

St. Anne's Catholic High School for Girls



SEND INFORMATION REPORT

September 2025

Reviewed: Autumn 2025

Next review: Autumn 2026

Quality of Education Committee

Contents

	Page
Mission Statement	3
Our Vision	4
Type of School	4
The kinds of Special Educational Needs for which provision is made at St Anne's Catholic High School for Girls	4
Our Ofsted Rating	5
How we know if a student has special educational needs	5
What should you do if you think your child may have special educational needs?	6
How we adapt our teaching for students with special educational Needs	7
How we decide what resources we can give to a student with special educational needs	7
Support we offer for students' health and general wellbeing	8
Specialist external services we use when we think extra help is needed	9
The training our staff have had or are getting	10
Our school environment	10
How we prepare for students joining our school and leaving our school	10
How parents/carers are involved in school life	12
Who to contact for more information or to discuss a concern	12
Links with other policies	13



MISSION STATEMENT

St. Anne's Catholic High School for Girls will offer a positive presence in Enfield with a comprehensive curriculum equipping students with the ability to meet the challenges of the 21st Century confidently and with high spiritual and moral standards.

We recognise that students, parents, staff and governors make up the school's community which will continually self-evaluate to improve itself effectively and efficiently in all aspects of its growth.

'Act justly, love tenderly, walk humbly with your God.'

HOW WE SUPPORT STUDENTS WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Our vision and how we hope to achieve it

We recognise in all our relationships the dignity and value of each person, showing one another mutual acceptance and respect. We aim, through our curriculum, to equip all our students with the ability to meet the challenges of the 21st century confidently and with high spiritual and moral standards. We recognise that all students, parents/carers, staff and governors make up the school's community, which will continually self-evaluate to improve itself effectively and efficiently in all aspects of its growth.

Type of school

We are a fully inclusive Roman Catholic girls' secondary school. We meet high academic standards and promote spirituality, pastoral care and the Roman Catholic community. We admit students from the age of 11 to 18.

The kinds of Special Educational Needs for which provision is made at St Anne's Catholic High School for Girls

At St Anne's Catholic High School for Girls, we are committed to welcoming and supporting pupils with a wide range of special educational needs and disabilities (SEND), in line with the SEND Code of Practice (2015).

We make provision for students who may have needs in one or more of the four broad areas of SEND:

- Communication and Interaction
 - e.g. Autism, Developmental Language Disorder (DLD), Speech, Language and Communication Needs (SLCN).
- Cognition and Learning
 - e.g. Specific Learning Difficulties such as dyslexia, dyscalculia; moderate learning difficulties.
- Social, Emotional and Mental Health (SEMH)
 - e.g. attention difficulties (such as ADHD), anxiety, low mood.
- Sensory and/or Physical Needs
 - e.g. visual or hearing impairments, mild physical disabilities, mild medical conditions affecting access to learning.

We recognise that students may have needs across more than one area, and that these can change over time. Provision is flexible and tailored to individual needs, while also ensuring access to a broad and balanced curriculum.

Our Ofsted rating

St. Anne's was inspected in the summer term 2023 and we were judged to be an 'Outstanding' school.

In his report, the Inspector wrote:

"The curriculum enables all pupils, including those with special educational needs and/or disabilities (SEND) to thrive. Pupils remember in detail what they learned in previous lessons and from previous years. This allows their learning to develop and deepen successfully over time."

"Leaders and teachers support pupils with SEND well. Teachers have the information they need to understand pupils' barriers to learning and adapt lesson materials to meet pupils' needs. Well-trained learning support assistants frequently work with pupils in lessons, providing bespoke support. This allows pupils with SEND to access the same learning as all pupils. Expert support is in place for pupils who attend the additional resourced provision. Pupils here access an ambitious curriculum. This is delivered by teachers with strong subject knowledge and an acute understanding of pupils' specific needs."

"Leaders encourage a love of reading. Pupils read regularly during some of their tutor sessions and all have a book with them at all times. Leaders have recognised the need to support those pupils at the earliest stages of reading. For these pupils, leaders make sure that they get the support they need to learn to read fluently and accurately. This includes phonics teaching delivered by well-trained staff."

How we know if a student has special educational needs

We use a wide range of methods to identify students who may have special educational needs:

- A transition proforma is sent to primary schools and parents of all new starters.
- Students' primary files and SEND files containing their school records.
- Online Meetings with the EHCP student's parents, primary school class teachers, primary SENDCo and St. Anne's SENDCo
- EHCP students and their parents and or SENDCo attend a meeting at school
- Literacy screening for Reading/comprehension age and Spelling. This was an online assessment (together with the spelling test) in the Autumn term of year 7 and again at the end of year 7, year 8 and year 9
- CATs (Cognitive Abilities Tests)
- Baseline tests in subject areas at the start of year 7
- Dyslexia/Dyscalculia screening where necessary
- St. Anne's staff referrals
- Information/concerns provided by parents/carers
- Students' self-referral
- External agency information
- Individual assessment of casual admissions (mid-year admissions)

Students at St. Anne's are regularly assessed by their subject teachers. There is robust tracking and monitoring of progress by all teachers, Pastoral Leaders and Key Stage Leaders, who will make a referral to the Learning Support Department if they have concerns regarding a student's lack of progress combined with a possible significant learning difficulty.

What should you do if you think your child may have special educational needs?

We encourage parents/carers to contact the school's Special Educational Needs Coordinator (SENDCo) if they are concerned that their child may need additional support. The contact details are listed below under 'Who to contact for more information'.

The SENDCo is present at Parent/Carer Evenings for all year groups, for parents/carers to discuss any concerns they may have. The dates for these meetings are on the website and in the regular Parents Bulletins.

Parents/Carers can also raise concerns with their child's Pastoral Leader and this information will be passed to the Inclusion Manager.

If necessary parents/carers will be asked by the school to give their permission to refer their child to the relevant external agency partner for further assessment e.g. the Educational Psychologist.

We have a Specially Resourced Provision (SRP) which specialises in supporting students with autism. The borough designate places within the SRP for students with Education Health Care Plans (EHCPs).

The SRP provides specialist support for the personal development of students with Autism and other identified SEND.

Students who are designated members of our Specially Resourced Provision (SRP) or those on our SEND register follow the ASDAN curriculum in place of Modern Foreign Languages at Key Stage 3.

We offer Extended Learning in Key Stage 4 (a Learning Support option, with a teacher, in place of one GCSE) for a small group of identified students who would benefit from this added support. During Extended Learning students follow the ASDAN Key Skills curriculum which is coursework based and leads to an ASDAN certificate.

Our two Emotional Literacy Mentors provide one to one emotional support sessions across both campuses alongside our full time school counsellor.

Our six Pastoral Leaders also have a pastoral role in supporting SEMH students. We have had additional SEMH support since September 2020, from two practitioners working within the Mental Health Support Team from CAMHS/EPS.

We have fortnightly Inclusion Meetings to discuss the needs of students and how best to support them in their learning.

How we adapt our teaching for students with special educational needs

Relevant, up to date, SEND information is disseminated to all teaching and curriculum support staff via the ARBOR software programme, in preparation for teachers and TAs to prepare differentiated work so as to make the lessons accessible for SEND students.

Differentiation is a strategy employed by all staff and is a key focus area for the school. We have devoted an INSET day to further staff knowledge and we have a bank of resources to support staff on our school network.

Teaching Assistants have planning meetings with teachers to exchange information about students' needs and to plan for the special needs of the students in their lessons. Relevant information and target setting for our SEND students can be efficiently shared on the ARBOR tool.

Setting by ability in certain subject areas, and having smaller groups of students, enables teaching and learning at an appropriate level.

How we decide what resources we can give to a student with special educational needs

Student need determines the support that is allocated to students and this is regularly reviewed, for example during and after an intervention or after an in-class assessment. This will involve discussion with relevant staff.

Parents/carers are always informed if an intervention is put into place. A team of Teaching Assistants provide in-class support across the curriculum on both sites. Our Emotional Literacy Support Mentors can provide external support where necessary depending on the type of need.

Students with an Education, Health and Care Plan (EHCP) receive their allocation of support as stipulated on their EHCP.

In class support is given to students in many lower set English, Maths and Science groups. All students with a reading age below 9yrs are further screened for additional literacy support.

A qualified teacher delivers and oversees the Ruth Miskin Fresh Start Phonics Programme to our students with the lowest reading ages.

Our Drawing & Talking Therapy Practitioner helps children process difficult feelings, trauma, or anxiety without needing to articulate their emotions directly through therapy sessions.

Students' interactions with Alfie, our trained therapy dog can have a soothing effect, promoting emotional well-being and increasing feelings of comfort and security in school.

All provision is monitored to evaluate the impact of interventions through baseline and follow-up assessments. The progress of pupils with SEND is reviewed regularly by class teachers, the SENDCO, and the Senior Leadership Team. Outcomes are tracked using both academic data and wellbeing measures, and adjustments are made where necessary. Parents are our partners in this process, and we welcome their views during review meetings and ongoing communication.

Staff receive on-going professional development and student need can determine the nature of this training, for example Autism awareness, Attention-Deficit/Hyperactivity Disorder (ADHD), Hearing Impairments, Social Emotional Mental Health (SEMH) issues and Speech, Language and Communication (SLCN) difficulties.

Support we offer for students' health and general wellbeing

All staff at St. Anne's give outstanding care, guidance and support to our students as evidenced in our Ofsted Report. We have an extremely strong, dedicated pastoral team, which consists of the SENDCO, the Director of KS4 (Assistant Head Teacher), the Pastoral Support Team, the Emotional Literacy Mentors and the Counsellor. Behavioural issues are dealt with promptly by Pastoral Leaders, so avoiding any disruption to learning. We have weekly team meetings to discuss any concerns that have been raised regarding the well-being of students; medical, behavioural, social, emotional or mental health issues. We decide on appropriate action/intervention/referral and keep our parents/carers involved at all times.

We have a Welfare Officer on each site who is the person responsible for medical matters on a daily basis and for administering medicines. If a Care Plan is needed for a student with a medical condition, the Learning Support Coordinator/ Pastoral Lead invites the parents/carers and the school nurse to a meeting, to set up the plan. Where a medical condition impacts on a student's learning, the medical information is shared with relevant staff through the SENDCO. The majority of our support staff are First Aid Trained.

Our Learning Support Coordinators support our students in a variety of ways to uphold our high behaviour standards, as well as monitoring attendance and punctuality. We have an Inclusion Base on our Palmers Green campus which supports the school and students in avoiding exclusions. We have a Safer Schools Officer who visits regularly.

Students have an opportunity to express their views via our student council. Every year group is represented on the council – students are elected by their peers and represent them, taking their concerns and ideas to the council. There is also a student suggestion box on each site. Students are also asked to evaluate interventions. Students are invited to contribute to the discussions in their review meetings for their EHCP and Support plans.

Specialist external services we use when we think extra help is needed

The governing body ensures that the school works closely with a range of external bodies, including health and social services, local authority support services, and voluntary organisations, to meet the needs of pupils with SEND. These partnerships support both the educational progress of pupils and the well-being of their families. The governing body regularly reviews these arrangements to ensure that the support provided is effective and that pupils and families receive the help they need.

We have strong links with a range of external agencies who we contact for support and training and interventions in various areas:

- Educational Psychology Service
- CAMHS, SAFE, IAPT and MHST (see below)
- SALT (Speech and Language Therapy)
- Enfield Secondary Behaviour Support Service (BSS)
- Enfield Safeguarding Children Board
- ECASS Enfield Council and Education Services
- Safer Schools Officer and the Police Service (including Trident)
- MASH (Multi-agency Safeguarding Hub)
- Enfield Parent Support Service
- Adoption Plus
- North London Adoption Fund
- FBS – Family Based Solutions
- The Lighthouse (CSE)
- Social Services
- EWO (Education Welfare Service)
- Young Offenders
- School Nurse Team
- 'Virtual' Schools in relevant Local Authorities (CLA students)
- Compass
- Open Door
- DAZU (Young Carers)
- Attendance Support Unit (ASU)
- Enfield Advisory Service for Autism (EASA)
- North Central London Integrated Care Board (NCL ICB)
- The Early Help Family Hub

We also use other relevant services run by the London Borough of Enfield and independent organisations to support students when necessary.

The training our staff have had or are getting

All staff have access to continuing professional development and are encouraged to attend training to develop their skills in supporting SEND learners. Recent whole school training has focused on Secondary School Transition for Learners with Additional Needs. Teachers and support staff have recently had training on supporting students with Speech Language and Communication Needs as well as Memory strategies. The whole school also attended the *Making Sense of Autism* training to familiarise themselves with the difficulties an autistic person may face on a daily basis and how they can be supported through inclusive practice. Support staff attended recent training on 'Mental Health and Wellbeing' and Relationships and Sex Education. There is regular, statutory Child Protection training and PREVENT training.

Our school environment

We are a split campus school (the sites are 3.5 miles apart) and our buildings are not fully wheelchair accessible. The ground floors are all wheelchair accessible but we do not have lifts on the Enfield Campus or the main building on the Palmers Green Campus. We do have a lift in our sixth form block.

We have a stair lift on our Palmers Green Campus, which does enable students to go to the first floor if they cannot use the stairs. We do have disabled toilet facilities. If we are able make improvements to our campuses to support SEND students, then we will do so.

Similarly, if students need equipment to support them in their learning, then we will do our best to provide it.

Inclusion in school activities

In line with our ethos of belonging and community, pupils with SEND are encouraged and supported to join in all aspects of school life, including clubs, trips, liturgical events, and physical education. Staff work to remove barriers so that every pupil can take part meaningfully and safely. Inclusion is promoted across the school so that all pupils learn to respect, value, and support one another.

How we prepare for students joining our school and leaving our school

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. We invite professionals e.g. Occupational therapists and Physiotherapists into school prior to transition in order to make any necessary arrangements to ease transition for relevant students.

We have a robust transition process for our new year 7 students and this ensures that students arrive in September, looking forward to joining St. Anne's, and any worries that they might have had, have been dealt with before they arrive.

The SENDCo and Pastoral Leaders attend the Open Evening in September/October prior to transfer and are available to speak with parents/carers about student needs.

We offer further visits and tours on both our campuses during the following months and the SENDCo is available for appointments to meet with prospective parents/carers of SEND students.

For the students with an EHCP, the SENDCo attends Year 6 Annual Reviews of students online and is available to attend further transition meetings when requested. In the summer term before starting at St. Anne's the EHCP students and their parents and or SENDCos are invited to meet the SENDCo and look around our SEND department through a school tour.

Again, we offer further individual visits where necessary in the summer term, for students who need additional support prior to their transition.

Our website has a section dedicated to our new year 7 students with a great deal of information for them.

The first day of the new school year in September is solely for year 7 on the Enfield Campus, and is an opportunity for them to familiarise themselves with the school and meet key members of staff, prior to Year 8 and Year 9 returning.

We allocate 'buddies' from year 8 to the year 7 classes to assist them during their first few weeks.

During the first half of the autumn term we hold a year 7 parent/carer welcome evening including Mass in our local church. We also hold a Year 7 Parent/carer meeting for parents/carers to receive detailed information about their child's curriculum and how they can support their child's.

Students who arrive part way through the school year are assessed on entry. This gives an early indicator of any special educational needs. Buddies are allocated to them from their tutor group to help them settle in.

SEND students are advised and supported when choosing their GCSE options and parents/carers are consulted.

We have a transition programme for all Year 9 students where they visit the upper site during the summer term of year 9.

We offer a transition session by experts from My Young Mind Enfield for form groups in year 7 and year 10.

Careers advice begins in year 8 and continues through to 6th form. One-to-one careers advice begins in year 10 with our school Careers Advisor, and, where necessary from LB Enfield agencies, with regard to their choice of education/training post GCSEs and their future career. The LB of Enfield LDD Careers Advisor gives additional advice to our EHCP students.

Support and advice is offered to our 6th form students in their choice of university/college and this support is continued through the application process.

In addition to academic and career transitions, students with SEND are supported to develop skills for adulthood and independent living, including decision-making, self-advocacy, and managing personal responsibilities.

How parents/carers are involved in school life

St. Anne's strives to make parents/carers have confidence in the school, to be comfortable to approach the school, feel involved, feel informed about their child and valued as parents/carers. Opportunities exist for parents/carers to engage with school staff as partners, to discuss the needs of their child at different stages, in both formal and informal settings.

There are numerous means of engagement and communication:

- Letters
- Phone calls
- MS TEAMS meetings
- Emails
- ARBOR access
- Meetings – Consultation evenings, Annual Reviews, Teacher/Pastoral Leader/Inclusion Manager meetings
- Student Planner
- Parent/Carer Discussion Groups
- Parent/Carer Drop-in mornings
- Year 7 Transition Information evening
- Year 7 Curriculum evening
- Year 7 Welcome evening
- Parents Bulletin
- School website
- Parent Mail (Group Call)
- Parent/Carer Questionnaires
- FOSA – Friends of St. Anne's – all parents/carers are invited to be members and become involved in supporting events/fundraising events alongside school staff.
- KS4 Pathways Evening
- Year 10 Curriculum Evening

Who to contact for more information or to discuss a concern

The first point of contact if you wish to discuss a matter related to SEND is:

Mrs Andrea Szucs SENDCo

St. Anne's Catholic High School for Girls

50 London Rd, Enfield, EN2 6EL **or** 6 Oakthorpe Rd, London, N13 5TY

Switchboard: 020 8366 0514/ 020 8886 2165

Parents/carers can also access impartial advice and information through the Enfield Local Offer, which includes services provided in accordance with section 32 of the Children and Families Act 2014.

From the 1st of September 2014 the Enfield Local Offer is available at [Enfield's local offer for SEND | Enfield Council](#)

Resources, approaches and reasonable adjustments that the Local Authority expects to be made available for children and young people with special educational needs and disabilities across mainstream schools in Enfield is available at:

[A parent/carers guide to support and ordinarily available provision for children and young people in Enfield schools](#)

Our offer to children with special educational needs and disabilities was prepared in July 2014.

It was last reviewed in September 2024. Next Review: September 2025

Links with other policies

This policy links to the following policies:

- Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEND and disabilities.
- The Special Educational Needs and Disability Regulations 2015, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report.

This policy should be read in conjunction with the following school policies, government guidance and legislation:

- SEND Information Report Regulation (2014).
- Schools Accessibility and Inclusion Plan.
- Child Protection and Safeguarding Policy.
- Complaints Procedure.
- Equality, Diversity & Inclusion Policy and the Equality Act 2010.
- Children and families Act 0-25 (2015).
- Equality Act 2010: advice for schools (DFE February 2013).
- Schools SEND Information Report (2024).
- Schools Admissions Code, DFE 1 February 2012.

Complaints from parents/carers of pupils with SEND

Parents/carers of pupils with SEND who have concerns about the support provided can use the school's Complaints Procedure. All SEND-related complaints are taken seriously, investigated promptly, and addressed in line with statutory guidance.

Modification history

Version	Date	Description	Revision Author
0.1	18/09/2022		Claudia Vowles
0.2	03/10/2022		Claudia Vowles
0.3	02/10/2023		Claudia Vowles
0.4	04/10/2024		Andrea Szucs
0.5	23/09/2025		Andrea Szucs