

St Anne's Infants' School SEND Information Report Summary

SENDCo: Anna Sutherland SEND Governor: Emma Turner

Our school supports children with SEND in line with statutory and non-statutory guidance, including the Children and Families Act 2014, SEN Code of Practice 2014, and the Equality Act 2010.

Related Policies:

[Accessibility Plan](#)

[Administration of Medication Policy](#)

[Complaints Procedure](#)

[Equalities Policy](#)

[Positive Relationships and Behaviour Policy](#)

[Safeguarding and Child Protection Policy](#)

[Supporting Pupils at School with Medical Conditions Policy](#)

The Headteacher, who is also the SENDCo, manages SEND support and the inclusion team. The SEND Governor ensures that all relevant policies are followed. This report is created with input from the school's governing body, staff, and parents/carers of children with SEND. It is reviewed at least once a year.

Definition of Special Educational Needs (SEN):

A child has SEN if they have a learning difficulty or disability that requires special educational support, which is different from what other children of the same age receive.

A child has a learning difficulty if they:

- Have much more trouble learning than other children of the same age, or
- Have a disability that makes it hard for them to use the same facilities as other children in mainstream schools.

A child has disability if they:

- Have a physical or mental impairment that has a long-term (a year or more) and substantial (more than minor) negative effect on their ability to do everyday activities.

Admissions

We aim to create an inclusive environment where every child feels they belong. We support various special educational needs (SEN), such as speech and language needs, autism, ADHD, sensory and physical impairments, dyslexia, dyspraxia, and social, emotional, and mental health difficulties. For less common SEN, we seek training and advice to ensure we can meet these needs.

Admissions:

- We use Bristol Local Authority's criteria for admissions to Reception, which do not discriminate against children with disabilities or SEN. The same criteria apply for in-year admissions, managed by the school.
- Our [admissions policy](#) for 2025-26 is available on the school's website.
- Admissions for pupils with an Education, Health and Care (EHC) plan are decided by the Local Authority Special Educational Needs Team (contact: sen@bristol.gov.uk)

What to do if you think your child has SEND

If your child is about to start school:

- Contact the school by phone or email and briefly explain your child's needs.
- Arrange an appointment with the SENDCo.
- Share any relevant paperwork or reports from previous schools or professionals.
- Discuss if your child might need a transition plan.

If your child is already at St Anne's Infants' School:

- Arrange a meeting with your child's class teacher to discuss your concerns.
- The class teacher will follow a step-by-step approach to identify the support needed.
- At the right time, a meeting with the SENDCo will be offered.
- If you want to speak to the SENDCo sooner, use the contact details below or book an appointment at parents' evenings.

Identifying and supporting SEND

We use an 'assess – plan – do – review' cycle to identify and support children with SEN.



How We Identify Needs:

- Teachers observe and interact with children daily to notice any difficulties.
- Regular assessments in phonics, reading, and maths are conducted throughout the year.
- Teachers review progress with the SENDCo and Teaching and Learning Lead at least three times a year.

Providing Extra Support:

- If a child is not making enough progress, we assess their needs and provide extra support, such as 1:1 or group support within class, adapting the curriculum, providing tools and resources to help with learning.
- We then review the child's progress with this support.

Further Assessment:

- If a child still struggles, we use various assessment tools and may refer to external professionals (e.g., Speech and Language Therapists, Educational Psychologists).
- The goal is to understand the child's needs better and provide the right support.

Creating a Learning Plan:

- Based on assessments, we may create an individual Learning Plan with parents/carers and regularly review progress.

Adding children to the SEND Register:

- If a child needs ongoing extra support, we consider them to have SEN and add them to the SEND register.
- Parents/carers are notified when this happens.

Parent/Carer and child involvement**Meetings and Reports:**

- Parents/carers can discuss their child's progress at parents' evenings twice a year and receive a written report at the end of each academic year.
- Additional meetings can be arranged if needed.

Early Intervention:

- If a child is not making progress, the class teacher will contact parents/carers to discuss concerns and next steps.
- If concerns continue, the child may be added to the SEND register and parents/carers will be informed

Learning Plans:

- For significant needs, a Learning Plan is created detailing the child's strengths, needs, targets, and support.
- Parents/carers are encouraged to help review these plans.

Education, Health and Care Plan (EHCP):

- Parents/carers of children with an EHCP are invited to annual reviews, which may include other agencies involved with the child.
- Progress towards targets is reviewed three times a year

Child's Voice:

- The school creates One-Page Profiles for some children, showing what is important to them and how to support them.
- Children with an EHCP can share their views for annual reviews in various ways.
- Pupils with SEND are included in all pupil conferencing opportunities.

Adapting the curriculum for SEND

Information about the curriculum at St Anne's Infants' School can be found on the [school website](#).

- Our curriculum is designed to be enriching and accessible to all children, including those with additional needs.
- Teachers, supported by the SENDCo, inclusion team and external agencies, adapt the curriculum based on assessments and Education, Health and Care Plans. This made include changes to the environment or how lessons are presented, extra resources, group or 1:1 support or structured intervention.
- We ensure all curriculum-related trips and activities, as well as extra-curricular activities, are accessible to pupils with SEND. Activities are risk assessed, and additional adult support is provided when needed. Sometimes, we may ask parents/carers to help.

Inclusivity Projects:

- We are working towards an Equalities, Diversity and Inclusion Quality Mark.
- We are part of the Partnership for Inclusion of Neurodiversity in Schools (PINS) Project.

External support for SEND**Agencies We Work With:**

- Paediatrics
- Educational Psychology
- School Nursing Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Sensory Support Service
- Behavioural Outreach
- Primary Inclusion
- Children's Services
- Bristol Autism Team
- Child and Adolescent Mental Health Service
- Play Therapy
- Hope Virtual School

Equipment and Facilities:

If external advisors recommend equipment or facilities we don't have, we will buy it using our SEN funding or borrow it. For highly specialist communication equipment, we will seek expert advice.

SEND funding and support

We receive special funding to ensure high-quality teaching and resources for pupils needing SEN support. The amount of support each pupil needs varies.

Interventions We Offer:

Communication and interaction	Cognition and learning	Social, emotional and mental health	Physical and sensory
Attention Autism ('bucket time') Speech and language therapy Early Talk Boost Colourful Semantics Six Bricks (executive function)	Phonics Reading Partners Lightning Squad Precision Teaching 5-minute box – literacy A-Z literacy Write from the Start 5-minute box – maths	Hamish and Milo Therapeutic Play	Sensory Circuits Fizzy Kids (gross motor skills) Clever Hands (fine motor skills) Occupational therapy Physiotherapy

If a child has significant needs, we discuss with parents/carers about applying for an Education Health and Care Needs Assessment. If an Education Health and Care Plan is issued and requires a high level of resources, the Local Authority provides additional funding.

Training and development for staff

Experience and Qualifications:

Our SENDCo has 20 years of experience, specialising in Early Years teaching, and holds the National Award for SEN Co-ordination. She is supported by a SENDCo Assistant who is a trained Mediating Learning Support Assistant (MeLSA) and a Pastoral Lead who is a qualified Senior Mental Health Lead.

Our staff receive regular training on various topics, including:

- Speech, language, and communication
- Executive function and memory
- Sensory processing
- Motor skills
- Neurodiversity
- Autism
- Phonics
- Social and emotional development
- Attachment and trauma
- Positive handling
- Manual handling
- Administration of medication

If further training is needed, we find suitable providers, such as the Educational Psychology Service and Speech and Language Therapy.

Assessing and reviewing progress

Ongoing Assessments:

- Teachers use various assessments to check how well pupils are learning and retaining knowledge.
- Pupils with SEND may have more frequent assessments due to their interventions and involvement with external agencies.
- Pupils with a Learning Plan or EHCP have their targets reviewed three times a year.

Termly Reviews:

- At the end of each term (three times a year), teachers assess every pupil's progress and input this information into school systems.
- Review meetings are held between teachers, the Teaching and Learning Lead, and the SENDCo to discuss progress and evaluate the impact of support.
- Decisions are made about the ongoing support needed.

Emotional and Social Development

We ensure every child feels happy and safe, focusing on emotional resilience and social skills. Our sensory environment audit praised our holistic and supportive learning environment.

Our Positive Relationships and Behaviour Policy is based on STAR values, helping children become:

- Self-believers
- Team Players
- Adventurous
- Resilient
- Successful

Children learn emotional literacy and self-regulation strategies through PSHE lessons, assemblies, circle times, and mindfulness sessions, as well as through daily interactions. We promote respect and tolerance by celebrating similarities and understanding differences through assemblies, circle times, and our curriculum.

Additional Support:

- Support includes sensory circuits, a sensory room, calm spaces, and feelings check-ins.
- Our Pastoral Lead, Jen Owen, provides 1:1 check-ins and delivers the intervention, Hamish and Milo.
- We also work with a Primary Mental Health Specialist, School Nurse, CAMHS and play therapists.

Communication and support for Parent/Carers

Meetings with the SENDCo:

Offered at parents' evenings or can be arranged by:

Emailing the school office: school@stannesinfants.co.uk

Phoning: 0117 903 1435

Emailing the SENDCo directly: help@stannesinfants.co.uk

Daily Availability:

The SENDCo and Pastoral Lead are available every morning on the playground.

Coffee Mornings:

Termly coffee mornings for parents/carers of children with SEND organised by the SENDCo.

Bristol's Local Offer:

For information about SEND and support from the Local Authority, please click [this link](#).

SEND and You SENDIAS:

An information, advice, and support service for children and young people with SEND and their families in Bristol, South Gloucestershire, and North Somerset. More details can be found [here](#).

Bristol Parent Carers:

A non-profit organisation of volunteer parent carers of children with SEND. They provide information and support to all families, regardless of the child's type of need or diagnosis status. More information is available [here](#). Bristol Parent Carers have created a leaflet with information about other support organisations. You can view it [here](#).

Looked After and Previously Looked After Children

Rae Fillingham is the Designated Teacher for Looked After and Previously Looked After Children.

The Designated Teacher

- holds regular meetings with parents / carers to share updates about the child's learning and discuss any concerns.
- meets with social workers and other agencies involved with the child.
- works closely with the SENDCo to ensure these children get the same support as others with special needs.

Complaints about SEN Provision

Initial Steps:

Discuss concerns with your child's class teacher, the SENDCo, Pastoral Lead, or Designated Safeguarding Lead.

If Not Resolved:

Refer to the school's Complaints Policy.

Further Steps:

If the governing body cannot resolve the complaint, a disagreement resolution or mediation service may be used.

If still unresolved, you may appeal to the First-tier Tribunal (Special Educational Needs and Disability) for disability discrimination cases or to the Secretary of State for other cases.

Appeals:

For children with an Education Health and Care Plan, parents/carers can appeal against Local Authority decisions. These complaints cannot be investigated by the school.

Further information

The school website: www.stannesinfants.co.uk

Contact the school office on 0117 903 1435 / school@stannesinfants.co.uk

Read our [full SEND information report](#), [SEND Policy](#), [Accessibility Plan](#) and our latest [Ofsted inspection report](#)