

St Anne's Fulshaw Church of England Primary School



Prospectus 2025-26



St Anne's Fulshaw Church of England Primary School



Our Vision Statement

St Anne's Fulshaw is a kind, nurturing, learning community, where life is lived to the full. Our inclusive approach, based on a strong foundation of Christian values, ensures that everyone is welcome, is valued, has high aspirations and is given opportunities to flourish in every area of life. We enable all members of our diverse family to shine like stars.

In John 10:10, Jesus said 'I have come that they may have life, and have it to the full.' At St Anne's Fulshaw, every child is welcomed into our school family so that they may have the same.



St Anne's Fulshaw Church of England Primary School



Contact Us

St Anne's Fulshaw Church of England Primary School
Nursery Lane,
Wilmslow,
Cheshire. SK9 5JQ

Tel. 01625 523536
Email. head@stannesfulshaw.net
Web. www.stannesfulshaw.net

Governing Body

Foundation Governors:

Vacancy
Mrs. A. Fitton

Parent Governors:

Mr. S. Franklin
Vacancy

Local Education Authority Governor:

Vacancy

Staff Governors:

Ms. C. Daniel
Mrs. W. Clark

Co-opted Governors:

Vacancy
Mr. M. Williamson
Ms. M. Drabble (Chair)
Mrs. S. Petrie

PTA Chair

2025 - 26 - Karen O'Connell-Franklin

St Anne's Fulshaw Church of England Primary School



About Our Staff

Teaching Staff

Headteacher
Ms. C. Daniel

Deputy Headteacher
Mrs. J. Chapman

Full Time Teachers
Mr. G. Harley

Part Time Teachers
Mrs. H. Watts
Miss. C. Smith
Mrs. M. Yates

Regular Supply Teachers
Mrs. K. Cavanaugh
Mrs. C. Campey
Mr. M. Lewis

Non-Teaching Staff

Administration Officer
Mrs. W. Clark

Higher Level Teaching Assistant
Mrs. B. Bradley

Midday Assistants
Mrs. A. Bennett
Mrs. C. Burton
Mrs. J. Lewis
Miss. K. Williams
Miss. L. Cibulskaitė

Teaching Assistants
Mrs. P. Naden
Mrs. S. Sizemore
Mrs. L. Davis
Mrs. D. Freeman
Mrs. B. Cairns
Mrs. F. Toms

Learning Mentor and Senior Mental Health Lead
Mrs. V. Wright

Caretaker
Mr. D. Brook

Cook
Mrs. N. Woollam

After School Club Staff
Miss. K. Williams
Mrs. G. Murphy

Cleaner
Contracted

Breakfast Club Staff
Miss. K. Williams
Miss. L. Cibulskaitė

St Anne's Fulshaw Church of England Primary School



About Our School

The school was created in 1876, by the Rev. Emery Bates, Rector of Wilmslow, and built in memory of Annie Fox who was a great grand-daughter of William Cobbett. Originally situated in the church across the road, it was known as Fulshaw Memorial Church School. On December 5th 1890 the school moved across the road to this present site, leaving the original building as a church alone.

Since that date it has served the local community, providing a sound education through a Christian philosophy. Many of the parents and grandparents of our present pupils attended this school and look upon it with pride and high esteem. For the children of today, it offers a sense of belonging, not least because of the people in the past who also came through its doors and shared in the education it offered. History has a special meaning to all who attend this school.

Our links with St Anne's Church remain very close; every week, the children have worship in church, taken by one of the members of the church or a member of staff, and special services are prepared by the children for Harvest, Christmas, Easter and the Leavers' Service.

A remodelling of the entire school has carefully preserved and enhanced the old building, but has added modern classrooms and facilities in keeping with our philosophy for education. The school presents an aesthetically pleasing and satisfying appearance.

The school grounds have been pleasantly landscaped providing areas for outdoor work. There is a large enclosed field for games, which includes an adventure playground, class vegetable and flower gardens, sensory garden, balance trail, pond and sports shelter. There are also a variety of hard surface play areas around the school to encourage imaginative play.



St Anne's Fulshaw Church of England Primary School



Emotional and Mental Health Flagship School

We are delighted to be a Flagship School for Emotional Wellbeing in Cheshire East and to have been awarded a silver certificate by myHappymind in recognition of the quality of our work in emotional and mental health and wellbeing.

Emotional health and wellbeing, resilience and a sense of belonging are very important in the development of children. Here at St Anne's Fulshaw, we pride ourselves on supporting our pupils in these areas, and continue to improve our provision through training and working together with other organisations who specialise in the mental and emotional wellbeing of children and adults.

Due to the nature and ethos of our small, inclusive school, visitors often refer to the positive feeling they get as they view or engage with our children and staff; a feeling of welcome, warmth, happiness and a community of caring, nurturing staff. Our school aims to:

- Help children to understand their feelings and emotions better
- Help our children to feel comfortable and able to talk about their worries and concerns
- Encourage our children to develop resilience and problem solve
- Help our children understand and show empathy to others
- Promote self-esteem and self confidence
- Help children socially to form and maintain positive friendships
- Make our children feel valued and safe
- Promote positive mental health and wellbeing

Our school also benefits from the Calm Corner, which has been set up as a quiet and private place for children to access when they are feeling emotionally vulnerable.

Our Senior Mental Health Lead, Mrs Wright, is always available to the children when they need to talk and to offer support.



St Anne's Fulshaw Church of England Primary School



Emotional and Mental Health Flagship School

Lead Members of Staff:

Mrs. V. Wright - Senior Mental Health Lead, Deputy Designated Safeguarding Lead

Contact: vwright@stannesfulshaw.net

Follow us at @SAFRelaxation on Twitter

Ms. C. Daniel - Mental Health First Aider, Designated Safeguarding Lead, SENCO and Headteacher

Mrs. J. Chapman - Deputy Designated Safeguarding Lead



We are proud to announce that we are now a myHappy mind Silver Accredited School.

This means that as a school we consider the mental health and wellbeing of our children as one of our top priorities.

We have created a whole school culture that helps build our children's resilience, confidence and self-esteem as well as teaching them how to self-regulate in moments of stress and anxiety.

This Accreditation Badge has been awarded for all the effort the staff, children, governors and parents have put in to bring the lessons of myHappy mind to life all around our school.

To learn more about the myHappy mind for schools programme, visit their website on <https://myhappymind.org/>

St Anne's Fulshaw Church of England Primary School



The Curriculum

The Early Years Foundation Stage

Children in Oak Class follow the Early Years Foundation Stage curriculum, which includes the following areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

At the end of the Reception year, children will be assessed against the Early Learning Goals to determine whether they have the skills, knowledge and understanding expected for their age. The school will also evaluate how well children demonstrate the characteristics of effective learning.

The themes that children learn through during the course of the year are informed by their own suggestions and interests. Activities are planned on a topic-led basis to make the most of their enthusiasm and engagement.

The curriculum map for EYFS (Oak Class in our school) is very flexible and throughout the year this may be updated and changed to reflect the children's interests and learning needs throughout the year.

The National Curriculum

Pupils in Years 1-6 follow the national curriculum programmes of study for Key Stages 1 and 2, which include the following subjects:

Core Subjects: English, mathematics, science

Foundation Subjects: Computing, art and design, design and technology, history, geography, languages (Years 3-6 only), music, PE

Schools are also required to teach RE and at St Anne's Fulshaw we follow the Cheshire East Agreed Syllabus.

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The Curriculum cont...

Our children learn to read using resources from the Little Wandle scheme and a wide range of other books. Pupils are provided with a progressive level of challenge, which builds on their prior knowledge and skills. Pupils are regularly benchmarked when both their reading skills and comprehension levels are checked. Progress in reading is consistently outstanding for all pupils in school.

In the infant classes, pupils are taught phonics (the sounds letters make) using a range of multi-sensory resources from the Little Wandle programme.

Because we have mixed age classes, our learning themes and topics are planned in a rolling format over two years (A and B). Where possible we encourage the children to decide the focus of their learning within a theme or topic as we know that this increases their level of engagement and subsequently raises the standards that they achieve. As pupils and staff plan together, the learning focus for each term will be planned out in more detail.

We are very lucky to have a music specialist teacher who teaches weekly lessons for all pupils and leads the termly performances and shows. Music lessons are planned to support the themes chosen by staff and pupils and over half of the pupils in our school take part in additional instrumental music lessons or the choir.

French is taught to pupils in Years 3-6 by a specialist teacher. This ensures that our pupils have an excellent start in their learning, which is continued seamlessly as they move into the secondary sector. During the course of the year infant pupils also have a chance to experience some languages taster sessions in preparation for weekly sessions in the junior classes.



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Extra-Curricular Activities

All children at St Anne's have the chance to participate in a range of different extra-curricular opportunities.

Regular extra-curricular activities include, netball, football, gardening club, cookery club, choir, homework club, yoga, multi-skills and craft club, and we participate in the local sports tournaments, both within the Wilmslow schools and the local sports development partnership.

The children enjoy leading special services throughout the year (Harvest, Advent, Christmas, Easter and the Leavers' Service) and staging summer term musical productions for each Key Stage every year.

As part of the local cluster, we regularly offer able children the chance to participate in development activities to support their particular skill or talent. Children have attended a maths and PE day, a history and drama day and an art and design day. We have also hosted a day of maths, art for Key Stage 1 children and a STEM technology session when we welcomed children from other local schools to St Anne's.

Specialised music tuition is available on parental request and through parental contributions. Currently, children can learn to play the guitar and piano. All Year 4 and 5 children learn to play a woodwind instrument as part of their music curriculum delivery.

Wrap Around Care

For those parents who need extended childcare, we offer a Breakfast Club (8.00am-8.50am) and an after school club from 3.20 - 6.00 p.m. These offer a fun programme of activities, play and crafts, planned to further interest and stimulate the children. Breakfast / a light snack is also provided. Details are available from wraparoundcare@stannesfulshaw.net



St Anne's Fulshaw Church of England Primary School



School Parent Partnership

There are many opportunities both formal and informal, for parents to become involved in the work and life of the school, and parental help is valued and appreciated. We believe it is vital to maintain close links between home and school, as this gives your child a feeling of security and enables parents and teachers to work closely together for the benefit of every child.

The friendly atmosphere within the school brings many helpers each week to work alongside the teachers. Regular voluntary helpers work alongside the children supporting reading, crafts, baking and accompanying them on visits outside school. The school is most grateful to these committed people.

Parents of rising 4's are welcome to make an appointment to look around the school with their child before admission, and we take as many opportunities as possible to welcome them to school activities prior to entry. Children starting in Reception are invited to spend two sessions in school in the summer term. We also hold an open evening for parents, when the daily school routine is explained, with information illustrating how you can support your child, both when they first begin school, and once they have settled.

In September, each class teacher holds a 'Meet the Teacher' session, which is an informal meeting, when details are given regarding class routine, including the timetable, when PE kit is needed, and homework. At this stage, a charter agreement is issued to each child, to be discussed with parents, before signing and returning to school.

Later in the autumn term, there is a parents' evening, when there is a chance to discuss your child's progress individually with their class teacher. A second parents' evening is held in the spring term, and annual reports are sent out towards the end of the summer term followed by a final parents' evening for those who need it.

We are pleased to offer an open door policy, should you wish to discuss anything with your child's teacher or head teacher at any other time.

St Anne's Fulshaw is fortunate to have an active, successful PTA, which gives parents an opportunity to meet socially, as well as raising welcome funds to support teaching and learning in school. All parents who have a child at this school are automatically members of the PTA.



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The School Day

The school gate opens at 8.40am. A teacher and teaching assistant are on duty before school and supervise the children on the playground. At 8.45am the first bell is rung which signals children to line up and parents to say goodbye. At the second bell children are taken into school by their teachers to begin their day. Lessons begin at 8.50am.

Children are expected to wear uniform, which consists of green polo shirt and green jumper both with school logo, grey trousers, shorts or skirts, and shoes (not trainers). In the summer, children may wear green and white summer dresses, (available at Sainsbury's, Marks and Spencer, Tesco and John Lewis locally).

All children must have a PE kit, including a green school t-shirt and black shorts, and trainers or pumps for outside PE. They should also have black sweat pants or tracksuit for winter.

Sweatshirts, cardigans, polo shirts and P.E. shirts with the school motif and other items of uniform are available to buy through www.expressuniform.co.uk

Children are given a book bag when they start at St Anne's Fulshaw and are required to bring it every day to school. This is big enough to carry their reading book and reading record and homework book. Reading books are changed regularly for the children in the Early Years Foundation Stage and Key Stage One; children in Key Stage Two are responsible for changing their own reading books.

The school day starts at 8.50am and ends at 3.20pm for all children and includes a daily act of worship and a morning break of 15 minutes. Class teachers can decide whether they also need a short afternoon break or not.

Lunch time is from:

12.00 p.m. - 1.00pm for all children

We have modern kitchen facilities and a very high quality healthy meal is available. Children may bring a packed lunch to eat at school. Midday Assistants supervise the children over this period of time.



St Anne's Fulshaw Church of England Primary School



Teaching and Learning

In September 2024, there will be approximately 100 children on roll, organised into four classes.

Oak Class

Mr. G. Harley

- Reception, ages 4-5 years

Maple Class

Miss. C. Smith and Mrs. M. Yates

- Y1 & Y2, ages 5-7 years

(Mrs Cavanaugh covering Miss Smith's maternity leave)

Chestnut Class

Mrs. J. Chapman and Mrs. C. Campey

- Y3 & Y4, ages 7-9 years

Beech Class

Mrs. H. Watts and Mr Lewis

- Y5 & Y6, ages 9-11 years

Teaching and learning takes place in a variety of different ways. As far as possible, we aim to enable children to learn in a way which best suits their own learning style and builds on prior learning.

In practice, this means that activities are designed to stimulate the children's senses, particularly visual, auditory and kinaesthetic. They learn as a class, in groups, with partners as well as independently. Encouragement is always given to work hard and achieve potential. Opportunities are always there for every child to progress at their own pace.

Each class makes full use of all the facilities of the school, both inside and outside, to support learning. Each classroom is equipped with an interactive whiteboard, and all children have access to laptops and iPads to support their learning.

We support the special needs of all our children. The school has an SEND policy, which is updated regularly. Children who have been identified as having special educational needs have individual programmes of work written which specifically detail the support they will be receiving. Teaching assistants provide support to individual children and work with groups to progress their learning.

The Headteacher is the Special Needs Coordinator (Ms Daniel). She monitors the work planned for any children with additional needs and liaises with parents and other outside agencies.

Our last OFSTED inspection in March 2023 graded us as a good school, with outstanding personal development and outstanding behaviour and attitudes. Our SIAMS inspection which took place in January 2018 graded us as outstanding in all areas. You can read both reports here

<http://stannesfulshaw.net/page/ofsted-report/2302>

St Anne's Fulshaw Church of England Primary School



Admission Arrangements

Admission to the Reception class, and for in-year places is handled by the Cheshire East Admissions Team

Parents may contact the admissions team on 0300 123 5012, use the application process information in the booklets from the authority which are available on our school website or apply online <https://www.cheshireeast.gov.uk/schools/admissions/admissions.aspx>

We will be delighted to show you and your child around the school as part of the admissions process.

The school has an Equal Opportunities policy. This ensures that no child is excluded from school because of physical disability. The main entrance has a ramp, and the school is single storey, with open access to all teaching areas and a disabled toilet. The school is committed to ensuring access for all and holds action plans for curriculum and physical access.

The Special Educational Needs and Disabilities Coordinator ensures that appropriate, quality resources are provided for children with additional needs. The school has a SEND Policy for pupils with special educational needs which is reviewed annually by the Governing Body. The school's SEND offer is published on the school website <http://www.stannesfulshaw.net/page/send/23622>



St Anne's Fulshaw Church of England Primary School



Term Dates 2025-26

Holidays	Date of closing	Date of re-opening
		Staff: Monday 1 st September 2025 Pupils: Wednesday 3 rd September 2025
Autumn Half Term 2025	Friday 24 th October 2025	Monday 3 rd November 2025
Christmas 2025-26	Thursday 18 th December 2025	Monday 5 th January 2026
Spring Half Term 2026	Friday 13 th February 2026	Monday 23 rd February 2026
Easter 2026	Friday 27 th March 2026	Monday 13 th April 2026
May Day 2026	Friday 1 st May 2026	Tuesday 5 th May 2026
Summer Half Term 2026	Friday 22 nd May 2026	Tuesday 2 nd June 2026
Summer 2026	Friday 17 th July 2026 (pupils) Monday 20 th July 2026 (staff)	School will reopen for staff on Tuesday 1 st September and pupils on Wednesday 2 nd September 2026

INSET days when staff only attend school:

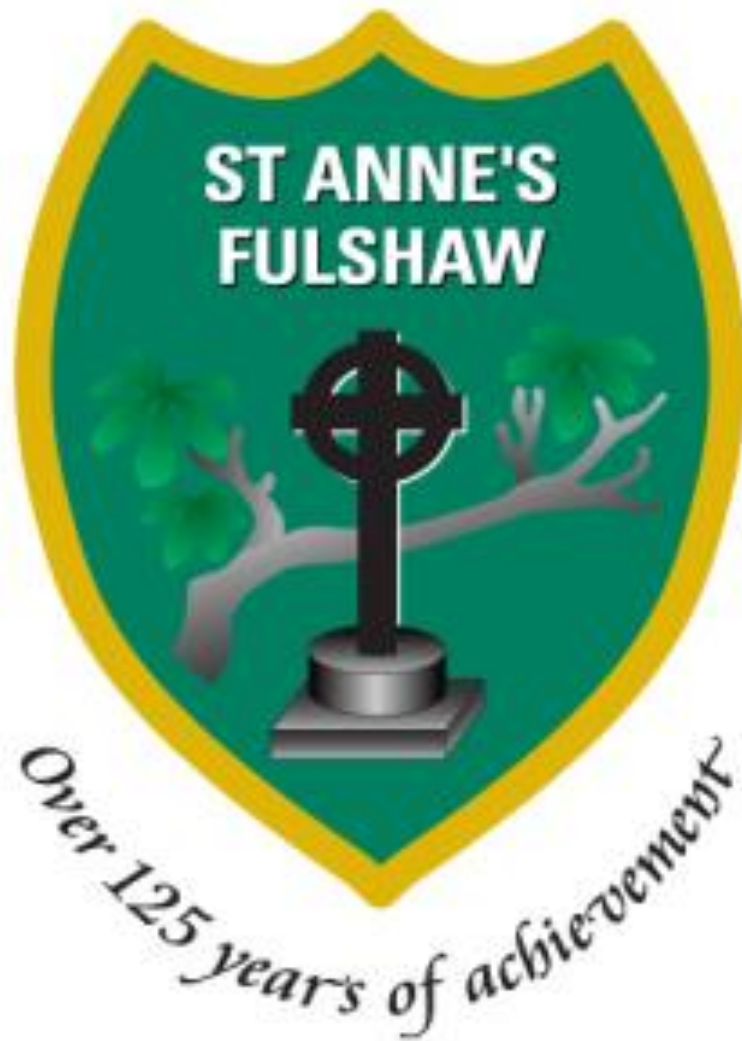
Monday 1st September 2025
 Tuesday 2nd September 2025
 Friday 19th December 2025
 Monday 1st June 2026
 Monday 20th July 2026

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Appendix





Accessibility Policy and Plan

Accessibility Policy and Plan

This plan is drawn up in accordance with the planning duty in the Equality Act 2010. The school has three key duties towards disabled pupils:

- To have the highest standards for our SEND students
- To make reasonable adjustments for students with SEND
- To increase access to education for SEND students

Definition of disability

Guidance from the Department of Education states that a person has a disability if he or she has a long term (i.e. lasting at least 12 months) physical or mental impairment that has a substantial and adverse effect on his or her ability to carry out normal day to day activities. Substantial, as defined by the Disability Discrimination Act, is something that is more than minor or trivial. Disability includes those with medical needs (e.g. cancer, diabetes) and a number of students with learning difficulties and social and emotional mental health difficulties. This plan sets out the proposals of the school to increase access to education for disabled pupils.

The three main aspects concern:

- Increasing participation of students with a varied and engaging curriculum
- Improving the environment of the school
- Increasing the range of assessments to enable accurate tracking of progress in all areas of need

Aims of the Accessibility Policy and Plan

- To ensure that all pupils are fully involved in school life
- Increase the confidence of all staff when teaching students with SEND
- To be sensitive and plan for the individual needs of SEND students
- Develop strong collaborative relationships with pupils and parents or carers
- Promote equality of students who have been identified as having a SEND
- Encourage the availability of role models and positive images of SEND.

Principles

St Anne's Fulshaw has a whole school approach to supporting SEND students. It is the responsibility of every member of staff to remove barriers to learning for SEND students.

Compliance with the Equality Act (2010) is consistent with our setting's aims, SEND Policy and Equality Plan.

Our staff recognise their duty under the Equality Act:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an accessibility plan

In performing their duties governors have regard to the Equality Act 2010.

Our setting:

- recognises and values the young person's knowledge/parents' knowledge of their child's disability
- recognises the effect their disability has on his/her ability to carry out activities,
- respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Safeguarding

All members of the school will ensure that physical accessibility will also consider the safeguarding requirements of the whole school. Where there may be a compromise, this will be managed and

balanced in terms of risk. All members of the school are equally considered in terms of safeguarding of children.

Increasing access for disabled pupils to the school curriculum

We are committed to providing a fully accessible environment and curriculum that values and includes all children and enables them to achieve their very best regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We aim to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit from the full breadth and richness of the opportunities we provide. We are further committed to developing a culture of awareness, tolerance and inclusion within our school.

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities, school or residential visits.

Improving access to the physical environment of the school

The school has some of the following adaptations in place to meet sensory and physical needs and those not yet present are being planned for the future:

- adaptations to the physical environment of the school
- adaptations to school policies and procedures
- access to alternative or augmented forms of communication
- provision of tactile and kinaesthetic materials
- access to low vision aids
- access to specialist aids, seating, equipment or furniture
- regular and frequent access to specialist support

Reasonable adjustments

The school will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed.

Overview of the school building

St Anne's Fulshaw is a two-storey school, however the upper floor is only used for music tuition and for the staffroom / storage. It has disabled toilets on the ground floor, in line with statutory guidance and all entrances, classrooms and open areas are wheelchair friendly. There is an Evac Ladder for use during the event of a fire to exit the upper floor..

Consultation

Ongoing monitoring enables us to identify where changes might be needed and adapted accordingly. The review process takes account of the view of the pupil and their parents/carers when planning for their support and is regularly updated to cater for a variety of needs.

Building

Target Planned Improvement	Strategies/Policies How/Who	Achievement Against Target	If Improvement Required	
			Planned Improvement:	By When
Emergency and evacuation procedures are set up for pupils with SEND	Emergency and evacuation procedures in place.	Fire Risk Assessment completed Auditory Alarm and Evac Ladder are in place and staff training completed as part of induction		
Pupils who use wheelchairs can move	Specific needs identified prior to admission and	Wheelchair access is good	Should pupils who use wheelchairs opt for music	Ongoing

around the ground floor of the school without experiencing barriers.	support put in place in line with EHCP. Ensure all areas are clutter free.		tuition, a ground floor space can be made available for them	
Furniture and equipment is selected, adjusted and located appropriately.	OT and Physio Advice followed for pupils with specific needs	Equipment in place for current SEND pupils	Continuous review Transition meetings for Sept 2024/2025 cohort if necessary	As required for new intake
Provide sensory break out areas for children with SEND across school which meet a range of needs and ages	Sensory break and play areas are being developed in the Egg Box, outdoor spaces and by the new mud kitchen. This is a work in progress and will be ongoing throughout the coming year	Ongoing and regularly updated	Improve sensory outdoor play areas for all children	Ongoing

Curriculum

Target Planned Improvement	Strategies/Policies How/Who	Achievement Against Target	If Improvement Required	
			Planned Improvement:	By When
School trips and residential are made accessible to all pupils irrespective of disability.	Specific needs assessed as part of overall risk assessment Additional support is provided when necessary. School ensures pupil safety at all times	All pupils have opportunity to attend school visits and residential with reasonable adjustments made as required.		
To continue to draw on the expertise of external agencies – (SALT, Physio/OT, EP, CEAT)	SENDSCO to use external professionals to support staff. Staff supported in their work by outside professionals	Ongoing	SALT care plan assessment information to be shared by S & L therapist with school.	Termly as plans updated
Teachers and TAs have the necessary training to teach and	Performance Management CPD SEND courses as appropriate. Teachers/TAs meet	IQT training programme implemented in 2023-24	Ongoing audit of training needs related to SEND	Ongoing

support SEND pupils	requirements of pupils' needs with regard to accessing the curriculum. Regular audit of needs.	and in place for 2024-25 SEND training planned for TAs and new staff		
Lessons provide opportunities for all pupils to achieve.	QFT and adapted teaching to match individual SEND needs. Resources produced to meet individual SEND needs. Pupils achievements measured against targets and national expectations TA support to record information in different formats to match needs. Adaptations to furniture, access and specialist equipment as required.	Whole school curriculum review 2021-22 with significant changes made to resources and key schemes of work. Evaluation of these changes took place in summer term 2023.	Specialist teaching of music and languages Increased use of sports coaches to develop staff and pupils' skills.	Ongoing reviews of new curriculum impact each term
SEND staff deployed to cover curriculum needs.	Staff effectively and efficiently deployed in accordance with EHCP and SEND support plans. Termly SEND report produced and shared with governors via AA Committee to FGB. Pupil progress reviews each half term – review impact of support on progress and attainment	Ongoing and regularly updated		
Suitable access arrangements made for pupils and this will be their 'normal way of working'.	Access arrangements testing in accordance with NCA Children with EHCP to all have 25% additional time in all assessments (100% for children with VI)		Submit request for access arrangements for specific children for SATS 2024.	Feb 2024

Pupils with SEND experience trips and visits to enhance communication and social skills and opportunities for enhanced inclusive physical education to enable progress to be made towards EHCP outcomes.	Risk Assessment carried out for each trip. Planning time each week to discuss activities linked to curriculum and EHCP implementation plans for individual children.			
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Last reviewed: 15.01.24



SEND Policy

St Anne's Fulshaw Special Educational Needs and Disabilities Policy

At St Anne's Fulshaw CE Primary School we believe in equality of opportunity for all children. We recognise that there are children within our school who may have difficulty with their learning and/or who have a disability, which prevents or hinders them from accessing the education normally provided for children of their age group. We also recognise that some children simply learn in a different way and may have specific strengths and weaknesses which affect the way in which they learn. We strive to plan and deliver the curriculum in a varied and dynamic way, ensuring that we cater for children who have a range of learning styles and preferences. We are a fully inclusive school and aim to meet the needs of all learners within the mainstream classroom.

We acknowledge that all teachers are responsible and accountable for the progress and development of the children in their class, including those children who may have support from teaching assistants. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have special educational needs or disabilities (SEND).

Aims

At St Anne's Fulshaw, we aim to create a love of learning in an environment which provides all children with the opportunities necessary to develop their learning potential and realise their aspirations.

In addition, we aim to:

- secure early identification of children with SEND and provide them with the support or opportunities that they need,
- ensure that those pupils with SEND have full access to a broad, balanced and relevant education (1996 Education Act) including the EYFS and the National Curriculum, and wherever possible to provide this within the normal classroom environment through implementation of specific intervention programmes and TA support
- take into account the knowledge, views and experience of parents and outside agencies and to develop positive working relationships with them
- encourage and support children to achieve to their full potential in all areas of the curriculum by creating an environment where their SEND is not a barrier to learning and involvement in school life.
- Work within the guidance provided in the SEND Code of Practice, 2014

Implementation

The Governing Body has a statutory duty towards children with SEND and must have due regard to the SEND Code of Practice when carrying out its duties. A governor is appointed to the role of Governor for Special Educational Needs to ensure that the necessary provision is made. Link governor meetings with the SENCO take place each term to develop a good working relationship.

Class teachers are responsible and accountable for implementing, monitoring and evaluating progress for pupils in their class. Class teachers are also responsible for delivering programmes of extra or additional support for those pupils who need it with the support of the SENCO as required. Teachers fill in and update class provision maps to help them monitor the effectiveness of the interventions provided. The SENCO is responsible for scrutinising and evaluating the impact of all the support provided.

Special Educational Provision

This is provision that is different from or additional to that normally available to pupils of the same age.

Identifying Special Educational Needs

Early identification of issues that children may have with their learning is essential. This is initially the responsibility of the class teacher, with support from the SENCO. Formal discussions and scrutiny of EYFS profile data helps with initial identification of strengths and weaknesses of each cohort as they reach the end of their Reception year. Our on-going programme of assessment, observations of children and scrutiny of work throughout school supports us in the identification of children who have particular learning issues or who are not making adequate progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rates of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

There are four broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Social, emotion and mental health difficulties
- Sensory and/or physical needs

A Graduated Approach to SEND Support

The previous model of School Action and School Action Plus has been replaced by First Concerns and SEND Support; a graduated approach to supporting children and young people with SEN.

Quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Some pupils will need additional, often short term support to give them a 'boost' at certain times in their school life. This support is discussed with parents and includes interventions to help in specific areas such as reading, maths, emotional awareness etc. These children will be placed on a '**First Concerns**' register. Class teachers monitor and evaluate this additional support through class provision maps.

Some pupils have needs or difficulties that will necessitate us to take further more individualised action to remove barriers to learning. This **SEND Support** takes the form of a four-part cycle (assess, plan, do, review) School Focus Plan, with a growing understanding of the pupil's needs and what supports the pupil in making good progress, so securing good outcomes. This SEND Support draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of the pupil.

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, we will consider involving outside agencies and specialists. Parents will be involved in any decision to involve specialists and informed of what was discussed and agreed. SENCO, teacher, parent and specialist should agree the outcomes to be achieved through the support, including a date by which progress will be reviewed. School will arrange to meet parents at least three times a year.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND needs of a child, the child has not made expected progress, the school will consider requesting an Education, Health and Care needs assessment (EHC).

The Role of the SENCO

The SENCO has overall responsibility for the provision of appropriate support for all children with special needs. Our class provision maps reflect any provision which is additional to and different from that which is usually

provided. The SENCO will work closely with teachers and teaching assistants to

- identify children with special needs
- draw up SEND Support Plans
- monitor progress
- analyse assessments
- ensure appropriate quality resources are available to support teaching and learning
- monitor and evaluate effectiveness of support through an impact of intervention provision map.

Monitoring SEND Provision

Class teachers, with the support of the SENCO evaluate the effectiveness of the support in place in their class through their class provision maps:

The SENCO will use the information in these class provision maps to assess the overall effectiveness of SEND provision at St Anne's. Interventions and support will be evaluated to give an effectiveness rating. Those which have a high effectiveness rating i.e. those which are low cost yet offer high output/progress can be targeted to ensure best outcomes for pupils, This information will also be used to plan and prioritise staff training.

Resources

At St Anne's Fulshaw we have an increasing bank of quality resources which support and enrich our SEND provision across all areas of the curriculum. They fall into several categories:

Identification: these help us in our assessment of a child's needs. We use the British Picture Vocabulary Test, Verbal and Non Verbal Reasoning Tests, Single Word Spelling Test, YARC, Neale Reading Test, PM Benchmarking, Nessler and a Dyscalculia assessment. We also have staff that are trained to assess for Irlen's and screen for Dyslexia.

Delivery: we have a wide range of materials available to support us in delivering high quality intervention programmes

Support and Enrichment: Computer software such as the Widgit Symwriter and Communicate in Print 2, Nessler, Wordshark, Numbershark, reading schemes for older pupils who are reading well below their chronological age eg Barrington Stokes. We also make use of loan facilities at the Education Library Service to borrow other suitable reading materials such 'Rapid Readers' which are suitable for children with dyslexia.

The classroom is an important resource and as such we strive to make effective use of them through the use of visual timetables, wall displays, easy access to materials such as whiteboards and pens, 'have a go' pads, topic vocabulary etc to support the children's learning.

Effective use is made of adult resources to deliver Intervention programmes and activities to support pupils. These include 1:1 reading support, support within the classroom and regular memory and phonological activities.

Professional Development

The SENCO, teachers and teaching assistants have the opportunity to attend courses and other training on the identification and teaching of children with SEND. Examples of recent training includes: Inference Training, Autism Awareness training, Boxall Profile and Emotionally Healthy Schools training.

Involvement of Children

Views of children are sought according to the age, maturity and capability of the child. Children are involved in setting targets and in the review of their progress. We encourage them to think about how they learn best and endeavour to increase their awareness of their strengths and weaknesses.

Parent Partnership

We recognise the importance of developing positive partnerships with all parents, especially those of children with special needs. Parents are involved in decisions to offer additional support and their views are actively sought.

We ensure that parents are aware of the CEIAS service which offers independent advice and/or support for parents with children who have special needs. Regular newsletters and information bulletins are sent into school and distributed to parents or displayed as appropriate.

Reviewing the Policy

This SEND Policy will be reviewed annually.

Reviewed 10.03.25