

ST ANNE'S PRIMARY SCHOOL, DENTON



SEND Information Report 2026–2027

Curious Minds, Caring Hearts, Aiming for Brilliance

Welcome

At St Anne's Primary School, we are committed to ensuring that every child feels valued, included and supported to achieve their full potential.

We understand that finding out your child may need additional support can sometimes feel worrying or overwhelming. Please be assured that you are not alone. We believe that the best outcomes are achieved when school, parents and children work together in partnership.

We are committed to working with children and families as equal partners when making decisions about support and provision

This report explains how we support children with Special Educational Needs and Disabilities (SEND), how we identify needs and how we work alongside families to help every child succeed.

If you have any concerns about your child's learning, development or wellbeing, please speak to us. We are always happy to help.

Who can help?

First point of contact

Class Teacher

Your child's class teacher knows them best and is usually the first person to discuss any concerns or questions with.

SENDCo Team

Mrs Mantel – SENDCo

Miss Bean – SENDCo

Telephone: 0161 336 2956

Headteacher

Mrs Rimmer

SEND Governor

Brenda Moxon

What is SEND?

A child may have Special Educational Needs and Disabilities (SEND) if they need additional support to learn, communicate, interact with others or manage aspects of school life.

The SEND Code of Practice identifies four broad areas of need:

Communication and Interaction

Children who may need support with speech, language, communication or social interaction.

Cognition and Learning

Children who may learn at a different pace or need support with specific areas such as reading, writing or mathematics.

Social, Emotional and Mental Health

Children who may need support managing emotions, behaviour, friendships, confidence or wellbeing.

Sensory and/or Physical Needs

Children who may have physical disabilities, medical needs, hearing or visual impairments, or sensory processing differences.

How do we identify SEND?

Every child is unique, and we use a range of information to understand their strengths and any barriers to learning.

We may identify a need through:

- Discussions with parents and carers
- Day-to-day observations in the classroom
- Assessment information
- Information from previous settings or schools
- Advice from health professionals
- Concerns raised by staff
- The child's own views and experiences

If concerns are identified, we will always discuss these with you and agree the next steps together.

What should I do if I am worried about my child?

Please talk to your child's class teacher as soon as possible.

Together we can discuss:

- What your concerns are
- What school has noticed
- Strategies that may help
- Whether further assessment or support is needed

Early communication helps us provide support quickly and effectively.

How do we support children with SEND?

At St Anne's, all children are taught within their mainstream class wherever possible.

Teachers carefully adapt lessons to ensure that all children can access learning and make progress.

Support may include:

- Adapted teaching and resources
- Small group work
- Individual support
- Additional adult assistance
- Visual supports and timetables
- Emotional wellbeing support
- Speech and language activities
- Specialist equipment where needed

Support is always tailored to the individual child.

Where a child requires SEND Support, we follow a graduated approach of Assess, Plan, Do and Review. This means we identify needs carefully, plan appropriate support, put strategies in place and regularly review the impact with children and families.

How will I know how my child is progressing?

We believe parents are key partners in their child's education.

You will be kept informed through:

- Parents' evenings
- SEND review meetings
- Reports
- Phone calls and discussions with staff
- Regular opportunities to review targets and next steps

We welcome your contribution and encourage you to share your views throughout the year.

How are children involved?

Children are encouraged to share:

- What they enjoy
- What they find difficult

- What helps them learn
- Their goals and aspirations

We want every child to feel listened to and involved in decisions about their support.

What happens if my child needs more support?

Most children make progress through high-quality teaching and targeted support.

If further support is required, we may seek advice from specialist services, working closely with families throughout the process.

This could include input from:

- Educational Psychologists
 - Speech and Language Therapists
 - Occupational Therapists
 - Physiotherapists
 - School Nursing Service
 - Paediatricians
 - CAMHS
 - Local Authority SEND Services
 - Early Help Services
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Education, Health and Care Plans (EHCPs)

For a very small number of children with complex and long-term needs, an Education, Health and Care Plan (EHCP) may be appropriate.

An EHCP is a legal document that describes a child's needs and the support required to help them achieve positive outcomes.

School will always work closely with parents and external professionals should an EHCP assessment be considered.

Supporting Emotional Wellbeing

At St Anne's we recognise that emotional wellbeing is essential for successful learning.

Support available may include:

- Trusted adults
- Nurture and pastoral support
- Emotional wellbeing interventions
- Social skills groups
- Support during times of change and transition

We work closely with families and outside agencies to ensure children receive the support they need to feel happy, safe and successful in school.

Inclusion and Accessibility

At St Anne's we are proud to be an inclusive school.

We aim for all children, regardless of need or disability, to access:

- Educational visits
- Residential visits
- Clubs
- Sporting activities
- School performances
- Leadership opportunities
- Wider curriculum experiences

Reasonable adjustments will be made wherever possible to support participation.

Supporting Medical Needs

We work closely with families and healthcare professionals to support children with medical conditions.

Where necessary we will:

- Create and review healthcare plans
- Train staff appropriately

- Administer prescribed medication in line with school policy
 - Ensure children can access learning safely and confidently
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Transition Support

We understand that changes can sometimes be challenging.

To support transitions we may provide:

- Additional visits
- Photo booklets
- Opportunities to meet new staff
- Transition meetings
- Social stories
- Enhanced support from familiar adults

Transition arrangements are personalised to meet individual needs.

Keeping Children Safe

The safety and wellbeing of our children is our highest priority.

All staff receive safeguarding training and are committed to creating a safe, nurturing and inclusive environment where children feel respected, listened to and protected.

What if I have concerns?

We value open and honest communication and encourage parents to talk to us at the earliest opportunity.

If you have concerns, please speak to:

1. Your child's class teacher
2. The SENDCo
3. The Headteacher

If concerns remain unresolved, you may follow the school's complaints procedure.

Further Information

Further support and advice can be found through:

Tameside Local Offer

<https://www.tameside.gov.uk/localoffer>

IPSEA

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

School SEND Policy

Available on the St Anne's school website.

Our Commitment

At St Anne's Primary School, we believe every child deserves the opportunity to flourish, feel successful and develop confidence in themselves as learners.

By working together with families and professionals, we aim to ensure that every child experiences a happy, inclusive and successful primary education.

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