

SEN Information Report 2024-25

St Ann's Catholic Primary School

1	What kinds of special education needs are provided for?	Currently we provide for children with a diagnosis of Autism, Hearing impairment, Dyslexia, Attention Deficit Hyperactivity Disorder (ADHD), Mental Health difficulties, Learning difficulties, physical disabilities, Developmental Coordination Disorder (DCD), Emotional Regulation & Behavioural difficulties and Communication difficulties. We also have a number of children who are being assessed for additional needs but do not yet have a diagnosis.
2	How does the school identify children with special educational needs?	<p>Every learner has their progress closely monitored through regular pupil progress meetings and frequent consultation with parents. Through this we are able to identify additional needs that a child may have and can seek out specialist assessments using the outside agencies that support our school e.g. Speech and Language Therapy Service, Educational Psychology Service, Autism Team etc as appropriate to the child. Concerns from parents are discussed and recorded and the child monitored further by the SENCO following the graduated response approach. All parental concerns are acted upon. Some children arrive at St Ann's Primary School with their SEN needs already identified from their previous setting.</p> <p>The named SENCO at St Ann's Primary School is Miss Sarah Eady. She can be contacted on 0114 2884281.</p>
3	How many children in the school have special educational needs?	SEN Support – There are currently 24 children with SEN Support status. Education, Health and Care Plan – There are currently 2 children with an EHCP in school.
4	What are the arrangements for consulting parents of children with SEN and involving them in their child's education?	<p>All children with SEN have 3 review meetings per year where we discuss with parents the progress their child has made against previous targets set and together set new targets. We strive to include parents view points and preferences when setting these targets and will put a Learner Profile, Support Plan or Extended Support Plan in place for individual children, where this is felt to be appropriate. We use One Page Profiles for some children, which include parent's views on how they would like their child to be supported, as well as the things that are important to their child. Please speak to your school's SENCO if you feel that a Learner Profile, Support Plan/Extended Support Plan or a One Page/Learner Profile may suit your child.</p> <p>All parents have additional parent's consultation times through the year and are welcome in school at any time to discuss their child.</p>
5	What are the arrangements for consulting	We use Pupil-friendly support plans throughout the Family of Schools which the parent also has a copy of.

	young people with SEN and involving them in their education?	They know from this support plan what each person is going to do to support them to meet their outcomes, and what their own role is. Pupils' views are collected on the review notes, and on a One Page/ Learner Profile if this is an appropriate tool for the child.
6	What are the arrangements for assessing and reviewing children's progress towards outcomes?	We follow the graduated response (as detailed in the SEN policy) where we assess, plan, do and review the programme for each individual child, increasing or decreasing the SEN support as determined by their progress. We use the Sheffield Support Grid to help us ensure that we are doing everything that we need to for an individual child.
7	How many children have met the exit criteria and no longer need this support?	SEN is a very transient state; some children may need support for their entire time at St Ann's Primary School. Some may make good progress so that their attainments are in line with their peers and no longer require SEN support. We will always liaise with parents to decide whether SEN support is to be continued.
8	What are the arrangements for supporting children in moving between phases of education and preparing for adulthood?	Learners that have been offered a place at our setting will be invited to attend on a few occasions before joining the setting. For learners with SEND the SENDCO will endeavour to attend transitional reviews to gather as much information about the learner as possible and will pass this information to all relevant school staff to help prepare for the learner's needs. If appropriate, school staff will meet with outside agencies that are involved with the learner. Learners are prepared to move onto Secondary School, meetings with the relevant secondary school SENDCos are arranged and the children are discussed in detail. Children will also have the opportunity to attend additional transition sessions at their chosen school.
9	What is the approach to teaching children with SEN?	We strive to be inclusive at St Ann's Primary School and treat each child as an individual, taking into account their specific needs. Class teachers ensure that they plan their lessons carefully with activities that children with SEN can access. Differentiation, where the learning is adapted to meet every learner's needs, can be done in a variety of ways. This includes providing an increased level of adult support, different learning activities, access to specific resources etc. and this is usually highlighted on the class teacher's planning. Some children with SEN receive learning through interventions and this can be ongoing or for a block of support. Class teachers and teaching assistants are involved in the SEN reviews and feed their opinions into the outcomes set for each child.
10	What adaptations are made to	The SENCO and class teacher, together with parents, plan the education programme for a learner with SEND, following the advice and recommendations from any supporting outside agencies and

	the curriculum and learning environment of children with SEN?	<p>with reference to the Sheffield Support Grid. These programmes are overseen by the Headteacher. The programmes are closely monitored and updated as necessary</p> <p>The school ensures that all lessons are appropriately differentiated so that the curriculum meets the needs of all learners with SEND. We endeavour to make all reasonable adjustments to the school's routine to support our learners with SEND.</p> <p>We can provide a range of activities to learners with SEND in addition to those available through the curriculum, e.g. fine motor skills group, gross motor skills group, nurture groups or booster interventions in English and Maths.</p>
11	How does school ensure that staff have the relevant training to support children with SEN?	<p>The Locality G and St Clare Trust ensures that all staff have access to a variety of training over each school year and will share expertise through the Family of Schools when needed.</p> <p>The Family of Schools SENCO group plan this training around the changing needs of the children that we have in our schools. We invite specialists into schools to support and train staff on an ongoing basis and utilise information from parents about how they would like their child to be supported.</p>
12	How does the setting evaluate the effectiveness of its provision for learners with SEN and how often does it do this?	<p>Annual parent questionnaires are completed to gather views from all parents. Feedback is taken at SEND review meetings from parents and learners. We refer closely to the Sheffield Support Grid that is now in place to ensure that we are doing everything expected for individual pupils.</p> <p>The Senior Leadership Team and Governors monitor performance through pupils' progress meetings and reports to set targets for performance.</p>
13	How do you ensure learners with SEND are included in non-classroom-based activities?	<p>Activities that are fully accessible to learners with SEND are arranged in school so that every learner with SEND can be included.</p> <p>Close consultation with parents when planning trips and activities is sought and school can assist learners with SEND to access trips and activities in a variety of ways, e.g. providing additional adult support when necessary.</p> <p>Where necessary school will make physical adaptations to allow learners with SEN to be included.</p>
14	What support is available for improving social and emotional development?	<p>School assemblies cover a broad range of aspects supporting children's social and emotional development. In addition to this, school raises awareness through themed weeks such as Anti Bullying – Odd Socks Day, NSPCC – PANTS campaign week and school events supporting various charities such as CAFOD and Children in Need.</p> <p>Where a child requires a higher level of support than this, the school will plan a programme of support written around an individual child's needs.</p>

		<p>The Zones of Regulation is used throughout school to support children in their ability to identify their emotions and develop strategies to overcome strong emotions that can lead to dysregulation.</p> <p>https://www.zonesofregulation.com/index.html</p>
15	How does the school involve other agencies in meeting children's SEN and supporting their families?	<p>Each child's needs are managed on an individual basis, with school involving other agencies as and when appropriate. School has excellent links with a wide range of professionals including the Family Intervention Service (FIS) who offer a wide range of support to families. We involve other agencies in agreement with parents and in line with the graduated response.</p>
16	How can I find out about what Sheffield's Local Offer?	<p>Our school will cooperate generally with the local authority and local partners in the development and review of the local offer. This can be found by searching for the school at:</p> <p>http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/localoffer.page?localofferchannelnew=0</p>