SEND Information Report
St Anne Line Catholic Junior School

Academic Year 2026–2027

Our Vision for Inclusion

At St Anne Line Catholic Junior School, we believe that every child is a unique gift from God and deserves the opportunity to achieve their full potential. We are committed to providing a fully inclusive learning environment where all pupils are valued, supported and encouraged to flourish academically, socially, emotionally and spiritually.

We recognise that children learn in different ways and that some children may require additional support at different points throughout their education. Through high-quality teaching, targeted support and strong partnerships with families, we aim to ensure that every pupil experiences success.

<table>
<tr><td colspan="2">What kinds of Special Educational Needs do we provide for?
We support pupils with a wide range of needs including:</td></tr>
<tr><td>Communication and Interaction
Autism
Speech, Language and Communication Needs</td><td>Cognition and Learning
Dyslexia
Dyscalculia
Moderate Learning Difficulties
Specific Learning Difficulties</td></tr>
<tr><td>Social, Emotional and Mental Health
Anxiety
ADHD
Attachment needs
Emotional regulation difficulties</td><td>Sensory and/or Physical Needs
Hearing impairment
Visual impairment
Physical disabilities
Medical needs</td></tr>
<tr><td colspan="2">How do we identify pupils with SEND? Children may be identified through:</td></tr>
<tr><td>Teacher observations
Ongoing assessment
Progress meetings
Parent concerns
Previous school information</td><td>External professional advice
Standardised assessments
Speech and language assessments
Educational psychology advice</td></tr>
<tr><td colspan="2">Identification follows the graduated approach:
Assess → Plan → Do → Review</td></tr>
<tr><td colspan="2">How do we support children with SEND? Every child receives - Universal Support
This includes:</td></tr>
<tr><td>High quality teaching
Adaptive teaching
Carefully planned lessons
Visual timetables
Scaffolded learning</td><td>Flexible grouping
Pre-teaching and overlearning
Retrieval practice
Access to technology where appropriate</td></tr>
<tr><td colspan="2">Targeted Support - Some children receive additional support such as:</td></tr>
<tr><td>Precision Teaching
Reading interventions
Phonics catch-up
Number interventions
Speech and Language programmes</td><td>Social stories
Emotional literacy support
Fine motor interventions
The Beehive</td></tr>
<tr><td colspan="2">These are reviewed regularly to ensure they are making a positive impact.</td></tr>
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Specialist Support - Where required we work alongside:	
• Educational Psychologists • Speech and Language Therapists • Occupational Therapists • Physiotherapists • School Nursing Team	• Community Paediatricians • Specialist Teachers • Essex SEND Operations • Family Solutions • Social Care
How do we involve parents? Parents are essential partners. We will:	
• Meet parents at least termly • Review progress together • Share targets • Agree next steps	• Listen carefully to parent views • Share reports from professionals • Maintain regular communication
Parents are encouraged to contact the SENDCo whenever they have concerns.	
How do we involve pupils? Children are involved in:	
• Setting personal targets • Reviewing their progress • Sharing their views	• Identifying strategies that help them learn • Contributing to One Plans • Preparing for transition
We believe children's voices should always be heard.	
How do we assess progress? Progress is monitored through:	
• Teacher assessment • National Curriculum assessments • Insight assessment system • Intervention tracking • Provision mapping	• Standardised assessments • Learning walks • Book scrutiny • Pupil voice • Parent feedback
Interventions are regularly reviewed to ensure they are effective.	
How do we support emotional wellbeing? We recognise that emotional wellbeing is fundamental to successful learning. Support may include:	
• Trusted adults • Check-in and check-out systems • Social skills groups • Emotional literacy interventions • Nurture provision	• Zones of Regulation • Sensory breaks • Calm spaces • Individual behaviour support
How do we support children with medical needs?	
Individual Healthcare Plans are created where appropriate. Staff receive training to support pupils with medical conditions and work closely with parents and health professionals.	
How do we support transition? We recognise that transitions can be challenging. Support includes:	
Starting our school	
• Visits • Parent meetings • Liaison with infant schools	• Transition records • Additional visits where needed • Transition booklets
Moving between year groups	
• Teacher handover meetings • Pupil transition activities • Transition booklets	• One Plan reviews • Sharing successful strategies
Moving to secondary school	
• Enhanced transition meetings • Additional visits • SENDCo handover meetings	• Transition booklets • Social stories where appropriate

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<tr><td colspan="2">Accessibility - Our school continually works to improve accessibility through:</td></tr>
<tr><td>Adapted classrooms
Accessible toilets
Ramps where appropriate</td><td>Reasonable adjustments
Specialist equipment
Visual supports</td></tr>
<tr><td colspan="2">Training - School staff receive regular SEND training, including:</td></tr>
<tr><td>Autism awareness
Speech and Language
Dyslexia
Adaptive teaching
Emotional wellbeing</td><td>Safeguarding
Trauma-informed practice
Medical needs
Positive behaviour support</td></tr>
<tr><td colspan="2">Training is updated throughout the year as is necessary.</td></tr>
<tr><td colspan="2">Education, Health and Care Plans (EHCPs) - Where a pupil has an EHCP, we:</td></tr>
<tr><td>Deliver provision specified within the plan
Review outcomes termly
Hold Annual Reviews</td><td>Work closely with families
Liaise with professionals
Prepare children carefully for transition</td></tr>
<tr><td colspan="2">How do we decide what support is needed? Support is based upon:</td></tr>
<tr><td>Assessment information
Progress over time
Teacher observations
Parent views</td><td>Pupil voice
Professional advice
Graduated Approach</td></tr>
<tr><td colspan="2">Provision is regularly reviewed and adapted according to need.</td></tr>
<tr><td colspan="2">How are resources allocated? Resources are allocated according to individual need.
This may include:</td></tr>
<tr><td>Hover Teaching Assistant support
Small group teaching
Specialist programmes</td><td>Intervention resources
Assistive technology
Specialist equipment</td></tr>
<tr><td colspan="2">Funding is used to maximise pupil outcomes.</td></tr>
<tr><td colspan="2">What if parents have concerns?</td></tr>
<tr><td>Parents should initially contact:
Class Teacher</td><td>If concerns remain, parents should contact:
SENDCo – Mrs Lisa Short</td></tr>
<tr><td colspan="2">If further support is required, appointments with the Headteacher can be arranged.
Parents also have access to:
Essex SENDIASS
Essex Local Offer</td></tr>
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