St. Anne's and Guardian Angels

Excellence Together with Christ at the Centre

SEN Information Report:
How we implement our SEN Policy

Approved by:	St Anne's and Guardian Angels Primary School Governing Body	**Date:** September 2026
Last reviewed:	September 2026	
Next review due by:	September 2027	

At St. Anne's and Guardian Angels Primary School, we work hard to ensure that all children achieve well in school. Quality first teaching is at the heart of what we do; however, for some children there are occasions when further additional support may be needed to help them to progress.

The Special Educational Needs Co-ordinator is:
Mrs Angela Howick

The role and responsibilities of the Special Educational Needs Co-ordinator (SENCo)
The SENCO is responsible for the strategic direction and development of our SEN and disability provision in school, the operation of the Special Needs Policy and the coordination of the Specialist Provision Class which supports children with significant SEN related to Communication and Interaction. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. We liaise with staff to monitor teaching and learning and to monitor our pupils' progress and plan interventions when progress is slower than expected. We have access to a wide range of outside agencies that are able to give more specialist advice.

If you have an SEN query you are invited to email:
Mrs Howick
ahowick@stannesgaprimary.com

How does St. Anne's and Guardian Angels Primary School identify pupil's SEN and know if children need extra help?
We know when pupils may need help when:

- Concerns are raised by parents/carers, teachers or the child
- Progress is less than expected or a child appears to be behind expected level; these children are identified and discussed at termly pupil progress meetings
- There is a significant change in the pupil's behaviour or progress
- Teachers meet with SENCo and discuss a child's possible SEN and observations from SENCo/SLT are made in the classroom

What should I do if I think my child has SEN?
The class teacher is the initial point of contact for responding to parental concerns. If you would like to speak to the SENCO, please phone the office for an appointment or call into the school to arrange an appointment.

How will I know how St. Anne's and Guardian Angels Primary School supports my child?

1. Our first response for each pupil, for whom it is necessary to make special educational provision that is additional to or different from that normally available to children of the same age, is high quality teaching targeted at areas of need planned by the class teacher. It will be differentiated according to the pupil's individual needs. This may include additional general support by the teacher or a teaching assistant (TA) in class. The school will gather information and carry out any necessary assessment that will contribute to planned support

and, in some cases, a planned intervention delivered by a teacher or trained member of support staff.

2. If a child has more specific needs such as difficulties with phonics, reading, spelling or arithmetic then a pupil may be placed in a small focus group. This may be run by the teacher, school tutor when this can be offered or a TA with the teacher's support. The length of time of the intervention will vary according to the child's needs and the actual programme. All interventions are reviewed regularly to ensure that they are effective and to inform future planning. If you would like to find out about any of these interventions, please speak to your child's teacher.

3. Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with members of the Senior Leadership Team including the SENCO to discuss the progress and development of all pupils in their class.

4. Occasionally a pupil may need more expert support from an outside agency such as the Child Development Team. Your consent is needed for any referral and the form for many referrals is called an Early Help Assessment (EHA). This collects all the information there is about your child in one document and you have the right to say to whom the form can be shown. After assessment, a programme of support may be provided to you and the school. For some children the school may complete an application with the parent or carer for an Education Health and Care Needs assessment**.** Some children may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make additional and/or specialist provision to meet their needs and set these out in a statutory EHC plan, commonly known as an EHCP (Educational Health Care Plan).

5. The Governing Body ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the School's SEN Policy and Accessibility Plan and all other statutory policies.

How will the curriculum be matched to my child's needs?

- When a pupil has been identified, their work will be scaffolded and differentiated by the class teacher who will adapt their teaching and use strategies in class to enable them to access the curriculum more easily.
- TAs may be allocated to work with a pupil 1:1 or in a small group to target more specific needs under the direction and supervision of the class teacher.
- All children in the school have targets. Children with a specific special need may have a SEN Support Plan also known as an Individual education Plan (IEP). Children with an Educational Health Care Plan will have a SEN Support Plan or IEP. These plans are set by the teacher with support from the SENCO with input from other relevant professionals supporting the pupil such as the Educational Psychologist and are monitored regularly. Targets and outcomes will be discussed with parents/carers at Parents' Evenings where you will also have an opportunity to meet with the SENCo.
- If appropriate, specialist equipment may be given to the pupils e.g. individual visual timetables, i-pads, laptops, pencil grips, large key computer keyboards, cushions, weighted blankets, stress balls, ear defenders, overlays, IT programmes that support their learning, headphones with microphone etc.

- We have additional interventions/materials to support children's learning. E.g. Early Talk Boost, Early Words, Personalised or Group Speech and Language Programmes, Reading Intervention and Comprehension Programmes, Catch-up Phonics groups, Changing the Story Reading Programme.

How will I know how my child is doing?

- You will be able to discuss your child's progress at Parents' Evenings**.**
- Achievement will be recorded in Pupil Progress Reports and these will be shared in the Autumn term and Spring term Parents' Evening meetings and with children's end of year reports in the summer term.
- Sometimes we use the Engagement Model* to assess progress in smaller steps and at a slower pace than the usual assessment of the National Curriculum. This is shared with parents.
- Pupils with an EHCP will have an Annual Review meeting with the parents and, if possible and appropriate, the child to discuss progress and the pupil's provision.
- Appointments can be made to speak to the class teacher or SENCO at the office**.**
- Reports from the class teacher are sent out annually in the Summer term.
- The SENCO will contact you if there are concerns and arrange a further meeting.

** The engagement model is the assessment (replacing P scales 1 to 4) for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study. Teachers must use the engagement model to assess pupils working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 and key stage 2. For more information see https://www.gov.uk/government/publications/the-engagement-model*

How will you help me to support my child's learning?

- The class teacher may suggest ways of how you can support your child at home.
- The SENCO may also meet with you to discuss particular areas where you could help your child.
- If outside agencies or the Educational Psychologist or a Speech and Language Therapist have been involved with your child, they may supply a programme for you to follow at home.

What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. This includes:

- TAs trained in 1:1 and small group nurture activities.
- The school's 'Nurture Room' is available to those who may have difficulties getting along on the playground. Support can also be arranged, dependent on the child's level of need, so that our extra-curricular activities are inclusive, however this may incur a charge if outside of regular school staffing hours and is at the discretion of the Executive Headteacher.
- SENCOs and Year 6 staff work with Secondary Schools to support transition to Secondary School
- SENCo's and EYFS staff support transition into the EYFS
- Medical Needs: Care Plans are drawn up for children who have medical needs by the hospitals/GPs/ school nurse in collaboration with the SENCO and parents.

- The Tower Hamlets Emotional and Well-being Service (THEWS) work with the school and the school's Mental Health Lead to offer parent-led support for parents who are concerned about anxiety or behavioural difficulties in their child. They can sign post parents to other services and deliver whole class workshops such as the Brain Buddies Programme aimed at developing emotional resilience for children in KS2.
- The school attendance lead can support children and families to ensure good attendance and punctuality.
- We have a policy on the administration of medicines in school. Please ask for a copy if you need one.

What specialist services and expertise are available at or are accessed by the school?

In school we have access to an external Speech and Language Therapist on a needs basis and a dedicated school THEWS practitioner.

At times it may be necessary to consult with outside agencies for more specialised expertise. The agencies used by the school include:

- The Educational Psychologist
- Child and Adolescent mental Health Services (CAMHS)
- THEWS (Tower Hamlets Education Wellbeing Service)
- Visual Impairment Team
- Hearing Impaired Team
- Children with Disabilities Team
- The Behaviour and Attendance Support Service (BASS)
- Occupational Therapy
- Physiotherapy
- Speech and Language Service
- The School Nurse
- Phoenix Outreach Team for children with Autism
- Social Care
- The Looked After Children's Team
- Specific Learning Difficulties Team (SpLD)
- The Early Help Hub
- Barts Speech and Language Therapy
- Organisations offering transition support e.g. Half Moon Theatre
- Docklands Outreach Service
- Learning Advisory Service

An Educational Psychologist (EP) is allocated to each school and there are a fixed number of visits per year. A referral would be made to the EP by the SENCO, with the parent's consent, for example, when a child has not responded to the interventions put in place for them. In order to help understand the pupil's educational needs better, the EP will meet with the parent and give feedback after the assessment has been completed. They will offer advice to the school and parent/carer on how to best support the pupil.

What training are the staff supporting children with SEN had or are having?

1. The whole school has completed professional development training on attachment, trauma and resilience. The focus is on understanding better pupils who have Social, Emotional and Mental Health Needs and challenging behaviours and developing plans for effective evidence-based work with these vulnerable children.
2. The whole school has also accessed training to support children with Autism. Staff working with pupils with ASD attend regular refresher courses and we work closely with our support teachers from Phoenix School who support with planning and assessment.
3. The TAs are trained in supporting children in English and Maths and behaviour support, including from external agencies where their support has been requested. TAs also have access to training in Tower Hamlets, as appropriate.
4. Some TAs receive training from our Speech and language Therapists to enable them to deliver SALT Programmes individually or in small groups.
5. Staff have specialist medical needs training, when required to meet individual needs e.g. diabetes, epilepsy, Hickman Line.
6. The School is also part of the Phoenix Pilot Project (from September 2023) which provides support and regular training for the setting up and running of a small specialist class integrated within our school setting for up to 10 children with a diagnosis of Autism Spectrum Disorder (ASD).

Both teachers and TAs have opportunities for support and training related to the needs of the children in their class. As a result, we have TAs and teachers who are highly skilled in supporting children's needs. This training includes:

1. How to support pupils with Autistic Spectrum Disorders
2. How to support pupils with social, mental and emotional health difficulties
3. How to support pupils with sensory and physical impairments
4. How to support pupils with speech, language and communication needs

Mrs Howick completed the National Award for Special Educational Needs Co-ordination in April 2019.

How will my child be included in activities outside the classroom including school trips?

Activities and school trips are open to all children. Risk assessments are carried out and procedures are put in place to enable all children to participate. We work closely with parents and carers who may be invited to accompany their child when feasible if the School has serious concerns for their child's safety or wellbeing.

How accessible is the school environment?

We are happy to discuss individual access requirements. See our Accessibility Plan for more details. We are fortunate that our school is all on one level and completely step-free. A series of ramps have been put in place around the school. A toilet, with access for wheelchairs, is situated in the entrance area.

How will my child be supported during times of transition such as: entry to the school, moving from Key Stage 1 to Key Stage 2 or changing to another school?

The school has many strategies in place to support smooth transition. We value very highly the parent's contribution to this process as each child has individual needs.

What we do:

1. Children entering the Early Years may have a home or Nursery visit before they begin at school. Stay and play days are arranged for all children to visit the setting with their parents or carers and extra can be arranged if your child may find transition difficult.
2. We talk to the previous setting and will sometimes visit the setting if the child has SEN to arrange transition into the EYFS.
3. We talk to previous settings or the receiving school and forward our records when we are officially informed that your child is at a new school.
4. We will arrange for new parents/carers to talk to their teacher and the SENCO and hold transition information evening for children in year 6.
5. We partner with BASS where they offer visits for children who may benefit from additional small group transition support or who might be seen as vulnerable
6. The SENCO attends the LBTH secondary school's transition meeting when these are held in the summer term to discuss transition arrangements with these schools for St Anne's and Guardian Angels Primary School pupils with SEN. We will liaise with parents and carers to arrange for a meeting with a secondary school for children with a specific educational need and also help with the application process.
7. Visits are arranged for all year 6 children when transferring to secondary school.
8. We may arrange to visit potential secondary schools with the parent if so wished.

How are the school's resources matched to children's SEN?

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on individual needs.
- Any additional provision may be allocated after discussion between the Head teacher, senior leadership team, the SENCO, class teacher and professionals involved.
- Resources may include the deployment of staff depending on individual circumstances and needs and the provision for those pupils with an EHCP.

How is the decision made about how much support my child will receive?

These decisions are made in consultation with the class teacher, the Senior Leadership Team, and the provision specified in a child's EHCP (where an EHCP is issued) on an individual basis. Decisions are based upon termly tracking of pupil progress, assessment of interventions your child has been part of and may be as a result of assessments by outside agencies as well as additional funding if this has been awarded.

How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with your child's teacher
- During Parents' Evenings
- In discussion with the SENCO or other professional
- You are invited to contribute targets and strategies to your child's EHCP Plan at any reviews including Annual Reviews. You are invited to attend all Annual Review meetings and have

input into drawing up of and making revisions to your child's EHCP in consultation with the Local Authority SEN Department

What support is in place for looked-after and previously looked-after children with SEN?

The designated teacher for Looked After Children is Mrs Angela Howick (ahowick@stannesgaprimary.com)

Mrs Howick will ensure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

Who can I contact for further information?

If you wish to discuss your child's educational needs please contact the school office to arrange a meeting with the SENCOs or your child's teacher. The school's SEN Policy can be viewed on the school website at www.stannesgaprimary.com where you will also find a web link to the London Borough of Tower Hamlets Local Offer.

Specialist Provision Class

Our Specialist Provision Class is an inclusive classroom for autistic students (children are who have been diagnosed with Autism or whom are on the pathway for diagnosis). It is a specialist classroom which students can access for part of the day whilst also accessing mainstream lessons where it is in their best interests. Phoenix School is supporting us to build an inclusive space for a group of up to 10 children to work effectively following the Phoenix model. Staff working within the Specialist Provision Class will receive enhanced support from Phoenix outreach service, receive extra training and be able to access and use Phoenix assessment and planning resources where required. They will also attend resource evenings to meet other teachers and visit Phoenix and work with Phoenix staff.

The support received from Phoenix school is part of a project which started in September 2023. Phoenix and Tower Hamlets SEN section launched the project to meet growing autism numbers in mainstream schools in the borough. They recognise that a lack of special school places means more children are accessing mainstream for longer and want to ensure that children who attend mainstream schools have access to trained teachers and resources to support them.

It is important to state that our Specialist Provision Class is not a Phoenix 'Satellite Class' (in satellites, staff are employed by Phoenix and the children are on roll at Phoenix school). The Specialist Provision Class is for children who are on roll at our school and the staff working in the Specialist Provision Class are employees of St Anne's and Guardian Angels School. St Anne's and Guardian Angels school is responsible for safeguarding, policies and the daily running of the class. Phoenix works in an advisory capacity only.

Pupils' attendance in the Specialist Provision Class will not receive preferential treatment for placements at Phoenix. Consultations for places will still be through the Local Authority.

All aspects of our SEND Offer and our SEND Policy apply to those children in the Specialist Provision Class.

We hope that working with Phoenix School in this way will lead to better outcomes for autistic learners who attend mainstream schools. Our vision is that those learners in our Specialist Provision Class will develop the skills, confidence and ability to;

- communicate their wants and needs to others
- spend increasing amounts of learning time with their peers in their mainstream class, with full re-integration where possible and appropriate
- successfully progress on to the next stage of their schooling and for families to be well supported in this transition

Revised September 2026
Approved by the Full Governing Body September 2026

To be updated September 2027 or updated as soon as possible throughout the year if any of the information changes.