



SEND Information Report (2025-2026)

Introduction

At St Anselm's Catholic Primary School, we provide access to a Catholic Education for all children. We believe that all children, including those identified as having additional educational needs are entitled to a broad and balanced academic and social curriculum, which is fully accessible to them. We work hard with the Local Authority to ensure that all pupils, regardless of their specific need, make the best possible progress in our school (See "What is the Local Offer?" link below)

Definition of Special Educational Needs and Disability (SEND)

The SEND Code of Practice (2015: 15) states that '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 him or her.' It further defines learning difficulty or disability as a child who:

- 'has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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'

SEND Code of Practice (2015: 16)

What is the Local Authority's Local Offer?

- The Children and Families Act (2014) – Local Authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The Ealing Local Offer can be accessed at:

<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/localoffer.page?localofferchannelnew=0>

Our Designated SENCO is **Mrs Sarrah Gissing**

Our Nominate SEN Governor: **Sr Pat Armato**



What is the SEND Information Report?

The SEND Information Report uses the LA Local Offer to meet the needs of pupils with SEND as determined by school policy, and the provision that the school is able to meet.

What types of SEND does the school provide for?

The SEND Code of Practice (2015) highlights four broad areas of SEND:

- **Communication and Interaction:** Children and young people with speech, language, and communication needs (SLCN) who have difficulty understanding and communicating with others. This may include those with ASD, including Asperger Syndrome and Autism.
- **Cognition and Learning:** Children and young people who learn at a slower pace than their peers, and those with Specific Learning Difficulties (SpLD). For example dyslexia, dyscalculia, and dyspraxia.
- **Social, Emotional and Mental Health Difficulties:** Children who may be withdrawn or isolated, as well as those displaying challenging, disruptive or disturbing behaviours. The code states these behaviours may reflect underlying mental health difficulties. For example, anxiety or depression, self-harming or physical symptoms that are medically unexplained.
- **Sensory and/or Physical Needs:** This includes children with a disability that prevents or hinders them from making full use of general educational facilities. For example, those with visual or hearing impairments, multi-sensory impairments, and/or physical disabilities.

Which staff will support my child, and what training have they had?

SENCO

Our SENCO is **Mrs Sarrah Gissing** – office@st-anselms.ealing.sch.uk

They achieved the National Award in Special Educational Needs Co-Ordination in January 2025. They are a qualified teacher.

Responsible for:

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with SEND.



- Providing the specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.
- Ensuring that you, as parents/ carers are:
 - Involved in supporting your child's learning
 - Kept informed about the support your child is getting
 - Involved in reviewing how they are doing
- Liaising with specialist who may be coming in to school to support your child (e.g Speech and Language Therapist, Educational Psychologist)
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept updated.

Class Teacher

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could targeted work or additional support) and communication any concerns with the SENCO.
- Writing SEND Learning Plans and creating individual targets for your child. These are reviewed termly and, if appropriate, new targets are set.
- Communicating individualised targets and reviewing targets with you (as parents/ carers) to involve you in supporting your child's learning.
- Personalised teaching and learning for your child as identified on their SEND Learning Plan.
- Ensuring that the school's SEND Policy is followed in their classroom.

Teaching Assistants (TAs)

We have a team of 8 TAs, including 1 higher-level teaching assistant (HLTA) who are trained to deliver SEN provision. They are trained to deliver interventions such as Little Wandle Letters and Sounds Keep Up/ Catch Up/ SEND, Attention Bucket, Box Clever, Zones of Regulation, Receptive Blanks and Colourful Semantics.



External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs to our pupils with SEN and to support their families. These include:

- Speech and Language Therapists
- Educational Psychologists
- Occupational Therapists
- School Nurses
- Child and Adolescent Mental Health Services (CAMHS)
- Social services or other local authority (LA) provided support services

Head Teacher: Mrs Savita Martis – office@st-anselms.ealing.sch.uk

Responsible for:

- The day to day management of all aspects of the school; this includes the support for children with SEND.
- They will give responsibility to the SENCO and class teachers
- They must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor – office@st-anselms.ealing.sch.uk

Responsible for:

- Making sure that the necessary support is given for all children with SEND.
- The review of the SEND policy.

School contact telephone number: 020 8574 3906

What should I do if I think my child has SEN?

1. Tell us about your concerns

If you think your child might have SEN, the first person to speak to is your child's class teacher. You can arrange an appointment with them through the school office. They will pass the message to our SENCO, Mrs Sarrah Gissing, who will be in touch to discuss your concerns. You can also contact the SENCO directly:

office@st-anselms.ealing.sch.uk



2. We will invite you to a meeting to discuss them

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together, we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

3. We will decide whether your child needs SEN support

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who are not making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

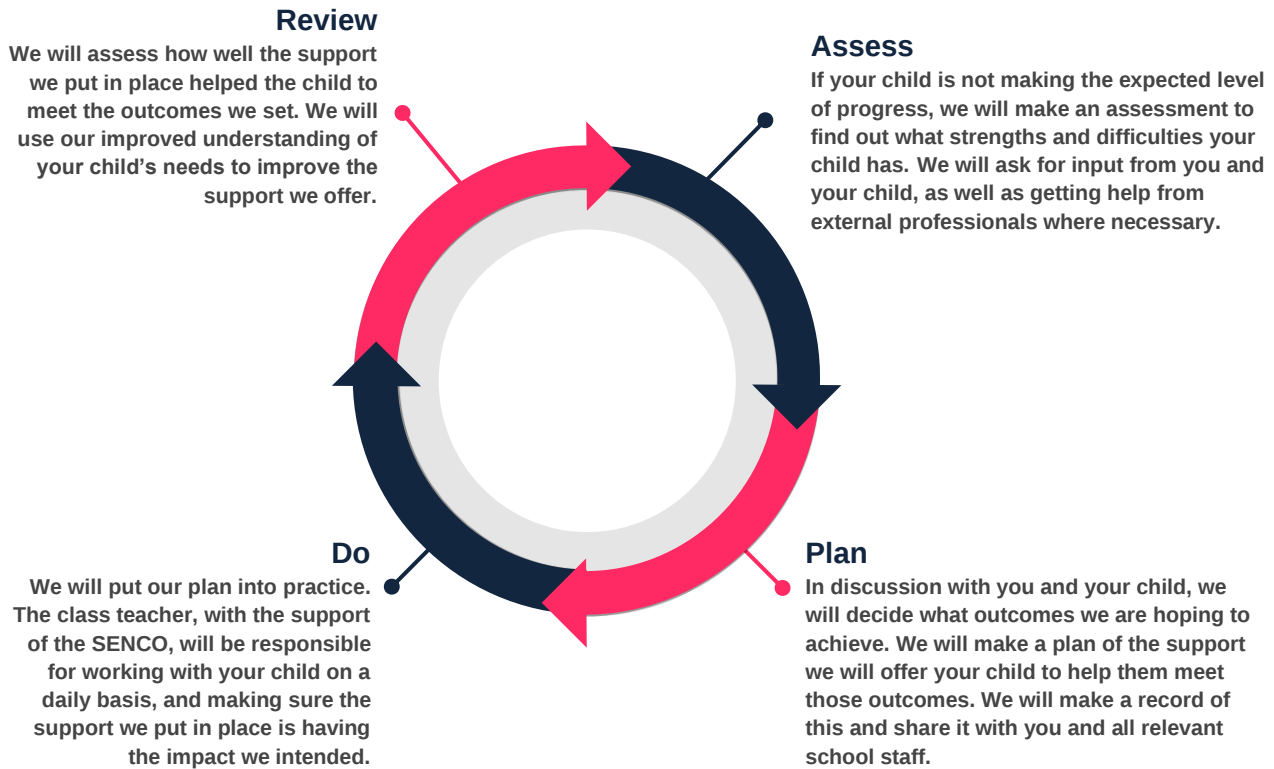
The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or an occupational therapist.

Based on all this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

How will the school measure my child's progress?



We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-party cycle of **assess, plan, do and review**.



As part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. You will be invited to termly meetings to discuss these targets and help set new outcomes. Parents and carers are also encouraged to take part in these meetings to review progress towards the targets, contribute to setting new outcomes where needed, and discuss how support can be continued both at home and at school.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best. This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies, and provisions will be revisited and refined.



How will I be involved in decisions made about my child's education?

We provide annual reports on your child's progress.

Your child's class teacher will meet you termly or 3 times a year to:

- Set clear outcomes for your child's progress.
- Review progress towards those outcomes.
- Discuss the support will put in place to help your child make that progress.
- Identify what we will do, what we will ask you to do, and what we will ask your child to do.

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. You can contact your child's class teacher through this email: office@st-anselms.ealing.sch.uk or arrange a meeting with them through the school office.

How will my child be involved in decisions make about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

- We may seek your child's views by asking them to:
- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting



- Complete a survey

How will the school adapt its teaching for my child?

a) Class teacher input, through targeted classroom teaching (Quality First Teaching).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching builds on what your child already knows can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class.
This may involve things like using learning that is more practical.
- That specific strategies (which may be suggested by the SENCO) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding or their learning and needs some extra support to help them make the best possible progress.

Specific group work

If your child has been assessed to have a gap or gaps in their learning, they may receive an intervention programme, which may be:

- Run in the classroom or in another room in the school
- Run by a teacher or a teaching assistant (TA)
- Run 1:1 or in small groups

b) Specialist groups run by outside agencies, e.g. Speech and Language therapy

This means a pupil has been identified by the SENCO or class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority services
- Health services such as Occupational Therapists, Speech and Language Therapists
- Sensory support services such hearing or visual impairment specialist teachers.
- Outside agencies such as the Education Psychologist Service

What could happen:



- You will be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help you and the school to understand your child's particular needs better and be able to support them more effectively in school.
- If appropriate, the specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

c) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individualised provision. If successful, the EHCP will be there to support your child from 0 to 25 years.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school, which may include any agency that is listed in this document.

For your child this would mean:

- The school (or you) can request that Local Authority Services carry out a statutory assessment or Education, Health and Care assessment of your child's needs. This is a legal process, which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you, as well as all professionals involved with your child, to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After all the reports have been received, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support



and set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

- The EHC Plan will outline the amount of funding the school will receive from the LA to support your child. It will also outline how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. Other resources may also be secured through this funding but this is a collaborative decision involving education or health care professionals and yourself.

How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6-12 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

How will the school measure the progress of your child in school?

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally with members of the senior leadership team every term in reading, writing and numeracy, through pupil progress meetings.
- If your child is in Year 1 or above and working below National Curriculum Level 1, a more sensitive assessment tool can be used, which shows children's attainment in more detail – breaking learning down into smaller steps.
- At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Where necessary, children will have a SEND Learning Plan based on targets agreed by teachers, parents, the SENCO and/or external agencies who gives targets specific to a child's needs. Targets



will be designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.

- The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- Regular book scrutinies and lesson observations will be carried out by members of the Senior Leadership Team to ensure that the needs of all children are met, as well as ensuring that the quality of teaching and learning continues to be high.
- For all children with an Educational Health Care Plan (EHCP), an annual review will take place with all adults and relevant professionals involved with the child to review the needs and current level of support they are receiving.

How will the school resources be secured for my child?

The Head Teacher decides on the deployment of resources for SEND, in consultation with the school governors based on needs in the school. It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

How will the school make sure my child is included in activities alongside all pupils who don't have SEN?

All our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our Year 6 residential trip.

All pupils are encouraged to take part in sports day, school plays and any special workshops.



No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

How is school accessible to children with SEND?

Most areas of our ground floor building and playgrounds are wheelchair accessible; however some areas require a ramp. Currently, our school does not have a lift to access the upper floors of the school.

How will we support your child's emotional and social development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and struggling to communicate effectively.

All classes follow a structured PSHE (Personal, Social, Health and Citizenship Education) curriculum to support this development. However, for those children who find aspects of this difficult we offer:

- Social skills groups to develop emotional language and literacy, and the skills needed to initiate friendships and interact socially with their peers.
- Worry Box/ Worry monsters to help them communicate their concerns
- Zones of Regulation, which support regulation of emotions.
- Lunchtime and playtime support
- Counsellor through the Catholic Children Society
- Mental Health Lead: Mrs Eileen Dhak

Some children might still need additional support for their social and emotional development. When a child is still having social and emotional difficulties in or out of school and interventions have not had a positive effect, a referral may be made to CAMHS (Child and Adolescent Mental Health Services). This is done in conjunction with the child's parent/guardians.

What support will be available for my child as they transition between classes or settings?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:



Before any child moves to our school, we try to find out as much about them as possible to help them settle in quickly. All our new children have the opportunity to come and visit the school, so that they know what to expect.

Once we know that a child has SEND, we will meet with parents to decide on the desired outcomes we are all working towards and develop a Learning Plan to support each child to achieve these aims. A copy of this plan will be shared with parents as soon as possible after the meeting. If needed, some plans may detail a “transition plan” to help a child settle into school easily and happily. This transition should only take a short amount of time and will be decided upon during the initial meeting.

If your child is moving to another school:

Whenever any child moves to another school we pass on school records to the new school.

If your child has SEND, we also:

- Pass on SEND records to the new school including SEND support plans or EHC plans.
- Liaise with the SENCO/ year group leader of the new school to clarify any information necessary.
- If needed, we can include ways to support a child to have a settled move to a new school through their SEND support plan or EHC plan. For example, we may organise some extra visits to the school or do some work to help prepare them for the transition.
- Have transition meeting with the child to discuss the change of school and provide transition sheets and social stories to support.
- We always invite the SENCO from new school to the last annual review of a child with an EHC plan for a transition plan to be set up as part of the meeting.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All Learning Plans will be shared with the new teacher.
- Your child will have ‘Visit Your New Class’ sessions.
- If your child would be helped by a book to support them understand moving on, then it will be made with them.
- A meeting with the Class teacher and the SENCO will take place at the beginning of the new academic year.



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

Children who are being accommodated, or who have been taken into care, by a local authority are legally defined as being 'looked after' by the local authority. Around 70% of looked after children have some form of SEN, and it is likely that a significant proportion of them will have an Education, Health and Care plan. For Looked After children, we would meet with the carers regularly to ensure all the correct provisions are in place.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. 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.

What should I do if I have a complaint about my child's SEND support?

parents/carers can complain.

Complaints about SEN provision in our school should be made to the class teacher, SENCO or headteacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services



Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

What support is available for me and my family?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used in both settings. In addition, we support parents by:

- The SENCO being available to meet with parents to discuss progress or any concerns/worries they may have.
- All information from outside professionals will be discussed with parents.
- SEND Learning Plans will be reviewed with parental involvement every term.
- Hold an Annual Review for any child with an EHC plan which includes the child's and the parents' views on how they would like to be supported.
- The Parent Partnership Service is available to give further impartial advice and support should parents need it. Their website address is: <https://www.facebook.com/pages/category/Nonprofit-Organization/ContinYou-Ealing-Parent-Partnership-Service-85633877800/>