



Special Educational Needs (SEN) Information Report

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Aims

Dear parents and Carers

The aim of this information report is to explain how we implement our SEND policy at St. Anselm's Catholic Primary School. In other words, we want to show you how special educational needs and disabilities (SEND) support works in our school.

If you want to know more about our arrangements for SEND, please refer to our SEND Policy which is available on our website.

If any terms in this report are unfamiliar, please check the glossary at the end of the document.

1. What types of SEN does the school provide for?

Our school provides for pupils with a range of needs, including:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate and severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
	Emotional regulation difficulties
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

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

SENDCO

Mrs Lorna Beckley

- Deputy Headteacher
- 4 years of experience in the role
- Holds the National Award in Special Educational Needs Co-ordination (2025)
- Contact: 01322 225173 or secretary@st-anselms.kent.sch.uk

Class Teachers

All class teachers receive regular in-house and external SEN training. They work closely with the SENDCO to adapt their teaching and support for pupils with SEND.

Teaching Assistants (TAs)

We have a team of highly trained TAs, including higher-level teaching assistants (HLTAs), who deliver tailored interventions and support throughout the school day. Most teaching assistants hold a level 2 qualification in Understanding Specific Learning Difficulties.

External Agencies we work with include:

- Speech and Language Therapy (SaLT)
- Educational Psychology
- CAMHS
- Occupational Therapy
- Paediatricians
- Social Services and other local authority provided support services
- Kent SEND Services
- School Nursing Team

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

If you think that your child may have SEND, please speak to your child's class teacher in the first instance. They will refer you to our SENDCO, Mrs Beckley, who will contact you to arrange a meeting.

You can also contact her directly at secretary@st-anselms.kent.sch.uk

We will work with you to understand your child's needs, set goals, and plan next steps together.

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

At St. Anselm's, we are committed to the early identification of pupils who may have special educational needs or disabilities. We follow the guidance of the SEND Code of Practice and Kent's Mainstream Core Standards to ensure high-quality inclusive teaching and a graduated response to emerging needs.

All class teachers monitor the progress of every child closely. If a child:

- Is making significantly slower progress than their peers
- Fails to close an attainment gap
- Struggles with sustained progress despite targeted support
- Shows difficulties socially, emotionally, or physically

The teacher will raise their concerns with the SENCO. We will then:

- Observe the child in class and in social settings
- Analyse assessments and pupil tracking data
- Meet with the child and parents/carers to gather their views (where appropriate)
- Refer to the school's personalised checklists for each area of need

Where appropriate, we may seek further advice or assessments from external specialists such as speech and language therapists or educational psychologists.

If it is agreed that the child needs support that is additional to or different from the usual classroom provision, we will place them on the SEND Register and develop a personalised provision plan.

It is important to note that a pupil will not automatically be identified as having SEN based on slower progress or lower attainment alone. If a child is able to make progress with high-quality inclusive teaching and minor adaptations, they may be supported through our Monitoring Register without being placed on the SEND Register.

5. How will the school measure my child's progress?

At St. Anselm's, we use the *graduated approach* (Assess – Plan – Do – Review) to assess and track each child's progress. This cycle ensures provision is regularly reviewed and adapted to meet the pupil's evolving needs.

We assess your child's progress through:

- Baseline assessments before interventions begin
- Termly reviews of personalised plans
- Class teacher assessments using observations, pupil work and performance data
- Standardised assessments, including PIVATS for pupils working significantly below age-related expectations
- Progress tracking against age-related expectations or individually tailored outcomes

The school uses both academic and holistic measures, including social, emotional and behavioural development where appropriate.

For pupils on the SEND register:

- Progress is monitored through their individual provision plan, which includes specific, measurable outcomes
- These outcomes are reviewed termly with parents, the pupil (where appropriate), class teacher, and SENCO
- The SENCO maintains oversight of all targets and provisions using our secure digital platform (Provision Map)

We also evaluate the effectiveness of interventions:

- Most interventions run for 6–8 weeks and are reviewed using pre- and post-assessment data, where appropriate
- Staff and pupils provide feedback on the impact of support
- Where external specialists are involved, their reports inform future planning

If progress is sustained and your child no longer needs additional support, they may be removed from the SEND register with full consultation. If further needs arise, we continue through the graduated response to adapt provision accordingly.

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

At St. Anselm's, we recognise that parents and carers are the experts when it comes to their child. We are committed to working in genuine partnership with families to ensure that children with SEND receive the most appropriate support to help them thrive.

If we believe your child may need additional support, we will begin with an early discussion with you to understand your concerns, your child's strengths and difficulties, and the outcomes you hope to achieve.

If your child is placed on the SEND register, you will be involved in discussing and reviewing their personalised provision plan. We will also meet with you at least three times per year to:

- Discuss and set specific, measurable outcomes
- Review your child's progress toward those outcomes
- Agree on new strategies, interventions or adjustments
- Clarify what actions the school, family and child will each take

For children with an Education, Health and Care Plan (EHCP):

- You will take part in the Annual Review, where progress and provision are discussed and revised as needed

- We may also involve you in interim reviews if needed throughout the year

We aim to communicate openly, sensitively and promptly. Parents and carers are welcome to contact the class teacher or SENCO at any point during the year if you have questions or concerns.

7. How will my child be involved in decisions made about their education?

Where appropriate, your child may be involved in:

- Attending planning or review meetings
- Sharing their views through drawings, surveys, or discussions
- Setting personal goals

We tailor involvement to the child's age, developmental and confidence level.

8. How will the school adapt its teaching for my child?

At St. Anselm's, we believe that high-quality, inclusive teaching is the foundation for supporting all pupils, including those with SEND. We follow Kent's *Mainstream Core Standards* and are committed to adapting teaching practices to ensure all children can access a broad and balanced curriculum.

We use a range of adaptive teaching strategies to meet individual needs. These include:

- **Clear, concise and structured dialogue:** Teachers minimise unnecessary language and provide consistent routines to reduce cognitive load.
- **Use of visual supports and resources:** Visual timetables, word banks, checklists and symbols are used to support understanding.
- **Flexible grouping:** Children work in fluid groups to access learning at an appropriate level, with opportunities to lead or be supported by peers.
- **Varied outcomes:** We celebrate different ways of showing learning. Pupils may use drawings, photos, videos, or oral explanations.
- **Adjusting lesson pace and structure:** Tasks are broken into manageable chunks with sufficient processing time, and lessons are scaffolded with adult or peer support.
- **Task scaffolding and chunking:** Teachers plan steps to help pupils access tasks more independently, using visuals, models and prompts.
- **Use of technology:** We incorporate tools like Seesaw and assistive software to help pupils engage with and record their learning.
- **Alternative methods of assessment:** Assessment is adapted to ensure it is accessible, meaningful and motivating for each pupil. This may include oral responses or visual demonstrations.

Class teachers are responsible and accountable for the progress and development of every pupil in their class. They work closely with the SENCO and teaching assistants to:

- Plan and deliver targeted interventions
- Embed support strategies into everyday teaching
- Monitor and adjust provision based on ongoing assessment

Teaching assistants play a key role in supporting adaptive teaching by:

- Reinforcing learning during and after lessons
- Providing structured support in small groups or 1:1 settings
- Promoting independence through gradual release of support

Every adaptation is personalised and reviewed regularly to ensure it is effective. We do not follow a “one size fits all” model—instead, we build a flexible and inclusive learning environment where all children, including those with SEND, can thrive.

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

At St. Anselm’s, we are committed to ensuring that all provision for pupils with SEND is effective, purposeful, and regularly reviewed. We evaluate the impact of support through a range of assessment and monitoring tools, ensuring each child is making progress towards their personalised outcomes.

We evaluate the effectiveness of provision by:

- **In-class assessments:** Class teachers carry out regular formative assessments to monitor progress and adjust teaching accordingly. Teachers also provide qualitative observations on engagement, independence, and participation.
- **PIVATS assessments:** For pupils working significantly below age-related expectations, we use the Performance Indicators for Value Added Target Setting (PIVATS) to measure progress in core subjects as well as communication, PSED, and behaviour.
- **Target reviews on Provision Map:** All SEND provision is recorded and tracked using our online SEND platform, Provision Map. This allows us to set specific, measurable targets for pupils, which are reviewed and updated each term with input from staff, pupils, and parents.
- **Impact analysis of interventions:** Interventions are typically delivered over a 6–8 week period. Each often begins with a baseline assessment and concludes with a review to determine its effectiveness. This helps us identify what is working and adapt or refine strategies as needed.
- **Pupil and parent feedback:** We often involve pupils in reflecting on their own progress and listen carefully to parent/carers feedback to build a complete picture of how support is working both at school and at home.

- **SENCO monitoring:** The SENCO regularly monitors provision, reviews planning and assessment, and works with teachers and support staff to ensure that strategies are consistent and embedded across the school day.
- **Annual reviews (for pupils with EHCPs):** These provide an opportunity to reflect on long-term progress and update plans in line with a child's developing needs and aspirations.

Our approach is dynamic and responsive—if a provision is not having the desired impact, it is promptly reviewed and adapted. Our goal is to ensure every child with SEND is making meaningful progress and receiving support that helps them to achieve their full potential.

10. How will the school resources be secured for my child?

At St. Anselm's, we are committed to using our resources effectively to meet the individual needs of every pupil with SEND. We follow the SEND Code of Practice and the guidance set out in our SEND Policy to ensure funding, staff time, and external services are used to support pupils in the most impactful way.

Resources may include:

- Additional adult support in the classroom
- Specialist equipment or learning tools
- Access to specific interventions and small group or 1:1 work
- Training for staff in specialised strategies or programmes
- Referrals to external professionals such as Speech and Language Therapists, Educational Psychologists, Occupational Therapists, or CAMHS

We use the graduated approach to determine the level of support needed. If your child requires provision that is “additional to or different from” what is ordinarily available, we will make reasonable adjustments and allocate school resources accordingly, where necessary.

Funding and Provision:

At St Anselm's, we use a range of funding to ensure pupils with SEND receive the right support to help them make good progress.

Most SEND support is funded through the school's own budget (sometimes called the notional SEND budget). This covers support of up to around £6,000 per pupil, per year, depending on the child's needs.

If a child needs support that costs more than this, we may request additional funding. In Kent, this is now supported through a Community of Schools approach, where local schools work together to consider need and agree how extra support can be funded for pupils who require a higher level of provision.

If a child has an Education, Health and Care Plan (EHCP), any additional funding is linked directly to the outcomes and provision written in their plan. This ensures the support provided matches the child's identified needs.

All provision and resource allocation are reviewed regularly:

- Through termly SEN provision plan reviews
- Using Provision Map to monitor progress and evaluate cost-effectiveness
- In consultation with class teachers, the SENCO, senior leaders, and families

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

At St. Anselm's, we are committed to providing an inclusive environment where all children, including those with SEND, are encouraged to participate in the full life of the school. This includes access to:

- Class-based activities
- School trips and residentials
- Sports day, performances, and school assemblies
- After-school clubs, enrichment activities, and workshops

We actively plan to remove barriers to participation and make reasonable adjustments to include every pupil. This may involve providing additional adult support where possible, using specialist equipment, offering alternative ways of accessing the activity, or preparing children in advance with visual or social stories.

However, in rare cases, if it is assessed that a child's participation in a specific activity poses a significant risk to themselves or others, the school may make the decision not to include the pupil in that particular event. This would only occur after all reasonable adjustments have been considered and/or attempted, and where it is deemed that inclusion would compromise the safety or wellbeing of any individual involved.

This approach is supported by the Equality Act 2010, which requires schools to make reasonable adjustments for pupils with disabilities, but does not compel schools to make adjustments that would compromise health and safety. The Health and Safety Executive (HSE) also recognises that while inclusion is vital, schools must prioritise the safety of all pupils and staff:

"Health and safety law does not require the elimination of all risk. It requires that risk be reduced so far as is 'reasonably practicable.'" (HSE Guidance)

In addition to safety considerations, we also carefully evaluate whether participating in a particular activity or event may cause significant emotional distress to a pupil or disrupt their access to essential, structured learning. For some children with SEND, changes to routine or overstimulating environments can result in increased anxiety, dysregulation, or a regression in progress. In these situations, we may recommend a modified version of the

activity or an alternative experience that maintains the child's wellbeing and supports their overall development.

We will always:

- Assess each case individually
- Work collaboratively with families and external professionals
- Seek to offer alternative or modified activities wherever possible
- Prioritise the child's welfare and developmental needs, alongside safety

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

While our admissions policy gives priority to Catholic families, we are fully committed to welcoming children of all backgrounds and abilities who support the Catholic ethos of our school.

In line with the SEND Code of Practice and the School Admissions Code 2021:

- Children with an Education, Health and Care (EHC) Plan that names our school will be admitted as a statutory priority. These admissions are handled through a separate procedure coordinated by the child's home local authority. The school's Published Admission Number (PAN) will be adjusted accordingly.
- Our oversubscription criteria, while faith-based, do not disadvantage children with SEND. The Governors do not consider aptitude or ability when allocating places.
- We follow fair access and equal opportunity procedures. Applications from children with SEND are considered in the same way as all other applicants, with additional care taken to ensure reasonable adjustments are made where required.

We also welcome in-year admissions and work closely with Kent County Council's Fair Access Protocols to ensure vulnerable pupils with SEND can access appropriate provision quickly.

For full details, including the ranked categories for admission, tie-breakers, and appeals processes, please see our full Admissions Policy.

13. How does the school support pupils with disabilities?

At St. Anselm's, we are committed to ensuring that pupils with disabilities are supported to access all aspects of school life and are not treated less favourably than their peers. We comply fully with the Equality Act 2010 and aim to create an inclusive environment where every child can thrive.

To support access and inclusion, we provide the following facilities:

- A dedicated care suite on the ground floor, which includes toilet, washing, and changing facilities for pupils who need personal care support.
- Our Nurture Room is accessible via a ramp, ensuring that pupils with physical needs can access appropriate support activities.
- Visual and auditory aids are used where required to support learning.
- Reasonable adjustments are made on a case-by-case basis to ensure children with disabilities can access the curriculum and wider school activities.
- Staff receive training to meet specific needs, including manual handling, personal care, and medical procedures where necessary.

We work closely with families and external professionals to ensure that all adaptations and support plans are personalised, respectful, and effective.

14. How will the school support my child's mental health and emotional and social development?

At St. Anselm's, we place a strong emphasis on supporting the social, emotional, and mental health (SEMH) of all our pupils. We believe that emotional wellbeing is fundamental to academic success and the development of confident, resilient learners. Our approach is nurturing, inclusive, and proactive.

We follow a tiered model of support to promote and sustain pupil mental health and wellbeing:

Universal (Whole School Support):

- A carefully designed PSHE and RSHE curriculum that explores emotional literacy, relationships, mental health, and wellbeing.
- Daily access to Feelings Zones to help children self-regulate and identify their emotions.
- Bubble Time sessions provide a safe and informal space for pupils to speak with trusted adults about their worries.
- 'Feelit' Emotional Literacy Programme – delivered across the school to help all children understand, express, and manage their emotions effectively.

Targeted Support:

For pupils who need more individualised support, we offer targeted interventions. Our SENCO is a fully trained ELSA (Emotional Literacy Support Assistant) and delivers intervention to support pupils with social, emotional and mental health (SEMH) needs.

Interventions are informed by the outcomes of appropriate assessment tools, which help us identify areas of concern or development, and are carefully tailored to each child. This may include 1:1 or small group sessions focusing on anxiety management, social skills, emotional regulation and building self-esteem.

Specialist Support:

- If a child's needs go beyond the expertise of school staff, we have access to refer to external professionals such as the School Nursing Team, CAMHS, Early Help, and Educational Psychology services.

Our staff receive regular training on mental health awareness, and we aim to create a supportive environment where children feel safe, respected, and listened to.

Behaviour at St. Anselm's is very good. We uphold clear expectations and provide consistent support to help children make positive behaviour choices. We have a zero-tolerance approach to bullying, and we address all incidents swiftly and effectively to maintain a safe and respectful school community.

15. What support will be available for my child as they transition?

At St. Anselm's, we place a strong emphasis on ensuring smooth and well-supported transitions for all children, especially those with SEND. We understand that transition periods can be challenging, and we work collaboratively with families and external settings to make the process as positive and personalised as possible.

Transition into Reception:

- Our transition process begins well before September. For children with SEND, we may carry out nursery visits during the summer term to observe the child in their current setting and gather relevant information from key workers.
- We host "Stay and Play" sessions in the summer term to help children familiarise themselves with their new environment and meet staff and peers.
- Our staff conduct home visits during the summer term to build relationships and gain a deeper understanding of each child's individual needs, interests and home environment.
- We maintain strong links with local preschools and nurseries and liaise closely with key workers and SENCOs to ensure a seamless handover of information.
- Our SENCO attends the Early Years to Primary Transition Event for children with SEND, which provides a forum for early years professionals to share professional notes, strategies, and assessments with primary school staff.
- In September, we operate a staggered entry process to Reception, enabling children to settle at their own pace with additional adult attention during the early days.

Transition between year groups:

- Teachers meet in the summer term to share SEN provision plans, strategies, and observations.
- Where necessary, children will have additional visits to their new classroom, meet new staff, and work through transition booklets to support their understanding.

Transition to secondary school:

- The SENCO attends a Secondary Transition SENCO Meeting, where local primary and secondary SENCOs share detailed information about pupils with SEND to ensure continuity of support.
- For pupils who may find the transition particularly difficult, we may provide targeted support to prepare them emotionally and practically for the move. This may include working through changes in routine and expectations and using social stories and discussions about what to expect.

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

At St Anselm's, children who are looked-after or previously looked-after and have SEND receive carefully coordinated support to help them thrive. Their Personal Education Plan (PEP) is aligned with any SEN Support Plan or EHCP, ensuring a joined-up approach.

Our Designated Teacher, Mrs Lorna Beckley (Deputy Headteacher and SENDCO), works closely with families, staff, Virtual School Kent, and external agencies to ensure pupils' needs are fully understood and met.

17. What should I do if I have a complaint about my child's SEN support?

At St Anselm's, we are committed to working collaboratively with parents and carers to provide the best possible support for pupils with Special Educational Needs and Disabilities (SEND). However, if parents have concerns about SEND provision, they should raise them with the class teacher, SENCO, or headteacher in the first instance. If the concern remains unresolved, it will be referred to the school's formal complaints procedure in accordance with our Complaints Policy.

In line with the SEND Code of Practice (Chapter 11, Pages 244–273), parents/carers of pupils with disabilities have the right to escalate their concerns to the First-Tier SEND Tribunal if they believe the school has discriminated against their child. Claims can be made regarding:

- Exclusions
- The provision of education and associated services
- Failure to make reasonable adjustments, including the provision of auxiliary aids and services

Any complaints relating to a named member of staff must be directed to the Headteacher.

If a complaint is not resolved after it has been considered by the governing body, and the complainant remains dissatisfied with the school's response, they have the right to escalate the complaint to the Department for Education. In some cases, this right may also apply to the pupil themselves.

For a full explanation of suitable avenues for complaint, please refer to Pages 246–247 of the SEND Code of Practice.

18. What support is available for me and my family?

You can find Kent's full local offer at:

[Kent Local Offer](#)

SENDIAS:

[Information, Advice and Support Kent \(IASK\)](#)

Local charities:

- Kent Autistic Trust
- Beams Kent
- Kent Parent Carer Forum

National charities:

- IPSEA
- Family Action
- Special Needs Jungle
- NSPCC

19. Glossary

ADD – *Attention Deficit Disorder*. A condition that affects concentration and attention, without the hyperactive behaviours seen in ADHD.

ADHD – *Attention Deficit Hyperactivity Disorder*. A condition that includes symptoms such as difficulty concentrating, hyperactivity, and impulsiveness.

CAMHS – *Child and Adolescent Mental Health Services*. NHS services that support children with emotional, behavioural or mental health difficulties.

EHCP – *Education, Health and Care Plan*. A legal document outlining a child's needs and the support they require in education, health, and care.

Graduated Approach – A cycle of Assess – Plan – Do – Review used by schools to identify and respond to a pupil's needs.

PEP – *Personal Education Plan*. A plan for looked-after children that outlines how their education will be supported and improved.

PIVATS – *Performance Indicators for Value Added Target Setting*. An assessment tool used to track small steps of progress in pupils working below age-related expectations.

PLAC – *Previously Looked-After Child*. A child who was in care but has since been adopted or placed under a guardianship or special arrangement.

Provision Map – A digital platform used in school to track the interventions, support plans, and progress of pupils with SEND.

SALT – *Speech and Language Therapy*. Specialist support for children with speech, language and communication needs.

SDQ – *Strengths and Difficulties Questionnaire*. A short behavioural screening tool used to assess emotional wellbeing and behaviour.

SEND – *Special Educational Needs and Disabilities*. A legal term covering learning difficulties or disabilities that make it harder for a child to learn than most children of the same age.

SENCO – *Special Educational Needs Coordinator*. The staff member responsible for overseeing SEND provision in the school.

VSK – *Virtual School Kent*. A service that supports the education of children in care and previously looked-after children across Kent.