

Special Educational Needs and Disabilities (SEND) Information Report

SENCO: Tanya Cook

SEND Governor: Mrs DeMatteis and Mr Watson

Contact: by telephone on 01535 210600 or by email to tanya.hunter@sta.bcwcat.co.uk

Dedicated SEND time: Thursday and Friday all day

Local offer: We link with the Bradford Local Offer. [Click here to view it.](#)

Our approach as a school:

“In our school we aim to offer excellence and choice to all of our children, whatever their ability or needs. We have high expectations of all of our children. We aim to achieve this through the removal of barriers to learning and participation. We want all of our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.”

All children, regardless of need, have access to quality first teaching in every lesson. Additional support, provision and intervention is implemented using a graduated approach of ‘assess - plan - do - review’. This is reviewed at termly pupil progress meetings and more frequently if necessary.

Different kinds of SEND needs:

SEN support is based around the following four broad areas of need and support and we cater for all of these:

1. Communication and Interaction

- Speech, language and communication difficulties
- Autism

2. Cognition and Learning

- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)
- Specific learning difficulties including dyslexia, dyspraxia and dyscalculia

3. Social, emotional and mental health such as:

- Anxiety
- Depression
- Self-harming
- Attachment difficulties
- Attention deficit disorder
- Attention deficit hyperactivity disorder
- Eating disorders

4. Sensory and or physical needs

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Physical disability (PD)

We currently have 48 children on the SEND register. Eleven children have an Education, health and care plan (EHCP) and a further one has been requested.

Key staff and expertise in school

Our SENCO has 8 years experience, undergoes regular training and has the NASENCO qualification. The SENCO works in partnership with the Blessed Christopher Wharton Trust.

We have a team of teachers, teaching assistants and a higher level teaching assistant (HLTA) who have a wide range of skills and experience in supporting children with SEND within the classroom.

In this academic year, we are doing ongoing training in house using progression steps and having support from the cognition and learning team from Bradford SEND team.

We work with specialist practitioners from the Local Authority and from the NHS to support a wide range of children's needs.

- Speech and language therapists
- Educational Psychologists
- Specialist teachers and mentors
- Social workers
- MHST

We review staffing at least annually and move staff around according to where the need is within school. The children with an EHCP have access to one to one support for at least 50% of the school week. These staff receive relevant training to support their role.

If specialist equipment or support is required to support our children with SEND, then this is provided along with any necessary training. Each year, this includes hearing aids and radio aids.

Identifying and assessing pupils with SEND

Sometimes children have identified SEND (Special Educational Needs and Disabilities) before they start at St. Anne's. If this is the case, we work with the people who already know them, and use the information already available to identify what their specific needs will be in our school setting.

The progress of all pupils is monitored regularly (termly) through pupil progress meetings. If a child isn't making as much progress as we would expect, we would plan some specific next steps to try and address the reasons behind the slow progress. We follow the graduated approach of **assess - plan - do - review**. These next steps may include an observation by the SENCO with advice to follow up or an assessment to identify any specific difficulties.



If a parent has a concern and thinks their child has an SEND, then they can discuss this in the first instance with the class teacher who will discuss this with the SENCO. Using the graduated approach, we will identify some next steps and review them.

Teachers and support staff will come to a breakfast meeting once a term to discuss any children with SEN and if they have identified that a child may have an SEND and this will form part of a conversation with the SENCO to plan next steps. These will be recorded by the SENCO and strategies will be discussed to support the child and to monitor at the next meeting.

School may feel that a child has complex difficulties and would seek further assessment from a specialist teacher, psychologist or health professional. Consent for this will always be sought first from parents and carers.

Consulting with parents, carers and children

Parents and carers are involved in their child's education and special needs in the following ways:

Parents evening	Autumn and Spring term
Pupil target sheets	Termly
Review meetings	As necessary
Coffee mornings	Every half term
Annual reviews	Yearly at least for children with an EHCP

Parents are encouraged to and are welcome to contact the SENCO at any time should they have something to discuss.

Children are involved with their education in the following ways:

Pupil ISP's	Termly
Inclusion audits - interviews with children	Termly
Review forms	Yearly at least for children with an EHCP

Involving key stakeholders

As a school we work closely with a range of stakeholders including the following

- Children's social care
- Health services (speech and language, physiotherapy, occupational therapy, CAMHS, school nurse, paediatrician)
- Local authority - inclusive education service, educational psychologist

We seek out opportunities to engage with services from the voluntary sector to help enhance the provision we can offer for our children and their families.

- e.g. AWARE, Stay and Play at Phoenix

Teaching approach

All teachers are teachers of children with SEND and they are responsible for ensuring that these children make good progress. Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that all children's needs are met through quality first teaching. All teachers are provided with information on the needs of individual pupils, so that they can plan the learning within the curriculum to ensure that all pupils are able to make progress. Children with an SEND may have a pupil target sheet to help share very specific information.

- Differentiation is planned for groups and individuals according to need.
- Support staff will assist individuals or groups of children with their learning in the classroom.
- Specific resources and strategies will be used to support children individually and/or in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet all children's learning needs.

Transition support

We offer enhanced transition for children joining our school who are known to have special educational needs. This includes meeting with parents, the current setting, possibly a home visit and lots of opportunities for visits to our school - at different times of the day. We meet children in their familiar setting and provide a booklet about their new class / key staff and routines and encourage children and families to do something similar for us.

Between classes and key stages, we use pupil target sheets to share key information

about children and their specific needs. Additional visits to classrooms, and booklets with key information and pictures in, are made if necessary. Children may attend some swimming sessions at the end of Y4 to prepare for them in Y5 if this is felt to be of benefit. Staff meet regularly to discuss children and find out about any additional needs.

Between primary and secondary schools, we ensure children are given time to attend all transition sessions provided. We meet with SENCOs and Y7 staff to give overviews and share pupil target sheets. We encourage children to take photos of their new school and bring them to talk about it with us.

If a child moves to a different school (including specialist provision) we ensure extra visits are provided where necessary, in addition to the things already described.

We make use of CPOMs to transfer any safe-guarding files we may hold on these children.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating the curriculum to ensure all children are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, iPads, writing slopes, coloured overlays, visual timetables, larger font, hearing aids and radio aids etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Pupil voice

We ensure each child has a pupil voice. We listen to children through annual reviews, EHCA's and to get their views on school. Pupils are encouraged to be part of the school council and the faith council within school. We also do talking mats with children to get their views as part of assessment of needs and support.

Inclusivity in activities

We strive to ensure that there are no barriers to children with SEND taking part in the same activities as other children in school.

- All of our after school clubs and school trips are available to all children with SEND. Additional staffing where appropriate is provided and providers of after school clubs and school trips are made aware of any additional needs prior to activities starting.
- All children are encouraged to go on residential trips in Years 4 to 6. We work closely with parents and the providers of these trips to modify activities and ensure they are accessible and inclusive as possible and suitable for each individual child.

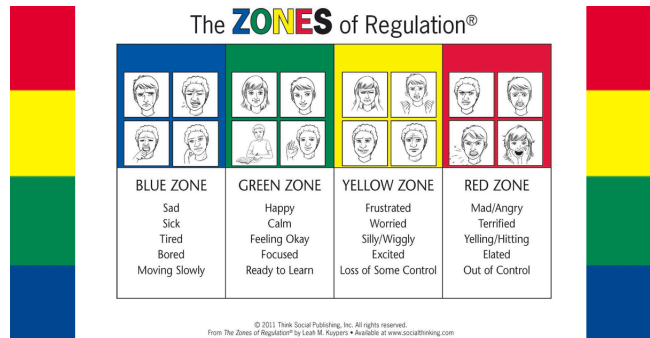
- All children take part in sports day, class assemblies and any special workshops in school.
- No child is ever excluded from taking part in these activities because of their SEND.
- Our admissions criteria is followed for all children regardless of need or disability, unless the child has an EHCP. The local authority will consult with us for a place and we will aim to provide one if possible.
- Disabled children are treated equally and have access to all suitable activities. Modifications are made to the environment and the support given where necessary.
- We have a disabled toilet with step free access via our Foundation Stage department.
- View our website to read our school's equality policy.
- View our website to read our school's accessibility plan.

Support for improving social and emotional development

We provide support for children to improve their social and emotional development in a range of ways such as:

- Encouraging them to be part of the school council
- Using Zones of Regulation
- Bespoke interventions
- Regular check ins

We have a zero tolerance approach to bullying



Support for keeping safe online

We recognise that all young children can be vulnerable to going online. All children in our school have access to e-safety lessons and are taught how to use the internet safely and appropriately. Children with SEND are given extra support in these lessons to ensure they understand fully.

Evaluating effectiveness

We evaluate the effectiveness of provision for children with SEND by:

- Reviewing children's individual progress each term
- Reviewing the impact of interventions at least termly
- Using pupil questionnaires and interviews - through audits and annual review process
- Using parent questionnaires
- Monitoring by the SENCO
- Holding annual reviews for children with an EHCP

Handling complaints

View the complaints policy on our school website.

Spending the budget

Our notional SEN budget from the Department for Education in 2026/27 is £204,463. This budget is provided to help school meet the needs of low cost and high incidence SEN and to provide the first £6,000 of costs for children with high needs funding.

We received £120,026 in top up funding from the Local Authority for the period September 2025 - August 2026. This was to fund the support for 13 children with EHCPs.

For September 2026 - August 2027 our current allocation is £126,725 in top up funding from the Local Authority and this is to support 12 children with EHCP's.

Named contacts

Tanya Cook- SENCO - Thursday and Friday all day, Deputy Designated Safe-guarding Lead

Naomi Atkinson - Headteacher and Designated Safe-guarding Lead

Mrs Sharon DeMatteis - SEND Governor