St Anne Line Catholic Infant School and Nursery

Special Educational Needs/Disabilities (SEND) Information Report 2026-2027

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The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how Special Educational Needs support works in our school.

We have high expectations for all the children in our care, but realise that some children may need different adaptations to school life in order to support them in achieving those high expectations.

If you want to know more about our arrangements for children with SEND, read our SEND policy. This can be found on our school's website or on the Christus Catholic Trust website.

Note: If there are any terms we have used in this information report that you are unsure of, you can look them up in the Glossary at the end.

Our School	School SEND Information Our Mission statement is : As a Catholic School we keep Christ at the centre of all we do. With Jesus, we love, we learn, we pray. Together, we grow our school each day. Our school vision is that at our school, we aim to instil a love of learning, with Christ at the centre of all we do. Guided by the principle of 'En Magna Constantia'—In Great Constancy—we lay the foundation for a lifelong journey of discovery. We inspire resilience and independence in our learners, encouraging them to remain steadfast and always strive to reach their full potential, no matter the challenges they face. St Anne Line Catholic Infant School and Nursery currently has 260 children on roll. 181 children in school and 79 in nursery. There are currently 43 children on the SEND register with a range of needs from universal to specialist. Of these children: 15 children have SEND needs that can be accommodated through quality first teaching (universal need). 23 children have SEND needs that require targeted interventions through quality first teaching and support planned by class teacher (targeted need) at SEN Support. 6 children have significant/complex needs that require support over and above in class provision (specialist need) who are in the EHCP process 14 children have an Education, Health and Care Plan The national statistics for pupils with SEND in January 2026 were 14.8% of children at SEN Support and 6.0% had an EHCP, making a total of 20.8%

Meet our SENDCo 	Mrs Clayton is the school inclusion lead. She is a qualified teacher with over 26 years' experience working in a wide range of schools. She achieved the National Award in Special Educational Needs Co-ordination in 2011. Miss Reeves is the school's Special Educational Needs and Disability Co- ordinator (SENDCo) who is responsible for co-ordinating provision for children with SEND. Miss Reeves is a qualified teacher with over 12 years experience working in a wide range of schools and nurseries. She is currently undertaking the NPQSEND qualification. She keeps up-to-date with new research and accesses training provided through the Essex Local Offer, the Brentwood Diocese and other external agencies/ providers. Mrs Barnes is a qualified nursery practitioner with over 15 years experience working in Early Years. She has a level 3 qualification in Children's Care, Learning and development. Your child's class teacher will always be the first person to approach if you have any concerns about your child. The SENCO will support your child's class teacher to meet with you and address your concerns. If you would like to contact the SEND team, please call school on: 01268 524 263 or email: send@salinf.org

Definition of Special Educational Needs and Disabilities (SEND)



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 or young person has a learning difficulty or disability if they:

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

2. has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

For children aged two or more (Early Years), special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, institutions or by relevant early years providers.

SEND Broad Areas of Need

At St Anne Line Catholic Infant School and Nursery, we support children with a variety of differing Special Educational Needs and Disabilities (SEND) and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following four broad areas of need in the SEND Code of Practice (2015):

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical

Cognition and Learning 	Children with cognition and learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate adaptations. A child with a specific learning difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling), dyscalculia (difficulties with maths), dyspraxia (difficulties with co-ordination) and dysgraphia (difficulties with writing).
Communication and Interaction 	Children with speech, language and communication needs (SLCN) find it more difficult to communicate with others. They may have difficulty taking part in conversations, either because they find it difficult to understand what others say or because they have difficulties with fluency and forming sounds, words and sentences. It may be that when they hear or see a word, they are not able to understand its meaning, leading to words being used incorrectly or out of context and the child having a smaller vocabulary. Children with Autism have difficulty in making sense of the world in the way others do. They may have difficulties with communication, social interaction and imagination. In addition, they may be easily distracted or upset by certain stimuli, have difficulty with change to familiar routines or have difficulties with their co-ordination and fine-motor functions.
Social, Emotional and Mental Health  	For some children, difficulties in their social and emotional development can mean that they require additional and different provision in order for them to achieve. Children who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour. Some children may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. The SENCO works in partnership with the school Mental Health Lead who is Mrs Cassar.

Sensory and Physical 	There are a wide range of sensory and physical difficulties that affect children across the ability range. Many children require minor adaptations to the curriculum or the physical environment. These adaptations may be required as reasonable adjustments. If children require special educational provision, then they are identified as having a special educational need. Children with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers. Pupils may have difficulties in more than one of these areas and we will always work with the family and external agencies to support their needs.
Identification 	The progress and development of all pupils is monitored and tracked using the school's assessment tracking system. Pupils are assessed regularly using teacher marking, observations and questioning, as well as more formal assessments such as standardised tests. At St Anne Line Catholic Infant School and Nursery we work closely as a team. If staff have a concern about a child, they discuss concerns with parents and the Special Educational Needs/Disabilities Coordinator (SENDCO). A child will then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'  After a period of monitoring (one to two cycles of assess, plan, do, review), we will decide if a child needs to be placed on the SEND register and invite you in for a meeting, where we will share the support they are receiving and plan next steps.

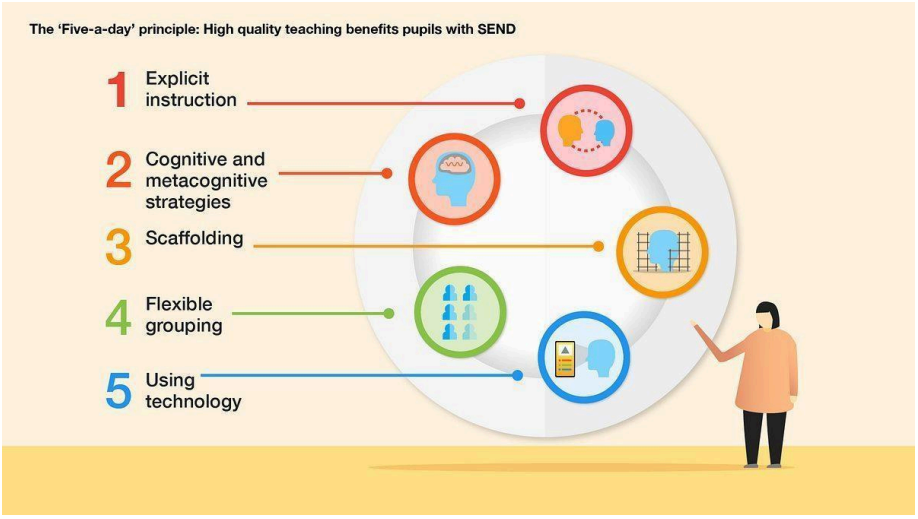
	Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can. Staff can access the 'Ordinarily Available Guidance' document produced by Essex Local Authority or the Essex Provision Guidance document to help support children's learning within the classroom.

Support for children with SEND



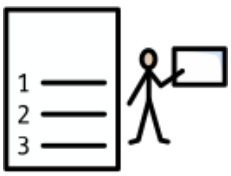
We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan for them individually where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support. We use the Endowment Education Foundation (EEF) guidance 'Five-a-day' and embed the key principles into all our lessons.



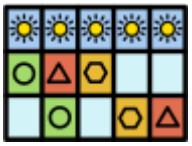
We also use forest school for all children to access on site at least once a week, musical communication, bucket time, intense interactions, language focussed play, visual timetables, first and then boards, core communication programme, sensory stories and access to the sensory room.

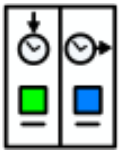
Curriculum Adaptations



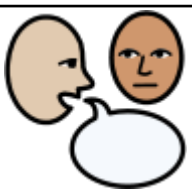
We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

We also seek advice and equipment from outside agencies as and when the need arises.







Visual timetables	Task boards	Peer mentoring
		
Assistive technology	Talk partners	Peer marking
		
Self-assessment	Word banks	Positive behaviour
		
Ear defenders	Timers	Explicit instruction

Securing School Resources 	It is possible 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 is 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.
Inclusion in all aspects of school life 	All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc. All children are encouraged to apply for roles of responsibility in school e.g. school council, faith leaders, prefects etc. No child is ever excluded from taking part in these activities because of their special educational need and/or disability. We work together to risk assess with parents and professionals to ensure that all children can safely enjoy the activities and take part or provide alternatives.
Transition	We aim to make transition to the next class or school as easy as possible for all children.
Starting School 	● Meet with you and your child to talk about their needs and answer any questions you might have about our school ● Meet/talk with staff at your child's previous school or setting ● Provide your child with a transition book with photographs of key staff and areas around our school, if necessary ● Read reports from people who have worked with your child ● Arrange visits to our school so your child gets to see it before they start properly ● Give any adult working with your child a one-page profile describing the things that help to support them in school.

Nursery to Reception	• We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENDCO. • We hold a 'taster' session in the second half of the summer term in preparation for their September start and thereafter into each successive year-group, which is supported by meetings, information leaflets and taster sessions in each new class.
End of Year Transition	• When children move up a year, we provide transition sheets which include photos of the teacher/support staff and classroom environment. • We hold transition sessions during the summer term allowing the children to go up to their new classroom and meet their teacher. Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive. • Class teachers and support staff meet with each other during the summer term to discuss the needs of the children and share information about the things that help to support your child in school. • We will talk to you and your child in the summer review meeting so we can answer any questions you may have.
Mid-Year New Starters	• When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family and the previous school to enable us to gain a greater understanding on the support we need to put in place.

Evaluating Provision 	Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals. Reviewing children' individual progress towards their goals at regular intervals, as a minimum every term. Monitoring by the SENDCO/Leadership Team. Regularly using a tracking tool to update targets and measure progress. Review progress in pupil progress meetings and discussing next steps. Discuss and share ideas in staff meetings to ensure up to date research and policy is in place. Holding termly & annual reviews for children who are on Education Health and Care Plans, SEND Support Provision Plans and those requiring specialist support. Asking our children if they feel the adjustment or intervention is helpful and makes a difference. Feedback from Teachers, Teaching Assistants, SENDCO and any other professionals. Feedback from parents.
Pupil Views 	Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school. Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND. Pupils are given regular opportunities to:    Self-assess how they are doing Attend meetings and help decide the support needed. Feedback and Review progress/interventions.

Parent Consultation  	At, we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND. Our school has an open-door policy to parents/carers ensuring we are always approachable. We hold drop-in sessions and the SENDCO is available at parents' evenings to discuss any concerns. Parents' Evenings are held twice a year. At the end of the year, you will receive a written report and you will be given the opportunity to discuss the report at a Parents' Consultation meeting. For children who have an Education, Health and Care Plan, SEND Support Provision Plan or require specialist support (over and above what is ordinarily available) we will invite you in for 3 meetings a year in the Autumn, Spring and Summer term. These meeting are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. Some children may have a home/school diary so information can be shared between home and school. During the year a parental questionnaire is sent out to gain views on the school and the SEND provision. If a concern has been raised about your child's progress you will be invited into school to speak to your child's Class Teacher. This is an opportunity for you to share relevant information about your child. You may also be invited to a meeting with Mrs Clayton, our SENDCo. Or our SEND team, including Miss Reeves and/or Miss Joseph.

Support for Parents 	As part of our open-door policy 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 at school so similar strategies can be used. Mrs Clayton, the SENDCO, and the SEND team are available to meet with you to discuss your child's progress and any worries/concerns you may have. All information from outside agencies will be shared with you. Your child's provision will be reviewed three times a year with your involvement. We will signpost you to parent support groups. National charities that offer information and support to families of children with SEN are: ● IPSEA ● SEND family support ● NSPCC ● Family Action ● Special Needs Jungle If you have questions about SEN or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

Staff Training

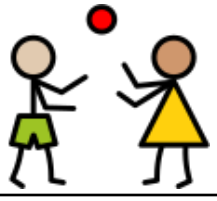
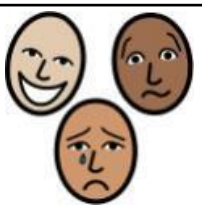


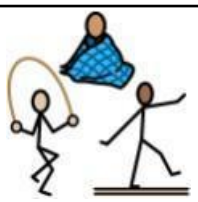
At St Anne Line Catholic Infant School and Nursery, we believe in professional development and
aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training may be organised to ensure all staff understand specific
learning difficulties and appropriate teaching or support strategies that could be utilised.

When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions. Some of our staff have completed training in the following areas.

			
Play Therapy	Lego Therapy	Child Development	Bucket time
			
Autism (Level 1)	Makaton (Level 1)	Phonics keep up	Team Teach
			
Specific Learning Difficulties	Complex Needs training	Emotion Coaching	Speech and Language
			

				
	De escalation	Attachment	Sensory Circuits	Sensory needs

Outside Agencies 	Where a child continues to make little or no progress, despite support that is matched to their need, the school will consider involving specialists, including those from outside agencies. Referral to these agencies will always be discussed with you and you may be asked for parental consent to complete a referral. Here are some of the main outside agencies who work with pupils and their families. Once the feedback has been received, we will share the advice.
Educational Psychology Service (EPS) Educational Psychology	Support for children with complex needs. Our Educational Psychologist is Sophie Stone.
Speech and Language Therapy (SALT)	Support for children with speech and language difficulties. Our NHS SALT representative is: Leah Horvath. The Christus Catholic Trust also work with Clarity Independent Speech and Language Therapy Service. Home - Clarity Independent Speech and Language Therapy

Occupational Therapy Service (OT) Best Care Healthy Communities	Support children to carry out activities they need, want, or are expected to do, but are prevented from doing due to impairments, injuries or developmental conditions. Children's Occupational Therapy | NELFT NHS Foundation Trust
Sensory Support Service (SSS) 	Support children with a visual or hearing impairment. Thurrock Sensory Service for Deaf Children and Families | Ask Thurrock Thurrock Sensory Service for Children & Young People with Vision Impairment | Ask Thurrock Physical and sensory needs | Essex Schools Infolink

Community Paediatric Service Best Care Healthy Communities	Medical service for both pre-school and school age children and their families and carers.
Mental Health Support	The Southend, Essex and Thurrock Child and Adolescents Mental Health Service (SET CAMHS) provides advice and support to children, young people and families who are in need of support with their emotional wellbeing or mental health difficulties. Southend, Essex and Thurrock (SET) CAMHS | NELFT NHS Foundation Trust Our trust schools are also supported by Brentwood Catholic Children's Society also. https://www.bccs.org.uk/
School Nurse 	Support for children with medical needs.
	As a school we make reasonable adjustments to ensure that all children are fully included. Typical adjustments include: • the school building is accessible to children with a physical difficulty via ramps, • a disabled toilet and changing facilities, • extra-curricular activities are accessible to all children, • purchase or hire of specialist equipment recommended by outside agencies, • additional adult support where necessary. Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favorably than other children and the arrangements we have made to help children with special educational needs and disabilities access our school.

Looked after Children (LAC) 	Mrs Warman is the Designated Teacher for Looked After Children. She works with all staff to make sure that they understand how a looked- after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications might be for their school life. Children who are looked-after or previously looked-after will be supported in much 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. The school works closely with Virtual Schools in order to secure any extra support or funding that the child might need to enhance their school experience.
SEND Policy 	Our school's Special Educational Needs and Disability (SEND) policy can be found in our Policies section on the school website: https://www.stannelineinfant.co.uk/page/?title=Policies+%26amp%3B+Reports&pid=29
SEND Governor 	A member of the governing body has specific oversight of the school's arrangements for SEND Mrs Starling is the SEND Governor. A SEND report is shared with the governing body to ensure all governors are aware of how children with special educational needs and disabilities are being supported in the school and how well this support is working. Mrs Starling is the Chair of Governors.
Complaints 	Your first point of contact is your child's class teacher. If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the SENDCO. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher. If you are not happy with the response, then you may contact the Governors through the school office. Mrs Starling (Chair of Governors and SEND Governor). In the unusual event that your issue cannot be resolved successfully you will then be referred to the school's complaints policy.

The SEND Local Offer	A Local Offer gives children and young people in the borough, who have Special Educational Needs (SEN) and/or a disability, information in one place. The Local Offer aims to provide clear, comprehensive and accessible information about what services and provisions are available in the area for parents and young people. The local offer is part of the reforms to support children and young people with SEND under the **Children and Families Act 2014**. **Local Offer Website** **https://send.essex.gov.uk/#** SENDIASS stands for Special Educational Needs and Disabilities Information Advice and Support Service. It's a free, impartial, and confidential service offering information to young people with special educational needs and disabilities (SEND) and to their parents and carers. **SENDIASS Website** **https://www.essexsendiass.co.uk/**

Glossary

Access Arrangements	Special arrangements to allow pupils with SEN to access assessments or exams
Annual Review	an annual meeting to review the provision in a pupil's EHC plan
Area of Need	the four areas of need a pupil with SEN can have. These are: Communication and Interaction; Cognition and Learning; Physical and/or Sensory and Social, Emotional and Mental Health Need
Adaptations	when teachers adapt how they teach in response to a pupil's needs
Co-production	the involvement of parents and professionals in the design and delivery of services. In primary schools, this involves parents working with teachers to improve the educational development of their children.
EHC Needs Assessment	the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
EHC plan	an Education, Health and Care (EHC) plan is a legally-binding document provided by the local authority that sets out a child's needs and appropriate provision be that within a mainstream school or more specialist provision
Graduated approach	an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan and reviewing the impact of the action on the pupil
Intervention	a short-term, targeted adaptation to teaching or SEMH support for a child with a specific outcome in mind
Local offer	information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area. School has no direct input regarding what the local authority is able to provide
Outcome	target for improvement for pupils with SEN. These targets do not necessarily have to be related to academic attainment
Reasonable Adjustments	changes that the school can make to remove or reduce any disadvantages caused by a child's needs within the confines of a mainstream school
SENDCo	the Special Educational Needs and Disabilities Co-ordinator
SEN	special educational needs
SEND	special educational needs and disabilities
SEND Code of Practice	the statutory guidance that schools must follow to support children with SEND
SEN Information Report	a report that schools must publish on their website, that explains how the school supports pupils with SEN
SEN Support	special educational provision that meets the needs of pupils with SEN
Transition	when a pupil moves between years, phases, schools or life stage