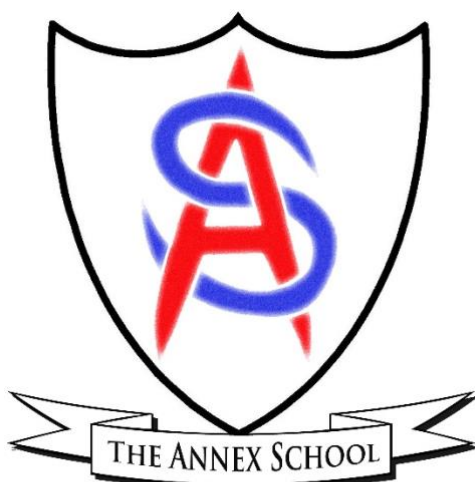




The Annex School

SEND Information

report



The Annex School

Approved by: Jane Parish/Elesha Lee Date: September 2023 Next Review Date: Annually



Dear parents and carers,

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

If you want to know more about our arrangements for SEND, read our SENCo policy.

You can ask a member of staff to make a copy/send you the policy.

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

Aims of the School

- To ensure that all students have access to a broad and balanced curriculum appropriate to their individual needs.
- To provide a differentiated curriculum appropriate to the individual needs, ability and interests of each student
- To ensure that all students take as full a part as possible in all school activities
- To ensure that parents/carers of all students are kept fully informed of their child's progress and attainment (where appropriate)
- To ensure that all students are involved, where practicable, in decisions affecting their future provision
- Whilst many factors contribute to the range of difficulties experienced by our students, we believe that much can be done to overcome them or lessen their effect, by parents/carers, teachers and students working together.

Most students attending The Annex School have an Education Health Care Plan (EHCP). The students may also have additional identified needs such as communication and specific learning difficulties.

The EHCP also outlines each student's intended outcomes that are reviewed on a regular basis and at the Annual Review to ensure that they remain appropriate to meet the student's special educational needs. We have rigorous monitoring in place that tracks the progress our students make in all areas of the curriculum. Our staff are vigilant at supporting and raising any concerns. We use academic data and other forms of assessment throughout the year to identify additional needs and celebrate achievement.

How will The Annex School staff support each child?

Our approach is guided by our policies, including: curriculum, teaching and learning, assessment and SEND policies. Staff routinely consult with students regarding their needs, for example, when preparing for the PEP or Annual Review meetings, students are encouraged to reflect on their successes, areas they would like to work on and their aspirations.

Our curriculum is carefully planned in consultation with the Headteacher, students and staff to make sure we meet the needs of the students. Progress is regularly monitored to ensure students are achieving as much as they can and this is discussed at regular points throughout the year: over the phone; by email; in review meetings and during house meetings.

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All staff are trained to meet the range of Special Educational and Additional Needs. Each child will have a plan that is kept under regular review and any agreed targets are updated and shared with relevant individuals.

We will also seek further advice and support from external agencies and experts such as:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

How are the school's resources allocated and matched to the child's SEN?

The Annex School's arrangements are designed, structured and funded to meet the range of special educational needs identified in the school's admissions policy and the students' EHCP.

The child's teacher/s are responsible and accountable for the progress and development of all the students in school.

High-quality teaching is our first step in responding to the child's needs. We will make sure that the child has access to a broad and balanced curriculum in every year they are at our school. We will differentiate (or adapt) how we teach to suit the way the student works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by-case basis to make sure the adaptations we make are meaningful to the child.

These adaptations include:

- Differentiating our curriculum to make sure all students are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistant/s will support students on a 1-to-1 basis when identified

How is the decision made about what type and how much support a child will receive?

The PEP and EHCP identifies the child's needs and the corresponding provision. The Annual Review process is a formal mechanism by which education staff, therapists, students, social workers and local authority representatives discuss progress and ensure that each child's needs are being met through the arrangements put in place by the school. At this point a decision is taken whether additional or different arrangements are necessary.

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How will the school measure the child's progress?

We will follow the 'graduated approach' to meeting the child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



What training do the staff have at The Annex School?

Staff have a vast array of experience with most working within the company for a number of years. We have a comprehensive training programme, including weekly meetings, briefings and INSET days, which are customised to reflect and respond to the needs of the students who are currently at The Annex School. The use of physical intervention is also delivered to promote everyone's safety.

How accessible is the school environment?

As we are a small school setting, we are based on one floor consisting of two classrooms with a washroom facility. Therefore the school is fully accessible for students with mobility aids. Students with medical needs are supported in line with our school policy for supporting students with medical conditions.

How will the school prepare and support each child for the next stage of education?

Post-16 transition is carefully planned in PEP and during the EHCP review from Year 9 up. These transition reviews identify and prepare students for the most appropriate next step in their education. This includes: college placement in years 10 and 11, functional skills qualifications, identifying individual pathways for those who show interest and talent in particular areas, e.g. school and college-based vocation courses. School and House staff support visits and applications to colleges and further education providers.

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What support will there be for my child's overall wellbeing?

We have strong links with the house and effectively communicate strategies and interventions to best support the students. Good communication will also ensure we know all students well, including their interests, so we know how best to support them. Due to the small size of our school, one class takes place with break out sessions/1:1 teaching of specific curriculum where applicable. This embeds peer relationships, social communication and interaction skills to develop with support from staff.

Additional support available through the Local Authority

If you have questions about SEND, please get in touch to let us know. To see what support is available to you locally, have a look at the Kent local offer. Kent publishes information about the local offer on their website:

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

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

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

Glossary

- **Annual review** – an annual meeting to review the provision in a student's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a student with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a student's needs
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the student's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student
- **Intervention** – a short-term, targeted approach to teaching a student with a specific outcome in mind
- **Outcome** – target for improvement for students with SEND. These targets don't necessarily have to be related to academic attainment
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities

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- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN support** – special educational provision which meets the needs of students with SEN
- **Transition** – when a student moves between years, phases, schools or institutions or life stages