St. Anne Line Catholic Junior School

SEND Information Report

At St. Anne Line Catholic Junior School, we believe that every child should feel happy, confident, and able to achieve their very best. This report explains how we support children with Special Educational Needs and Disabilities (SEND) and how we work in partnership with families.

Our Aims

- Making sure all children can access the curriculum, school environment, and information.
- Including children with SEND in all aspects of school life.
- Identifying and removing barriers to learning as early as possible.
- Working closely with parents and pupils to shape support.
- Ensuring our staff have the right training and skills to meet children's needs.
- Partnering with outside professionals when needed to support children fully.

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What does SEND mean?

Special Educational Needs (SEN): A child has SEN if they need extra help with their learning or development compared to others of the same age.
Disability: Under the Equality Act 2010, a disability is a long-term physical or mental condition that affects daily life (e.g. sight/hearing impairments, epilepsy, diabetes, autism).
In simple terms, a child has SEND if they need extra support to learn, take part in school life, or reach their potential.

What types of needs do we support?

- Communication and interaction (e.g. speech and language difficulties, autism).
- Cognition and learning (e.g. dyslexia, difficulties with memory or processing).
- Social, emotional, and mental health.
- Sensory and physical needs (e.g. hearing, vision, mobility).

Children with or without an Education, Health and Care Plan (EHCP) are welcome at our school.

What should I do if I think my child has SEND?

- Speak to your child's class teacher.
- If needed, the teacher will refer you to our SENCo, Mrs Nuala Stanley (Tel: 01268 470444).
- You can also contact the SENCo or Headteacher directly.

We value your views and will always listen to your concerns. It is also important to understand that children do not need a formal diagnosis to access support, we will meet any need a child is presenting in school regardless.

How do we support children with SEND?

All children receive high-quality teaching. For those needing additional help, we follow the Assess, Plan, Do, Review cycle:

- Assess: We gather information to understand your child's needs.
- Plan: Together with parents and the child, we agree on support and strategies.
- Do: Support is put in place (this might include small group work, adapted resources, or extra adult help).
- Review: We meet termly with parents and the child to review progress and adjust support.

If needed, we work with outside professionals such as speech and language therapists, educational psychologists, or health services.

What if my child needs more support?

Most children with SEND have their needs met successfully in mainstream school with the right support. However, some children may need more specialist help. In these cases, an Education, Health and Care (EHC) needs assessment can be requested from the Local Authority.
If agreed, this assessment may lead to an Education, Health and Care Plan (EHCP). EHCPs are for children and young people up to the age of 25 who need more support than can be provided through SEN support in school.

An EHCP:

- Brings education, health, and social care needs together in one plan.
- Sets out the extra support needed to help the child achieve their goals.
- Focuses on the child's individual needs, aspirations, and future opportunities.
- Gives families the option to request a personal budget to help meet needs.

Who can request an EHC needs assessment?

- A parent or carer.
- The young person themselves (if over 16).
- The school or other education provider.

- Another agency, such as health services or social care.

What is the process?

- The Local Authority has 20 weeks to complete the full process.
- Within 4 weeks of receiving a request, a specialist Initiation Panel considers the evidence and decides whether an assessment is needed.
- The decision is shared within 2 weeks of the panel meeting. If you disagree, you have the right to appeal.
- During the assessment, the Local Authority will gather information from professionals who know your child (e.g. health, social care, education psychology).

What happens next?

- If an EHCP is not agreed, you will receive clear reasons why, advice on how school can continue to support your child, and information on your right to appeal.
- If an EHCP is agreed, a draft plan is written using professional advice gathered during the assessment. Families can review and comment on the draft before the final EHCP is issued.

Is it always SEND?

Not every difficulty a child faces means they have Special Educational Needs and Disabilities. Sometimes, slower progress can be linked to other factors such as:

- Attendance and time in school.
- Life experiences (for example, bereavement, loss, or trauma).
- Social factors in school (for example, friendships or self-esteem).

In many cases, teachers can make small adjustments to teaching and classroom support that help children catch up, without needing formal SEND provision. It's also important to note:

- Children who are learning English as an additional language do not automatically have SEND (though some may have both).
- Younger children in a year group (for example, those born in the summer term) may need more time to develop, but this alone does not mean they have SEND.

How are children involved?

Children help create their own One Page Profile each term, sharing their strengths, what helps them learn, and their goals. Their views are central to the support we provide.

How is learning adapted?

Teachers adapt lessons so all children can take part. This may include:

- Differentiated tasks.
- Special equipment or technology.
- Additional adult or peer support.
- Advice from the SENCo or external specialists.

How will I know how my child is doing?

- Progress is shared termly through One Plan meetings and school reports.
- Parents are encouraged to meet with teachers, the SENCo, or senior staff whenever they wish.
- We welcome ongoing communication from families.

How can parents support learning at home?

- The class teacher or SENCo may suggest practical strategies.

- Parents are invited to workshops and provided with resources when available.
- If you have specific requests, please speak to the SENCo.

How do we measure success?

- We look at children's individual progress and achievement.
- We consider children's confidence, independence, and wellbeing.
- Parent and pupil feedback is valued.
- Information is also reviewed by governors and, where relevant, external bodies such as Ofsted.

How do we support wellbeing?

We place high importance on emotional wellbeing. Support includes:

- A learning mentor for targeted support.
- Small group interventions to build resilience and social skills.
- In school nurture unit for children with specific wellbeing needs
- Support at playtimes for children who find unstructured times difficult.
- A whole-school approach to mental health and wellbeing.
- Children with medical needs have an Individual Health and Care Plan, created with parents and health professionals.

What training do staff receive?

Our staff regularly receive training on areas such as:

- Autism
- Speech, language and communication
- Behaviour support
- Nurture approaches
- Precision teaching

The SENCo holds the National Award for SEN Coordination and works closely with local SEN networks.

How will my child be included in school life?

No child is excluded from activities, clubs, or trips because of SEND. We carry out risk assessments and provide the necessary support to make sure every child can take part.

How is the school made accessible for all children?

- Steps edged with yellow for visual clarity.
- Accessible toilet and medical room.
- A nurture room for additional support.
- Adjustments are made where possible to meet individual needs.

How are transitions supported?

Starting school: Children visit in the summer term, and parents meet staff. The SENCo meets with families of children known to have SEND.

Moving on: We work with parents, secondary schools, and outside agencies to make transition as smooth as possible.

How does funding work?

Funding comes from:

- School budget (per pupil funding).
- Notional SEN budget.

- Local authority High Needs funding (for children with significant needs).
- Support may include specialist equipment or IT, small group teaching, extra adult support, and access to specialist services.

Who makes decisions?

- For children without an EHCP, decisions about support are made in conversation with teachers, the SENCo, and parents.
- For children with an EHCP, support is agreed with parents as part of the plan or at annual reviews.

Who do I contact?

- Class teacher – first point of contact.
- SENCo (Mrs Nuala Stanley) – for SEND concerns.
- Headteacher – for further discussions.
- SEND Governor (Ruth Simons) – for formal complaints.

External support is also available through:

- Essex Local Offer: https://www.essexlocaloffer.org.uk/
- Information, Advice and Support Service (IASS): https://www.iassnetwork.org.uk/

Final Note

We believe that with the right support, every child can flourish. We are proud of our inclusive community and look forward to working with you to help your child succeed.