we celebrate their efforts through our 'Random Acts of Kindness' awards in assembly.

Nurture staff and our Family Support Worker are available in the mornings and at lunchtimes to support children who may need a little extra care.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

At St. Anne's Catholic Primary School, we are committed to ensuring every child receives the support they need to thrive. Our Special Educational Needs Coordinator (SENDCo) works closely with the SEN Governor each term to review new procedures, monitor progress and plan for future improvements. Together, they look at the school's SEN Action Plan, review the number of children on the SEN register and identify any staff training needs. A termly report is shared with the Governors, highlighting key data, progress, training updates and new initiatives.

Each year, the Action Plan is refreshed to reflect whole-school priorities and ensure we're always moving forward.

We carefully track every child's progress through regular teacher assessments and monitor the impact of any interventions. These are tailored to meet individual needs.

Annual Reviews are an important part of our approach. We encourage children to take part in these meetings so they can share their thoughts and celebrate their progress.

The SENDCo meets regularly with the Learning Mentor to discuss the needs of our SEND and vulnerable pupils in more detail.

We follow the SEND Code of Practice closely, and our SENDCo works with class teachers and teaching assistants to review the effectiveness of interventions. If needed, we explore further support or referrals to outside agencies. This ongoing review process helps us continually improve the support we offer.

All SEND provision and interventions are recorded during each teacher's termly pupil progress meeting, ensuring a joined-up approach across the school.

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

At our school, we believe that supporting children with SEND is a team effort. That's why we work closely with a range of professionals and services to make sure every child gets the help they need.

We regularly collaborate with other schools, nurseries, health and social care teams, and the Local Education Authority (LEA). This joined-up approach helps us create the best possible support plans for each child, ensuring their needs are met both in school and beyond.

We work on a regular basis with the following, as required:

- Educational Psychologists
- Speech Therapists
- Visual Impairment/ Hearing Impairment team
- Physiotherapists
- Occupational Therapists
- Ophthalmologist
- Social Services and Lancashire Child and Family Wellbeing Service
- Paediatricians
- School Nursing Team
- Inclusion team officers
- Specialist Teaching Service
- CAHMS
- SEND Case Manager
- SENDCo's from local Nurseries and High Schools
- CAF team

SENDIASS (Information, advice & support for parents of children with SEND) Information, Advice and support <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support/>

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

Should a parent or carer have a concern about the special provision made for their child they should initially seek a meeting with the relevant staff members to discuss their concerns. The SENDCo is available to speak to by phone or in person. The school operates an open-door policy; generally, after school is a better time to speak at length to the class teacher.

If parents wish to make a formal complaint, they should follow the school complaints procedure, which is on our website <http://www.st-annes-lancs.co.uk/whole-school-policies/>

Where can I find the contact details of support services for the parents of children/young people with SEND?

Our school website has information regarding support school offer: <https://www.st-annes-lancs.co.uk/safeguarding-and-support-in-school/>

The Special Educational Needs & Disabilities Information Advice Support Services offer independent advice for families of children with SEND: <https://lancssendias.org.uk/>

If you would like to discuss something about your child, please contact the class teacher in the first instance. The other members of staff such as the SENDCo, the Deputy Head and the Headteacher can also be contacted thereafter. If you are a parent new to the school, please contact the school to arrange a visit. School contact telephone number – 01772 422769

The Headteacher – Mrs E Darnell

Responsible for:

The day-to-day management of all aspects of the school, this includes the support for children with SEND.

The Headteacher will give responsibility to the SENDCo and class teachers but is still responsible for ensuring that your child's needs are met.

The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor – Mr J Mills

Responsible for:

Must have regard to the SEND Code of Practice and should oversee the implementation of the reforms and provide strategic support to the head teacher.

Learning Support - Mrs C Pickering

Family Support - Mrs L Sumner

The SEN Governor - Mr J Mills

Where can I find information on where the local authority's local offer is published?

Our Local Offer - <https://www.st-annes-lancs.co.uk/send-and-inclusion/>

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>

Appendix
Universal Provision and Targeted Support

Universal Support- Everyday Classroom Provision – if needed	School led Targeted Support- Additional Provision
<p>Brain Breaks/breathing/movement breaks Drinks available Adaptive teaching Visual timetable – removed as completed Calm area with regulation resources including ear defenders, fidget toys etc. Tasks broken down / success criteria Trackit lights Restorative approach Flexible seating plan – front, back, away from distraction etc. Excellent relationships Tight team of adults Meet and greet Modelling e.g. WAGOLL'S, sentence starters Rewards/praise for effort Consistent routine and expectations Concrete materials/ support resources freely available – e.g. word banks, x table grids, word banks Key facts/ vocab on display and as close visuals Visual aids on tables – key vocab, colour coded, info from board Use of timer to support organisation e.g. knowing end of activity, warning of change Use child's name or tap prior to instruction Opportunity to talk Repeat instructions using same language Time to think and respond Uncluttered displays, outlines, neutral background where possible Use of gestures to support understanding Fiddle objects</p>	<p>Key worker Assistive technology Work in small chunks/lower demand Now/next board Access to therapy and interventions e.g., Lego/D&T Social stories Calm/regulation box Individual work station Equipment packs (personalised) e.g. task ladders, pen grips, check list, easy grip scissors, sensory toys, tin lids, overlays, writing slope</p>