



SEN INFORMATION REPORT 2026-2027

Welcome to St. Anne's Roman Catholic Primary School

Mission Statement

As a Catholic community, we value every single member as a unique creation made in the image of God. We work together to help everyone to realise their God-given talents and their part in God's plan. Our school is a place of peace, tolerance and fairness where we follow Christ's example of loving God and loving others. Our ultimate aim is to give our community the prospects, belief and hope that every tomorrow can be a better day.

St. Anne's - Making tomorrow a better day.

Here at St. Anne's we value all of our children. We understand, however, that children with Special Educational Needs and/ Or Disabilities (SEND) often need specialised care and support to meet their potential. This information report is designed to tell you everything you need to know about SEND provision in our setting, whether you are a current or prospective parent/carers. However, should there be anything else you would like to know, please do not hesitate to get in touch via the contact details at the end of the document.

What do our pupils say about provision for SEN at St. Anne's?

We asked our children with SEN to tell you what they think you need to know about the support they get in school. Here are their thoughts:

- I love writing my own stories.
- Mrs X helps me if I am stuck for ideas.
- The teachers remind me of my strategies if I forget them.
- I like working in groups and the teachers always help me when I ask.
- The teachers understand what I need and adjust things for me.
- The grown-ups make me feel better.
- I love drawing in my prayer journal.

What do our parents/carers say about provision for SEN at St. Anne's?

- I am happy to see how hard my child is trying with her school work.
- My child has come such a long way.
- Thank you to everyone involved for all of the support they have given my child.
- My child is happy and settled.

"Leaders strive to include in all aspects of the school. Staff are knowledgeable about pupils as individuals. Leaders ensure that staff have the training they need to help them with meeting pupils' needs" OFSTED 2026

What kinds of special educational needs do we make provision for in our school?

St Anne's Primary School is a voluntary aided Roman Catholic primary school in the Diocese of Salford. The school serves the town centre of Blackburn. We are a mainstream setting.

St. Anne's is committed to ensuring an inclusive education for all. We therefore make provision for all types of Special Needs and disabilities. We currently support pupils with Autism, language delay, developmental delay, Social, Emotional and Mental Health needs (including ADHD), dyslexic-type learning needs, Developmental Co-ordination Delay (also known as dyspraxia), Sensory Processing needs and physical disabilities. In the past, we have worked with children with hearing and visual impairments also.

The SENCO is also the school's designated teacher for Looked After Children in order to ensure that the school provides effective support for children who are looked after by the local authority and have SEN.

Any child with an Education Health Care Plan naming the school as their choice for admission into Reception class must be given a place as priority over any other children- please see the school's admissions policy for further information.

The school's entry on Blackburn with Darwen's Local Offer provides further information:

<https://www.bwd-localoffer.org.uk/kb5/blackburn/directory/service?page?id=Yr3LOCeTJWO&localofferchannel=0>

How do we identify SEND within our school environment?

Where pupils have identified SEND before they start at St. Anne's, we work with the people who already know them, including parents/ carers and other professionals, and use the information already available to identify how to meet their needs in our setting. We then continue to liaise with these parties as long as the child's needs remain.

If you tell us you think your child has SEND, we will discuss this with you and possibly carry out some diagnostic testing with your child and referrals to outside agencies that can support. The results will be shared with you and an agreement reached as to what should happen next. We might also suggest ways in which you could support your child.

If staff feel that your child has SEN because they are not making the same progress as other pupils in a specific area or in many areas, then a process of information gathering will take place. We will observe them; we will assess their understanding of what we are doing in school and use diagnostic testing to pinpoint what is causing the difficulty. You will be informed of our concerns and invited to a meeting to discuss these. Where necessary, and with your permission, we will engage outside agencies (see below) as quickly as possible as early intervention, especially for our youngest children, is essential.

Early Assessments

- On entry to the setting, all children in Nursery and Reception will be assessed using the Reception Baseline Assessment as well as a Wellcomm assessment.
- At the beginning and end of Reception all children will be screened using performance indicators to establish a baseline and monitor progress.

- At the start of Nursery or Reception, children who present with a delay in Physical Development will be assessed using a motor skills baseline assessment.
- At the start of Reception, all children will be screened to identify any delay in acquiring skills necessary for accessing phonics teaching.

Any concerns arising from these assessments will be communicated to the school's Special Educational Needs Co-ordinator (SENCo) and to parents/carers. A plan of action will be drawn up with all parties, implemented and reviewed as part of an Assess, Plan, Do, Review (APDR) cycle.

How else might we identify potential special needs?

- Class teachers make ongoing assessments and observations. Should they have concerns regarding a particular pupil and feel that these cannot be met through Quality First Teaching, they will refer the child to the SENCo who may arrange for further assessments or observations to be carried out. Referrals may be made to outside agencies and an APDR plan will be created. This will all be carried out in co-operation with parents/ carers. School will always inform parents if they feel a child needs to be placed on the school's special needs register and will always ask for permission to refer to outside agencies.

Assessments used at St. Anne's include:

- Ravens (non-verbal reasoning)
- The British Picture Vocabulary Scale (receptive language)
- PHAB2 Dyslexia-Type Learning Needs Screener
- Ready for Sounds (phonological awareness)
- YARC Diagnostic Reading Test (for accuracy and comprehension)
- Good Enough Draw a Man (body awareness)
- Baseline Motor Skills Assessment (motor skills)
- Working Memory Rating Scale
- Boxhall Profile- social, emotional and behavioural assessment
- Visual Perception
- Visual Stress

Further language and behaviour assessments may also at times be undertaken by Inclusion support service.

Please see the graduated response document (on our website, underneath this document) to understand the process for children needing additional funding.

How do we consult with parents/carers of children with SEN? How are they involved in their child's education?

How do we consult with children with SEN? How are they involved in their own education? How do we assess and review children and young people's progress towards outcomes? How do we work with parents/ carers and pupils to do this?

Each half term, class teachers review the APDR plans for all children who have them and change targets if they have been met. Every term, teachers will write new targets which will be sent out to parents in October, February and June. The reviewed documents, along with a new plan, are sent home to parents/carers. Parents/carers are invited to share their views via the reply slip and where amendments are suggested, these are made if they will meet the needs of the child. There is space on the APDR to collect pupil voice at both the review stage and when new targets are being set.

Termly, the pupil, parents/carer and teacher will complete a SEND voice document. The pupil and teacher sections are completed prior to parents' evening and are then shared at this meeting, with parents/ carers being invited to share their views. In the summer term, additional meetings are held to share the Summer term review.

As well as these regular opportunities to involve parents, we encourage regular dialogue. Staff will approach parents if they feel there are additional needs to discuss and parents are encouraged to make contact with school if they have questions or concerns.

For those children for whom the school is looking to secure additional funding, regular meetings will take place throughout the process that take into account both pupil and parent/carer voice.

For children who have an Education Health Care Plan, we will hold a review at least annually. Everyone involved with the child will be invited to the meeting to share their views on progress and plan provision for the following year. If necessary, an interim review can be held, should one or all parties feel this is necessary.

How do we support children moving between phases of education?

Effective transition is essential for pupil wellbeing and good progress. At St. Anne's, we pride ourselves in ensuring all children with SEND experience a well-planned transition. This includes when they join the school (in whichever year group), when they move departments (e.g. from KS1 to KS2) and when they move settings, for example to high school. We use a range of strategies to support transition at St. Anne's, according to the needs and wishes of the child:

- A transition meeting for any child with high-level SEND needs when moving settings
- Liaison between the SENCo at St. Anne's and the setting the child is leaving/going to for all children on the SEND register.
- **Moving Up Day**- all children move to their new class, with their new teacher, for a full day in July, when the Y6 pupils visit their high schools. This helps the children to settle in September and gives staff time to react to any needs that arise due to the change.
- **Transition books**- if we think it will support a child during the Summer, we provide them with a transition book which includes photographs of things such as entrances, toilets, key staff etc that parents/carers can look at with them in preparation for September.
- **Transition meetings**- prior to Moving Up Week, the child's teacher and current support staff will meet with the staff from their new year group to pass on important information. For children with SEND, this will be in the form of their Learning Passport which includes information on their needs, suggested strategies and their current APDR.
- **EHCP transition reviews**- for Y6 pupils moving to high school, a review is held in the Autumn term and then a transition review is held in the Spring term, once the parents/carers are in receipt of a high school offer.
- **Additional visits**- for children moving to high school, we can arrange extra visits, before the transition days, if they feel that this would help them.

➤ **Meet The Teacher-** early in September, parents/carers are invited to meet their child's new teacher so that they are informed about what their child will be doing over the coming year.

What is our approach to teaching children and young people with SEN?

How is our curriculum and learning environment adapted to meet the needs of children with SEN?

How are children with SEN enabled to engage in activities available with children in the school who do not have SEN?

Our curriculum is fully inclusive. All children are entitled to receive high quality first teaching from a qualified teacher. At St. Anne's, teachers ensure that lessons are adapted so that children with SEND are included and can make progress. We may use digital technology to support this. All children have access to a broad and balanced curriculum, taught by a teacher. We endeavour to ensure that children with SEN are involved in all lessons with their peers. There may be times where a specific intervention is necessary e.g. a speech and language programme. However, we are careful to timetable these so that they do not impact on the child's access to other curriculum areas. Our children with SEN are not segregated and therefore have opportunity all day to engage in activities with children who do not have SEN. All extra-curricular activities and educational visits are fully accessible to our children with SEN.

We use visuals across the school to support access to the curriculum. We have two accessible toilets, ramps to support children entering and exiting the premises and staff trained in supporting personal care. Considerable improvement to the school both inside and out has made school much easier to navigate for pupils presenting with physical or sensory disabilities. Please see the school's accessibility plan for further detail as to how we endeavour to ensure that our curriculum and learning environment continue to be accessible to all.

In 2021, we created our own sensory room which has had a huge impact on helping children become regulated and therefore access learning and development activities. We also have a sensory garden to promote well-being as well as responsibility.

How are the staff in school supported to work with children with special educational needs and what training do they have?

Our staff receive regular Continuing Professional Development (CPD) related to strategies to use for different types of special educational needs. They also develop their knowledge and understanding of different needs through staff meetings/INSET days and workshops delivered by the SENCo or advisory teachers, as well as attending external training sessions. The content of these sessions is driven by findings from assessments and monitoring. In addition to this, staff have access to advice from advisory teachers or other professionals such as Educational Psychologists, Speech and Language therapists, Physiotherapists, Clinical Psychologists etc

If your child is having particular difficulties in one area, they may work with the class teacher or the Teaching Assistant in class more frequently or be involved in an intervention to meet their particular needs. The Teaching Assistant delivering any intervention will be trained to deliver that particular program and evaluations and assessments are regularly monitored. All staff undertake training in relation to safeguarding and part of the induction schedule for new staff includes a session about SEN systems in our school.

Please see the school's accessibility plan for further detail as to how we endeavour to ensure that our staff receive regular and relevant CPD.

10. How do we evaluate the effectiveness of the provision made for children and young people with SEN?

Provision is regularly evaluated and approaches adapted where necessary. Methods of evaluation include:

- discussions with pupils
- data analysis
- observations
- evaluations of interventions
- reviewed APDR plans
- repeated assessments
- meetings
- discussion with professionals

11. How do we support the emotional and social development of pupils with SEN?

We have a very effective pastoral support system at St. Anne's. We employ a Pastoral Lead (Miss Adsett) to support children and families affected by social and emotional needs, including children with SEN. She is trained in a number of fields including Adverse Childhood Experiences, Mental Health and behaviour management. As well as supporting children and families directly, she supports staff in making effective provision for children with SEN who display social and emotional needs. They also have effective links with outside agencies and can signpost and/or refer children and families for support.

All staff have received training in mental health in young people.

Mr Pierce is the Designated Lead For Mental Health, Miss Adsett is the Deputy Designated Lead for Mental Health. Miss Adsett is also trained as an ELSA (Emotional Literacy Support Assistant), as is Mrs. Turner.

School also has a Designated Safeguarding Lead (DSL)- Mr Pierce, the Head Teacher. Miss O'Toole, Miss Lee, Mrs Nickson, Miss Adsett and Mrs Elahi are the Deputy DSLs.

Any incidences of suspected bullying would be investigated and managed via our Anti-Bullying policy, a copy of which is on the school website.

12. How do we involve other bodies in the care and provision of children with SEN?

We are fortunate at St. Anne's' to have access to a wide range of services. These include:

Clinical Psychology- Clinical psychologists aim to reduce psychological distress and enhance and promote psychological well-being. They work with people with mental or physical health problems - which might include anxiety and depression, serious and enduring mental illness, adjustment to physical illness, neurological disorders, addictive behaviours, childhood behaviour disorders, personal and family relationships. School is unable to make a direct referral to Clinical Psychology services. A referral can be made by the Educational Psychologist, your GP or a paediatrician if your child is under the care of the paediatrics team.

Educational Psychologist

The Educational Psychologist will consider how your child plays and learns; how they grow and develop skills; how they behave and relate to one another; and how they learn about and manage their feelings.

SENDS Support Service. This service involves advisory teachers and specialists who observe and assess a child in the child's school setting. They consider the work of other agencies who have been involved with your child (including other teams within SENDs) and provide strategies for school to use.

The specialist teams within SENDs include

- Speech, language and communication
- Physical Difficulties (including motor skills)
- Visual Impairments
- Hearing Impairments
- Autistic Spectrum Disorder

Paediatrician School may advise a referral to community paediatrics if it is felt that there is an underlying medical need linked to your child's SEN needs. Your GP can make the referral, as can the school.

Speech and Language- Although the SENDs Support Service can provide strategies to support children with Speech and Language difficulties in the classroom, sometimes it is necessary to refer to the N.H.S Speech and Language therapy service. Speech therapy involves support with how your child speaks, whereas language therapy involves support with how your child understands language. The therapy can be at a clinic and the therapist will also send resources home and to school to reinforce learning. Again, referrals can be made by the GP or by school.

Physiotherapy- We cannot refer to this service but we work closely with the teams involved, following any G.P referral. They visit school regularly and train appropriate members of staff in delivering any exercises both safely and confidently.

Occupational Health- We can refer to this team through an NHS referral route.

Audiology- We can refer to this team through an NHS referral route.

ELCAS - We can refer to this team through an NHS referral route and also have access to a local early help trailblazer programme.

We also work with a variety of NHS teams who support children with specific medical needs.

Local children's centres- There is a wealth of effective support available at local children's centres including speech and language groups, parenting classes and targeted interventions for specific needs. School can refer families to these services.

Charities and support groups- We have good links with local charities such as ADHD North West, Action for ASD and InDiGo, all of whom we can refer families to.

How does school manage parental concerns and complaints?

We work very hard to secure good relationships with parents/carers and our staff are approachable and supportive. If a parent/ carer has a concern, the best person to speak to in the first instance is their child's class teacher as they know the child best. Parents and carers can also ask to speak to the SENCo or the Head Teacher. We ask that contact is made via the school office, so that a mutually agreeable time to meet can be agreed. Most concerns can be resolved in this way but if a parent/carers is unsatisfied with the school's response, they are directed to the school's complaints policy which is on our website. Parents can also get support from Special Educational Needs Information, Advice & Support Service (SENDIASS):

Contact Name Jane Partington **Contact Position** SENDIASS Officer

Telephone 01254 503049 01254 583957 07562 422370 **E-mail** jane.partington@communitycvs.org.uk

Who can you contact for further information?

If you would like to discuss Admissions, please contact Office on (01254) 580462.

If you would like to discuss provision for your child, please contact our SENCo, Miss Andrea O'Toole on 01254 580462 or office@stannes.blackburn.sch.uk

Queries can also be directed to our Head Teacher Mr Adam Pierce, again via the school office.

Our Governing Body has a designated SEN Governor, Wendy Parsons, responsible for reviewing practices and supporting the SENCo. She can be contacted via the school office.

Blackburn with Darwen's Local Offer sets out a range of support and services available to you and your child.

This can be accessed at: <https://www.bwd-localoffer.org.uk/kb5/blackburn/directory/localoffer.page>

St. Anne's own entry can be found at:

<https://www.bwd-localoffer.org.uk/kb5/blackburn/directory/service.page?id=Yr3LOCeTJW0&localofferchannel=0>

Parents/carers were consulted on the clarity and content of this document.