

# St Anne's Infants' School

## SEND Information Report

### December 2025



**SENDCo:** Anna Sutherland

**SEND Governor:** Kia Brown

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**Local Offer Contribution:** [Bristol's SEND Local Offer](#)

**SEND Policy:** [St Anne's Infants' School SEND Policy](#)

**Number of children receiving SEND support:** 28



This document sets out how St Anne's Infants' School provides for children with Special Educational Needs and Disabilities within our mainstream setting. It has been written in line with the requirements of:

- Children and Families Act 2014
- SEN Code of Practice 2014
- Special Educational Needs and Disability Regulations 2014
  - Part 3 Duties on Schools – Special Educational Needs Co-ordinators
  - Schedule 1 regulation 51– Information to be included in the SEN information report
  - Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- The School Information (England) (Amendment) Regulations 2012
- The School Information (England) (Amendment) Regulations 2013

This report should be read in conjunction with the following school policies/plans:

[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](#)

This report was developed in consultation with the governing body, staff, and parent/carers of children with SEND. It will be reviewed at least annually.

The SENDCo (who is also the Headteacher) is responsible for the day to day management and provision of SEND across the school, including line management and deployment of the inclusion team. The SEND Governor is responsible for ensuring the relevant policies are implemented.

#### Definition of SEN

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 i.e. provision which is 'additional to or different from' that which is generally made available for children of the same age.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. SEN Code of Practice (2014, p 4)

## Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is, ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ SEN Code of Practice (2014, p5)

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## What special educational needs do we cater for?



At St Anne’s Infants’ School, we take pride in our ambition to create a culture of inclusivity and sense of belonging for all. We strive to make provision for every kind of frequently occurring special educational need, with or without an Education, Health and Care plan, for example speech and language needs, autism, ADHD, sensory and physical impairments, specific learning difficulties such as dyslexia and dyspraxia, and social, emotional and mental health difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we are committed to accessing training and advice so that these kinds of needs can be met.

<b>Area of need</b>	<b>No. of pupils at SEN support</b>	<b>No. of pupils with EHC plan</b>
Cognition & Learning	2	0
Communication & Interaction	15	4
Social Emotional & Mental Health	7	0
Physical / Sensory	0	0

The school is the admissions authority for entry to Reception. However, it commissions Bristol Local Authority to conduct the bulk admissions process for the September of every year, using the Local Authority admissions criteria. These do not discriminate against, or disadvantage, disabled children or those with special educational needs. The same criteria are used for in-year admissions which are managed by the school.

Our admissions policy for 2025-26 can be found [here](#) on the school’s website.

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority Special Educational Needs Team who can be contacted on [sen@bristol.gov.uk](mailto:sen@bristol.gov.uk) for further information about applications.

### What should you do if you think your child may have special educational needs?



If you have any concerns that your child may have special educational needs, you are encouraged to contact the school at the earliest opportunity.

#### If your child is about to start school and you think they have additional needs

- Contact the school by phone or email and provide a brief overview of your child's needs
- Arrange an appointment with the SENDCo
- Share copies of relevant paperwork / reports from previous educational settings or professionals.
- Discuss whether your child might need a transition plan

#### If your child is already at St Anne's Infants' School and you think they may have additional needs

- Arrange a meeting with your child's class teacher to talk about your concerns
- The class teacher will then follow the graduated approach (see below) to identify support needed
- At the relevant point of the graduated approach, a meeting with the SENDCo will be offered
- If you would like to speak to the SENDCo before this point, use the contact details above or arrange a book an appointment at parents' evenings.

### How do we know if a child needs extra support and work out what their needs are?



We follow a [graduated approach](#) to identifying special educational needs using an 'assess – plan – do – review' cycle.



Teachers get to know all children really well through their day to day interactions. They continually observe the children, check their understanding and feedback on learning so are able to notice if a child is having difficulties. Assessment e.g. regular phonics and word reading assessment, reading benchmarking throughout the year, maths assessment three times a year is carried out and teacher review progress with the SENDCo and Teaching and Learning Lead, at least three times a year.

Where progress is not sufficient, even if a special educational need has not been identified, we discuss and assess the child's needs to put extra support with reference to [Ordinarily Available Provision](#) in place. Examples of extra support are: focussed individual or group support within class; adaptation of the curriculum to meet individual learning needs; provision of tools and resources to support access to the curriculum and scaffold learning. We then review the progress the child has made with this support.

Some pupils still may not to make the expected progress, despite high-quality teaching targeted at their areas for development. For these pupils, and in consultation with parent/carers, we use a range assessment tools to

determine the cause of the learning difficulty. We are experienced in using a range of assessment tools including speech and language screeners, Renfrew Action Picture Test, Strengths and Difficulties questionnaire, Boxall Profile, miscue analysis, and motor skills assessments. We are also able to refer to external professionals who can complete more specialist assessments for example, School Nursing Service, Paediatricians, Speech and Language Therapists, Educational Psychologists and Occupational Therapists.

The purpose of this more detailed assessment is to gain a deeper understanding of a child's needs along with any additional resources and different approaches that are required to enable them to make better progress. Outcomes of assessments are then incorporated into an individual Learning Plan, in collaboration with parent/carers and progress is regularly reviewed.

At this point, due to the school is making educational provision for the pupil which is additional and different to what is normally available, we consider whether or not the child has a special educational need. If the pupil is unable to make good progress or sustain progress without additional support, we identify them as having a special educational need and they are added to the school's SEND register. If the pupil is able to maintain good progress without the additional and different resources, he or she is not added to the SEND register.

When a child is added to the SEND register, parent/carers are notified. More information about the SEND register is available [here](#) on the school's website. We ensure that all teachers and support staff who work with the pupil, are aware of the support to be provided and the teaching approaches to be used.

### How do we communicate with you and your child about their needs and support?



All parent/carers of pupils at St Anne's Infants' School are invited to discuss the progress of their children on two occasions a year (parents' evening) and receive a written report at the end of each academic year. In addition, we are happy to arrange meetings outside of these times.

If improvements in progress are not seen following the early intervention described above, the class teacher contacts parent/carers to discuss their child's progress, listen to their views and discuss next steps in terms of support.

If the decision is made that a child would benefit from accessing further additional intervention, parent/carers are informed of this in writing. We continue to monitor progress and if concerns persist, further discussion with parent/carers take place and the decision may be taken to formally identify special educational needs and add the child to the school's SEND register.

Where needs are significant, a Learning Plan is created, setting out the child's strengths, needs, targets and provision. Parent/carers are encouraged to actively contribute to reviewing these plans.

In the case of a child having an Education, Health and Care Plan, parent/carers are invited to contribute to and attend an annual review, which, wherever possible also includes other agencies involved with the pupil.

The school actively seeks the voice of the child through the creation of a One-Page Profile for some individuals; these are visual summaries of who and what is important to the child, things they are good at and find difficult, and strategies to support them. They are made in collaboration with children and where appropriate, parent/carers.

Children with an EHCP are supported to provide their views for annual review either through talking, photographs, drawing, writing or through a member of staff who knows them well. Pupils with SEND are represented in all pupil conferencing opportunities carried out by school staff.

## How do we teach children with SEND?



The quality of teaching at St Anne's Infants' School was judged to be good in our last [Ofsted inspection report](#). 'Adults in school have high expectations of all pupils, including those with special educational needs and/or disabilities (SEND)'

The school uses [Ordinarily Available Provision](#) and adaptive teaching strategies to tailor access to the curriculum for individuals. Where relevant, advice from external agencies is implemented. This can include: adaptations to the environment or how learning is presented, access to additional resources, small group or 1:1 support in or out of the classroom, structured intervention etc. We have a sizeable inclusion team, employed in part through the school's notional SEN funding, who are well-trained in understanding needs and delivering support.

## What sort of things will your child learn here?



Information about the curriculum at St Anne's Infants' School can be found on the [school website](#). We have developed an enriching curriculum that enables children to learn through practical opportunities and record learning in a broad range of ways, thereby making it accessible to children with additional needs. Ofsted reported, 'leaders have designed a curriculum that is well sequenced. Consequently, pupils, including those with SEND, build knowledge well from the early years... Pupils with SEND access the same curriculum as their peers because the work is adapted to meet their needs well.'

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, we are currently working towards an Equalities, Diversity and Inclusion Quality Mark and have recently taken part in the Partnership for Inclusion of Neurodiversity in Schools (PINS) Project. As part of the PINS project, we have accessed training on creating an inclusive environment that instils a sense of belonging for neurodiverse children, staff and parents, received whole staff Good Autism Practice training and undertaken a sensory environment audit which concluded, 'Compassionate and highly trained staff were observed whose dedication and nurturing approach permeate the school. A commitment to providing safety, structure, and individualised support fosters an atmosphere where children feel both secure and valued.'

Responsibility for adapting the curriculum is with teachers, supported by the SENDCo and inclusion team. We also incorporate the advice provided as a result of assessments, both internal and external, and the provision set out in Education, Health and Care Plans.

All curriculum related trips and activities on offer at St Anne's Infants' School, as well as extra-curricular activities are available to pupils with special educational needs. Such activities are risk assessed to consider adaptations that may need to be made to enable access and meaningful experiences. Additional adult support is usually provided through school resources but at times, depending on the level of risk and/or availability of resource, we may seek to involve parent/carers.

## How do we make sure children get all of the help they need from different people?



We work with a range of external agencies to ensure our pupils get the support they need:

- 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

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using our notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice.

### What else will we do to help your child learn and how will this happen?



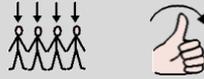
As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching strategies for pupils requiring SEN support. Four members of staff have undertaken training in mediating learning, led by the Educational Psychology Service. The amount of support required for each pupil to make good progress will be different in each case.

We currently offer a broad range of interventions:

- 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
- Play Therapy
- Sensory Circuits
- Fizzy Kids (gross motor skills)
- Clever Hands (fine motor skills)

Where a child has a significantly high level of need, the school will discuss with parent/carers whether an application for an Education Health and Care Needs Assessment is appropriate. If an assessment results in an Education Health and Care Plan being issued and a very high level of resource is required, the Local Authority should provide additional funding to ensure implementation of the provision set out in the plan.

## How do we make sure that everyone that works with your child has the right skills?



The current SENDCo has 20 years' experience of working in schools, specialising in Early Years teaching as well as being a previous Reading Recovery teacher and Nurture-accredited practitioner. She gained the National Award for SEN Co-ordination 14 years ago and has worked at St Anne's Infants' School for the duration of this time.

The Pastoral Lead is a qualified Senior Mental Health Lead and is trained in delivering social, emotional and mental health interventions.

The SENDCo, EYFS lead teachers and two teaching assistants have undertaken MeLSA training.

All teaching assistants have at least a Learning Support Assistant Level 3 certificate, with some being qualified teachers.

Our teaching and inclusion teams receive regular training on supporting children with SEND and have undertaken a broad range of professional development opportunities to enhance their understanding of needs and support, including:

- Speech, language and communication
- Executive function, memory and cognitive overload theory
- Sensory processing
- Motor skills
- Neurodiversity
- Autism
- Phonics
- Social and emotional development
- Attachment and Trauma
- Positive handling
- Manual handling
- Administration of Medication

All staff employed in February 2025 received Good Autism Practice training and new staff receive the training as part of their first year induction.

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers include the Educational Psychology Service, North Star Outreach, Lansdown Park, Speech and Language therapy, Occupational Therapy, Trading with Schools. The cost of training is covered by the notional SEN funding.

## How do we know that the help we are giving your child is working?



As detailed in Section 2 above, teachers use a range of ongoing formative and summative assessments to determine how well pupils are learning and retaining the knowledge and skills taught. In addition to this, pupils with SEND may have more frequent assessments as part of the interventions they are participating in, involvement of external agencies etc. Pupils with a Learning Plan or EHCP have their targets reviewed three times a year.

At the end of each long term (i.e. three times a year), teachers make judgements about every pupil's level of attainment using assessment information and input these into school systems. Review meetings are then held between teachers, the Teaching and Learning Lead and the SENDCo to discuss pupil progress; the impact of support is evaluated and decisions are made about the nature of ongoing support.

Analysis of data is carried out to identify patterns and trends, and compare the rate of progress of children with SEND to that of their peers.

### How do we help your child learn about their feelings and relationships?



At St Anne's Infants' School, we strive to ensure that every child feels happy and safe and we understand that an important part of education is to enable all pupils to develop emotional resilience and social skills. Our recent sensory environment audit report stated, *'It is clear that the school not only focuses on academic growth but also on the emotional and social development of its students, creating a truly holistic and supportive learning environment.'*

The school's STAR values, which underpin our [Positive Relationships and Behaviour Policy](#) and are firmly embedded throughout the school, provide a foundation to this. They support children to become:

Self-believers  
Team Players  
Adventurous  
Resilient  
Successful

Additionally, through the use of [Zones of Regulation](#), children develop emotional literacy and strategies for 'self-regulation.' Direct teaching of emotional and social skills occurs through PSHE (Personal, Social and Health Education) lessons, assemblies, circle times and mindfulness sessions. These skills are also developed indirectly through daily interactions between staff and children.

Some pupils may need additional support to develop their social, emotional and mental health. This is offered through sensory circuits, use of the dedicated sensory room, calm spaces, feelings check-ins etc. Our Pastoral Lead, Jen Owen, is also the school's Senior Mental Health Lead. She is able to provide regular 1:1 check-ins and support a range of social and emotional needs through the intervention Hamish and Milo. Where a greater level of support is required, we liaise with our Primary Mental Health Specialist, make a referral to the School Nurse or CAMHS, or engage the services of a play therapist.

We take conscious steps to develop respect and tolerance towards children with additional needs by celebrating similarities between us and developing an understanding and acceptance of differences through assemblies, weekly circle times and our curriculum.

### What other help can we give you or help you to get?



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

[Bristol's Local Offer](#) contains information for children and young people with special educational needs or disabilities and their families.

[SEND and You SENDIAS](#) is an information, advice and support service for children and young people with SEND and their families in Bristol, South Gloucestershire and North Somerset.

[Bristol Parent Carers](#) is a non-profit organisation based in Bristol, consisting of volunteer parent carers of children with special educational needs and disabilities (SEND). As a pan-disability charity, they provide information and support to all families, regardless of their child's type of need or diagnosis status.

Here is a [link to a leaflet](#) created by Bristol Parent Carers detailing a wealth of information about other support organisations.

### How do we make sure that you know how we can help you?



All parent/carers of pupils at St Anne's Infants' School are invited to discuss the progress of their children twice a year at parents' evenings and receive a written report at the end of each academic year. In addition, we are happy to arrange meetings outside of these times.

Meetings with the SENDCo are offered at the two parents' evenings or can be arranged by emailing the school office [school@stannesinfants.co.uk](mailto:school@stannesinfants.co.uk), phoning 0117 903 1435 or emailing her directly [help@stannesinfants.co.uk](mailto:help@stannesinfants.co.uk).

The SENDCo and/or Pastoral Lead are also available to talk to every morning on the playground.

Termly coffee mornings are held for parent/carers of children with SEND which are organised and attended by the SENDCo. Other organisations, such as Bristol Parent Carers, also attend on some occasions.

Termly school nurse drop-ins are held for all parent/carers, organised and attended by the Pastoral Lead.

There is a range of information about SEND on [the school website](#).

### How do we help children who are looked after by Bristol City Council?



The Designated Teacher (DT) for Looked After and Previously Looked After Children is Rae Fillingham, who is also the Deputy Head Teacher and Designated Safeguarding Lead.



The DT is actively involved in LAC reviews and other relevant social care meetings in order to provide information regarding the child's learning, attainment and any concerns raised by the school.

The DT regularly liaises with the SENDCo to ensure that looked after children with SEND receive the same level of support as other children with SEND in accordance with the Code of Practice. Where appropriate and possible, the SENDCo will also attend meetings.

### What can you do if you are not happy about something at St Anne's?



Should parent/carers have a complaint about provision made for special educational needs, they are, in the first instance, encouraged to discuss their concerns with their child's class teacher, the SENDCo, Pastoral Lead or Designated Safeguarding Lead. If the matter is not resolved, they should refer to the school's [Complaints Policy](#).

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service may be contracted, depending on the nature of the complaint. If it remains unresolved after this, the complainant may be able to appeal to the First-tier Tribunal (Special Educational Needs and Disability) if the case refers to disability discrimination or to the Secretary of State for other cases.

There are some circumstances, usually for children who have an Education Health and Care Plan where there is a statutory right for parent/carers to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

### How can you find out more about us?



The school website has a wealth of information [www.stannesinfants.co.uk](http://www.stannesinfants.co.uk)

You can contact the school office on 0117 903 1435 / [school@stannesinfants.co.uk](mailto:school@stannesinfants.co.uk) to find out more from the relevant member or staff or arrange a visit.

You can also read our [SEND Policy](#), [Accessibility Plan](#) and our latest [Ofsted inspection report](#)