



SEND Provision at St Ann's Primary School

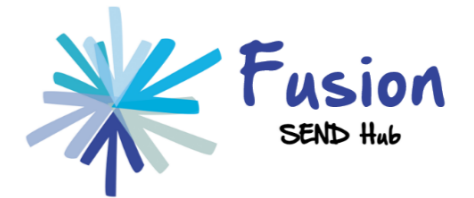
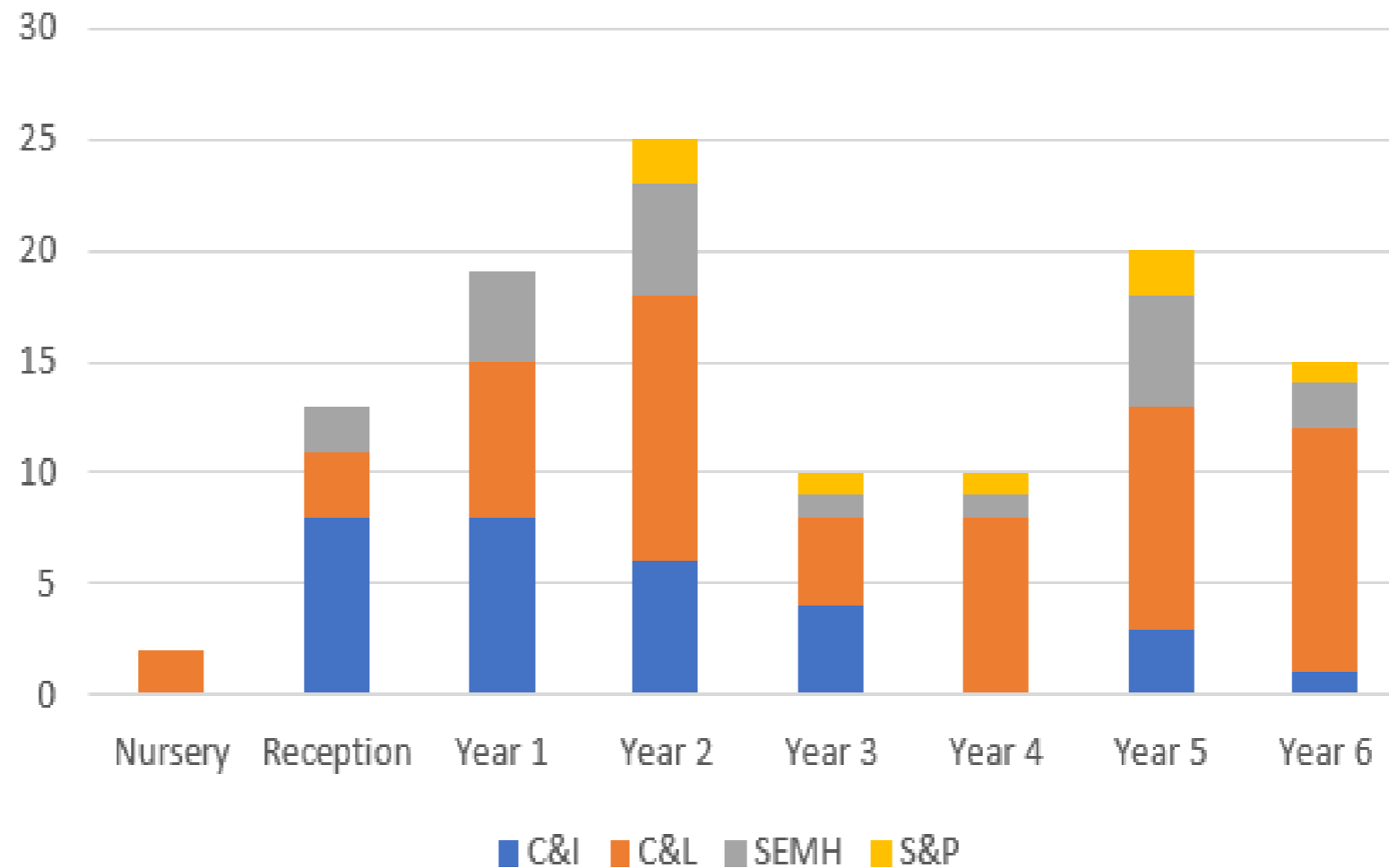


@SAP Every Child, Every Voice, Every Dream

School Staff Expertise

- SENDCo
- Assistant SENDCo
- Sports Coach
- Family Support Worker
- Mental Health First Aiders
- First Aiders
- EP
- Team Teach trained workforce
- ACEs trained
- JMAT SEND Lead advisor
- Epipen trained
- Little Wandle Trained
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Primary Need for each Year Group



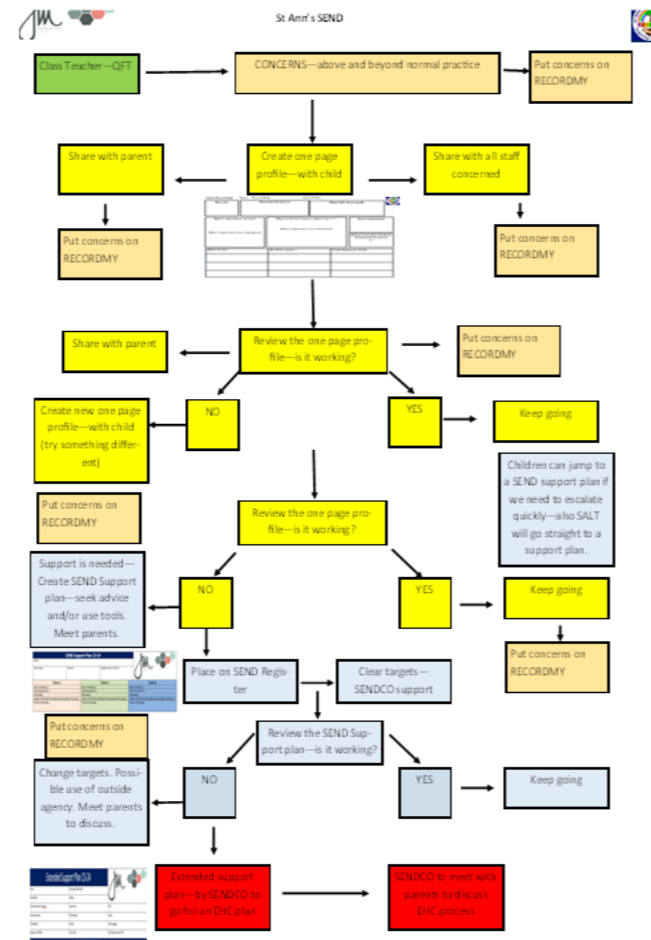
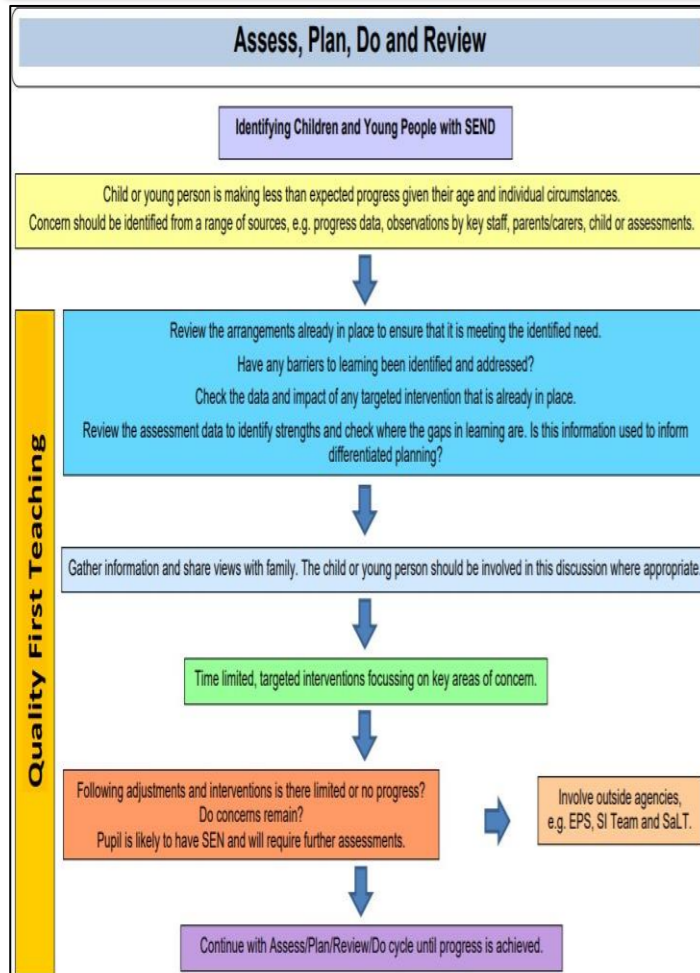
St Ann's Primary School has a high level of SEND/Inclusion at 31% (compared to 17% nationally) and Pupil Premium at (July 2023) 52% (compared to 23% nationally). We have 7 children with EHCPs in school and our attendance is 91.2%. The school's catchment is socio-economically diverse with deprivation indicators for Health, Crime, and Employment all in the lowest 20% nationally. We have high mobility and high EAL.

What is your ambition for SEND pupils within your curriculum?

Every child, every voice, every dream.

Using the respect agenda all children, no matter what need, are Represented in school. This could be in clubs, tournaments, school council and whole school initiatives. By levelling up and using scaffolds we are achieving Equity for all children. Empowering children to have a voice and turn dreams into reality. This enables all children to be successful or achieve Success in preparation for adulthood. Working as a Team we are keeping SEND alive through school and Communicating with our children, who feel that they are heard.

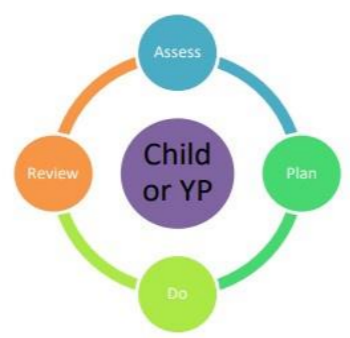
Represent Equity Success Protection Empowerment Communication Teamwork



Implementation: School Steps to Success				
Provision	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and Physical
Universal	Quality First Teaching Meeting with parents One Page Profile Communication in Print (TBC) Same-day intervention. JIGSAW	Quality First Teaching Meeting with parents One Page Profile Communication in Print (TBC) Same-day intervention JIGSAW	Quality First Teaching Meeting with parents One Page Profile Communication in Print (TBC) Same-day intervention JIGSAW	Quality First Teaching Meeting with parents One Page Profile Communication in Print (TBC) Same-day intervention JIGSAW
Targeted	As above and also: Regular meetings with parents SALT programmes Teacher-devised specific interventions. Specific support for language and communication difficulties. Early Help if applicable.	As above and also: Regular meetings with parents Teacher-devised specific interventions. Published support programmes. Early Help if applicable.	As above and also: Regular meetings with parents Teacher-devised specific interventions Published support programmes (e.g. Lego therapy) Early Help if applicable.	As above and also: Regular meetings with parents Teacher-devised specific interventions OT devised programmes. Early Help if applicable.
Specialist	As above and also: Fusion LSS Autism SALT support EPS	As above and also: Fusion LSS EPS	As above and also: Behaviour Support e.g. Aspire Outreach EPS Bereavement support	As above and also: Occupational Therapy Hearing and Visual Impairment Team

Assess - A clear analysis is made of needs based on:

- Views of the pupil and their parents/carers
- Teacher assessments and observations
- Pupil's current attainment
- Pupil's previous progress and attainment
- Tracking of progress and comparisons with national data
- Assessments by external agencies if appropriate



Plan - Following assessment, the teacher, SENDCo, parent/carers and pupil agree on a plan of action to include:

- Time limited outcomes for the pupil
- The adjustments, support and interventions to be put in place
- A date for review

All planning must be pupil centred and outcomes focused and recorded.

Do - All the pupil's teachers and support staff are made aware of the plan and implement the adjustments, support and interventions.

Teachers are responsible for:

- Differentiating and personalising the curriculum
- Delivery of 'additional and different' provision for a pupil with SEN
- Planning, support and impact measurement of all group and one-to-one interventions delivered by support staff linking interventions to classroom teaching
- The SENDCo supports teachers in the effective implementation of the provision.

Review - The quality, effectiveness and impact of provision is evaluated by the review date.

- This includes sharing information with the pupil and parent/carers and seeking their views.

If the pupil still has SEN following intervention, then the cycle begins again using the information gained from the review as the starting point. Ensure that the support in place is adapted to meet their needs and it becomes more personalised and targeted as required with input from the appropriate services.

At all times provision starts with Quality First Teaching.

Impact: As a result Children at St Ann's:

- feel happy, safe and respected.
- Behaviour is good and diversity is celebrated.
- Children demonstrate high levels of engagement in activities, developing their speaking, listening and social skills.
- Have supportive and trained staff who make appropriate adjustments for the child's individual needs.
- Children with SEND make good progress from their starting points due to Quality First Teaching and to the use of resources and bespoke small group intervention which meets the needs of the pupils.
- On leaving our school children with SEND have developed good independence and life skills. Pupils will make secure transitions between classes and educational providers e.g. EYFS - Secondary school.

This term staff have received CPD in these areas of SEND:

- Epipen
- Roles and Responsibilities (Oct Inset)
- SEMH (Oct Inset)
- Team teach (Oct)
- Motor Skills (Oct workshops)