



The Federation of The Annunciation Catholic Schools

'Be who God meant you to be and you will set the world on fire' St Catherine of Siena

SEND Information Report 2024 - 2025

At The Annunciation Catholic Infant and Junior Schools, our vision and aim for children with Special Educational Needs and Disabilities is the same as for all our children; that they are happy, valued and included in all aspects of our Christian learning community, allowing them to thrive and reach their potential.

At different times in their school life children may have special educational needs (SEN). The Government defines SEN in The Code of Practice as follows:

“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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age: or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

If a learner is identified as having SEND, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, which is intended to overcome the barrier to their learning.

Click on either of the two links below for direct access to the Department for Education revised documents related to Special Educational Needs.

[SEND Code of Practice](#)

[Guide for Parents and carers](#)

Within the following questions you will find our school’s SEND offer which describes how we support our pupils according to their needs.

1. What are the kinds of special educational needs for which provision is made at our school?

Within our school community, we have children with a wide variety of special education needs and disabilities such as Autism, ADHD, hearing loss, Speech, Language and Communication difficulties, Dyslexia and Developmental Co-ordination Disorder. Some pupils have a clear diagnosis and others do not but all pupils receive the support they require to make good progress and do not require an EHC plan to access support. All children are welcome to attend our school and if a child has a Special Educational Need or Disability, we will endeavour to acquire the skills and knowledge to support the child and their family to the best of our ability, making reasonable adjustments that are supported by the Local Authority and local agencies. We offer a range

of provision to support children with communication and interaction, cognition and learning difficulties, social, emotional and mental health or sensory or physical needs.

2. How does The Annunciation Catholic Infant and Junior School know if pupils need extra help and what should I do if I think that my child may have special educational needs?

We adopt the legal definitions of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act 2014. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child is not regarded as having learning difficulties solely because their home language is different from the language in which he/she will be taught. All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCo and outside agencies when appropriate, will ensure that those pupils requiring different or additional support are identified at the earliest opportunity.

We adopt a graduated approach to this process based on Quality 1st Teaching. A child will receive 'School Support' when they require additional interventions or adaptations to basic teaching approaches in order for them to make progress. This may be slower than their peers so they will be tracked carefully rigorously. At this stage, provision is funded by the school. Further to this, pupils may be supported through 'SEND Support' when a greater level or more specialised/ bespoke programmes are required. Progress gaps with peers may be more profound due to slower rates of progress, even with clear learning support. At this level, intervention strategies are bespoke to the child's specific needs and the provision pathway may be supported by outside agencies. Should a parent/carer have concerns about their child in relation to SEND at the Infants School, they may either contact the class teacher, who will discuss concerns and possible strategies with the SENDCo Miss Bourke. At the Junior School, parents/carers may contact the class teacher or the SENDco Mrs O'Carroll. The Head Teacher Ms O'Prey or Deputy Headteacher of the Juniors, Mr McCreadie may also be contacted to discuss concerns and needs. We would then devise a strategy of support/monitoring in partnership with the parent/carer and the child.

Wave 1: Initially, children receive inclusive quality first teaching for all, which may include the provision of differentiated classwork. Some children at this level may be on our concern list as we are carefully tracking and reviewing their progress. This includes identifying, planning and delivering a differentiated curriculum for your child in class as necessary. All teachers ensure that the school's SEND policy is followed in their classroom and for all the pupils they teach with any SEND.

Wave 2: If concerns continue or increase, then children may receive additional, time-limited and targeted interventions to accelerate their progress to help them work at age-related expectations.

Wave 3: If there are still concerns, children will receive highly personalised interventions to accelerate their progress and enable them to achieve their potential, with the possibility of outside agency support. At this point there would be considerations of SEN

3. Where can I find information about the school's policies for the identification and assessment of pupils with special educational needs?

The Annunciation Infant SEN policy and the Annunciation Junior SEN policy provide information about the school's policies for identification and assessment of pupils with special educational needs. This can be found on our school website.

4. What provision is made for children with SEND; with and without an EHC Plan (Educational Health Care Plan) in respect of:

a) What are the school's arrangements for assessing and reviewing progress of children with SEN?

Teachers carry out termly teacher assessment of all children using a range of sources including observations, class work and class-based assessment pupil progress meetings/discussion are held termly from which we track and identify children who are not making expected progress and provision discussed and agreed. Interventions/support programmes are then implemented and monitored to ensure that the child makes accelerated progress. As part of termly reviews of Support plans, teachers will discuss children's progress and attainment so parents can share their views and discuss any extra support that can be provided at home.

If a learner is identified as having SEN, we will provide support that is 'additional to' or 'different from' the differentiation approaches and learning arrangements normally provided as part of the high quality, personalised teaching intended to overcome the barrier to their learning.

When providing support we engage in a **4 stage process: Assess, Plan, Do, Review**

- ☐ • **Assess** – this involves taking into consideration all the information from discussions with parents or carers, the child, class teacher and assessments.
- ☐ • **Plan** – this stage identifies the barriers to the learning, intended outcomes and details what additional support will be provided to overcome the barriers. Decisions will be recorded on an SNS (Special Needs Support) plan and will form the basis for termly review meetings held as part of parent/teacher consultations.
- ☐ • **Do** – providing the support – extra assistance for the learning or learning aids as set out in the plan.
- ☐ • **Review** – measuring the impact of the support provided and considering whether changes to that support need to be made. All of those involved – child, parents or carer, teacher and SEN team (if appropriate) contribute to this review. This stage then informs the next cycle, if necessary. Meetings with teachers and TAs are held regularly and termly Pupil Progress meetings with the Head Teacher, Deputy Head Teacher and SENCo.

This additional support, 'intervention' will be tailored to meet the child's needs and will target the area of difficulty. This support may be provided in classroom or withdrawal in a small group with learners with similar needs or on a 1:1 basis. A TA (Teaching Assistant) usually runs these. For some learning, this may be access to a resource such as a writing slope, ICT equipment or a sit 'n' move cushion. The support provided and its impact in class will be monitored closely and shared regularly with the child and with their parents or carers. There are regular review meetings, which can take the form of:

☐ Parents evenings

☐ Pupil progress meetings

☐ Meeting with class teacher and member of SEN team

☐ TACs (Team Around the Child) which outside agencies (OT, EP, SLT, Physio or Advisory Teachers) attend if appropriate

While the majority of learning with SEN will have their needs met in this way, some may require an EHC needs assessment to determine whether it is necessary for the local authority to make provision in accordance with an EHC plan.

b) How is the intervention/support monitored as to its effectiveness?

The interventions used will be those that are proven to make a difference for most learners. A base line assessment will take place at the beginning of the intervention – this will provide the point of reference for measuring progress made by a child – and a target outcome set. Regular reviews will take place to ensure that the intervention is having the intended effect. The termly reviews will involve children and their parents or carers, as well as class teacher and a record kept of agreed actions. Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals with the parents' consent. This might involve: Speech & language therapy services, Occupational therapist, physiotherapist, CAMHS (Child and Adolescent Mental Health Services), advisory support teacher, Educational Physiologist or health services such as a Paediatrician.

Where a child has an EHCP, there will be an annual review held in addition to the termly review meetings, incorporating the views of the child, their parents or carers and other professionals involved with the child.

c) What is the schools approach to teaching children with SEND?

☑ Children with SEN are inclusively educated within an age appropriate classroom with their peers most of the time. Teaching and resources are differentiated within the classroom to ensure children are able to achieve objectives. If additional support is identified as necessary, children take part in planned, evidence-based intervention. Support is personalised and targeted. Adults working with a child with SEND communicate regularly to ensure a consistent approach to teaching and learning.

d) How does the school adapt the curriculum and learning environment for children with SEN?

We endeavour to ensure all children's needs are met through Quality First provision in the classroom so they can access the curriculum. All children at The Annunciation are the responsibility of their class teacher, who plans for and teaches all the children in their class. At times this involves differentiation and extra support, either through additional adults or additional materials and resources, to reduce or remove barriers to learning. Where necessary children are given extra support or additional, time-limited and targeted interventions to accelerate their progress to help them work at age-related expectations. Class-based TAs work alongside the class teacher to support children with SEND individually/in small groups and to facilitate the class teacher working with children with SEN. Links are forged between classroom and intervention to ensure continuity, through verbal communication. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children.

e) What additional support is available for children with SEND?

The school provides various interventions/support that meet the individual needs of the children:

Children who may require higher levels of support have access to appropriately trained support staff. Class-based TAs work alongside the class teacher to support children with SEND individually/in small

groups and to facilitate the class teacher working with children with SEND. Differentiated resources to support children with SEND's independence. Support from outside agencies when necessary. Access to evidence-based SEND interventions in very small groups or 1-1. Specialist staff in school: SEN team, Learning mentor, Teaching assistant and outside agencies when appropriate.

f) What activities are available for pupils with special educational needs in addition to those available in accordance with the curriculum?

We strive to ensure that all children are included in school trips and activities and full risk assessments are carried out before any visits. After school clubs are available to all children.

g) What support is available for ensuring the emotional and social development of pupils with SEND?

We place great emphasis on the emotional happiness and well-being of our pupils. Personal Social Health Education (PSHE) is a regular and important part of the curriculum and provides a safe environment for children to consider and discuss issues. Assemblies and RE also provide daily opportunities for pupils' reflection and discussion. Children are assured that all adults are available to speak to them about any worries, difficulties or problems

5. What specialist services and expertise are there for children with SEND?

We have a collaborative approach to the support of children and work with a number of different agencies. We have access to Speech and Language Therapy; Occupational Therapy; Educational Psychology Services; Children and Adolescent Mental Health Service; and the IAT (Inclusion Advisory Team) – all of whom work with children at The Annunciation who meet their criteria. We use the Visual Impairment and Hearing Impairment Services. Where appropriate we have Team Around Child (TAC) meetings so all the agencies as well as the child's parents can meet to discuss concerns and to coordinate support.

6. What training have the staff supporting SEND had?

Members of the SEN team have had specific training in a wide range of SEN and also access regular training from Barnet. All teaching and support staff have received training in Behaviour, reading, role of the Teaching Assistant in supporting learning and Safeguarding. Staff received training on the Zones of Regulation. In addition to this support staff have received training specific to the intervention they are running including precision teaching, reading support and stages of play. We arrange regular training from outside agencies and from Barnet, including Speech and Language, and Autism Outreach. There is a regular training programme for support staff. All new staff at The Annunciation Schools are inducted by a member of SLT. Teaching and support staff are given specific training on 'SEN' as required.

7. How accessible are the schools both indoors and outdoors?

The Annunciation Infant School and The Annunciation Junior School are secure buildings, all on ground level and is easily accessible for all pupils. The Junior School also has a disabled toilet. We endeavour to remove any barriers to learning to enable pupils with 'SEND' to fully access the school and curriculum. We continue to adapt and develop the range of facilities and resources to support pupils' development and understanding.

See the school's Access Policy

7. What arrangements are there for consulting and involving parents of children with SEND?

We offer:

☑ Termly Parents Evening meetings with the class teacher

☑ 'Open-door' policy with class teacher/SENCo

☑ Relevant information about how parents can support their child at home

☑ Annual reports to parents

☑ We hold multi-agency meetings as required

☑ Progress is reviewed termly with pupils, parents and relevant staff through, for example, Parent Consultation Meetings and Pupil Progress Meetings

Children with complex needs may have an Education Healthcare Plan (EHP) which is formally reviewed annually.

8. What are the arrangements for consulting children with SEND about, and involving them in, their education?

All children, regardless of SEND, are aware of their next steps. Children who have additional needs have targets which are shared, discussed and worked upon with those members of staff who are providing their additional support.

Children on the SEND register are aware of their additional termly targets and are encouraged to self-review against their targets. They are also asked about their views on their strengths and the areas in which they feel they would like to develop and the support they would like to receive. Children with EHCPs are also asked more formally about their views about their learning, their targets and the support and interventions they are given by their teaching assistant for their annual review.

9. What are the arrangements for parents of children with SEND who may wish to complain about the provision?

Parents who wish to complain are strongly encouraged to initially speak to the Head Teacher regarding their complaint. If the issue cannot be resolved at this level or the complaint is regarding the Head Teacher the parent would be directed to the schools complaints procedure.

10. How does the School/Governing Body involve health, social services, LA (Local Authority) Support Services, and others in meeting the needs of children with SEND and supporting their families?

In order to meet the individual needs of a child the school will work with and seek advice from an educational psychologist, advisory teacher, speech and language therapist or health colleagues to support the child's academic and social progress.

11. What are the contact details of support services for the parents of children with SEND, including those for arrangements made in clause 32*?

The first point of contact to discuss something about your child would be their class teacher. The SENCo may also be available.

Barnet Parent Partnership Service 020 8359 7637

12. What are the school's arrangements for supporting children with SEND in transferring

between phases of education?

If your child is joining our school, we are happy to meet parents of children with 'SEND' to discuss the transition into school. Where a child is transferring from another school, a nursery or a specialist unit, we will liaise closely with them and arrange to visit them where possible prior to your child joining us. Home visits are arranged for all pupils joining The Annunciation in EYFS. If your child is moving to another school or is in Year 2, the school will arrange to meet with the SENCo, or where that is not possible, speak to the school on the telephone. Relevant records will be passed on. When moving classes in school, all children take part in a class transition and any vulnerable children will be provided with a transition book to help prepare them for their next class.

When pupils transfer to secondary school, the SENCo and class teacher liaise with the new school so that relevant information is passed on to ensure that pupils continue to receive appropriate support.

13. How do we support Looked After Children at The Annunciation?

The SENCo is the designated LAC teacher who works with the virtual school. They oversee the individual care plan and are involved in PEPs and health plans as appropriate.

14. Who can provide independent support for parents of children with SEND?

Barnet SENDIASS

Barnet SEND Information, Advice and Support Service (formerly known as Parent Partnership Barnet) offers free, confidential, impartial advice, guidance and support for parents/carers of children with special and additional educational needs.

Contact details

Address 2 Bristol Avenue, London, NW9 4EW

Telephone 0208 359 7637

Email address SENDIASS@barnet.gov.uk

Website <http://www.barnet.gov.uk/sendias>

15. Where can I find information about the Barnet local offer?

The link below provides information about the local authority local offer.

<https://www.barnetlocaloffer.org.uk/>