

St. Anne's Catholic High School for Girls



SEND INFORMATION REPORT

September 2026

Reviewed: Autumn 2026

Next review: Autumn 2027

Quality of Education Committee

Contents	Page
Mission Statement	3
Our Vision	4
Type of School	4
Special Educational Needs (SEND) Provision	4
Our Ofsted Rating	4
Identification of SEND	4
Contacting the School	5
Adapting Teaching and Resources	5
Specialist External Services	5
Staff Training	5
School Environment	6
Accessibility & Equality	6
Student Voice	6
Transition and Inclusion	6
Parental Involvement	7
Contact Information	7
Additional Information	7, 8



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, with high spiritual and moral standards.

We recognise that our community – comprising students, parent, carers, staff and governors – must continually self-evaluate to improve effectively and efficiently.

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

1. Our vision

We recognise the dignity and value of every young person, fostering mutual acceptance and respect. Through our curriculum, we aim to equip all students with the skills and standards necessary for the 21st century.

2. Type of school

We are a fully inclusive Roman Catholic girls' secondary school, admitting students from age 11 to 16. We maintain high academic standards while promoting spirituality and pastoral care.

3. Special Educational Needs (SEND) Provision

We are committed to supporting students with a wide range of SEND, in line with the SEND Code of Practice (2015).

We make provision for students across the four broad areas of need:

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

Provision is flexible, tailored to individual needs, and ensures access to a broad, balanced curriculum.

4. Our Ofsted rating

St. Anne's was inspected in the November 2022 and judged to be an 'Outstanding' school in all areas.

The report noted: *"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."*

5. Identification of SEND

We use a variety of methods to identify students with SEND, including:

- Transition proformas from primary schools and student records.
- Meetings with parents, primary school staff, and our SENDCo.
- Literacy screening and Cognitive Abilities Tests (CATs).
- Baseline subject assessments and dyslexia/dyscalculia screening.
- Staff, parent/carers, or student referrals.
- External agency reports.

Teachers and Learning Support Coordinators monitor progress robustly, referring students to the SEND department if they identify a lack of progress combined with a significant learning difficulty.

6. Contacting the School

If you are concerned that your child may have SEND, please contact the SEND Department. The SENDCo is available at Parent/Carer Evenings to discuss concerns. You may also raise concerns with your child's Learning Support Coordinator.

7. Adapting Teaching and Resources

- **Curriculum Access:** Information regarding student needs is shared via the ARBOR software, allowing teachers to adapt lessons effectively.
- **Support:** Teaching Assistants provide additional assistance where appropriate, working alongside teachers to support students learning. We provide high-quality, inclusive teaching as the foundation of our SEND provision. Our teachers use a range of adaptive approaches to ensure that students can access and engage with learning. This includes adapting teaching methods, resources, explanations, questioning, scaffolding and the learning environment to respond effectively to individual needs and enable every student to make progress.
- **Resources:** Support is determined by individual need and reviewed regularly. Students with an Education, Health and Care Plan (EHCP) receive the support stipulated in their plan.
- **Wellbeing:** We offer emotional support through our Emotional Literacy Mentors, School Counsellor, and our school dog, Alfie.
- **Evaluation:** All SEND provision is carefully monitored and evaluated to ensure that interventions are having a positive impact on pupils' progress and outcomes. Baseline and follow-up assessments are used to measure the effectiveness of support and inform next steps. The progress and needs of students with SEND are regularly reviewed by class teachers, the SENDCO and the Senior Leadership Team to ensure that provision remains appropriate, effective and responsive to individual needs.

8. Specialist External Services

We work closely with various external bodies to meet student's needs, including:

- Educational Psychology Service
- CAMHS, SAFE, IAPT, and MHST
- Speech and Language Therapy (SALT)
- Enfield Secondary Behaviour Support Service
- Local Authority and Social Services
- Safer Schools Officer and Police Service
- Enfield Advisory Service for Autism (EASA)

Where appropriate, we seek advice, assessment, training and specialist intervention from external agencies. We work collaboratively with these professionals, parents/carers and students to understand needs, implement recommendations and review the effectiveness of support.

9. Staff Training

Staff receive ongoing professional development, including training on Autism awareness, ADHD, SEMH, Speech and Language, Trauma-Informed Practice, and statutory Child Protection action/intervention/referral and keep our parents/carers involved at all times.

10. School Environment

Our school is split across two campuses'. While ground floors are wheelchair accessible, lift access is limited. We have disabled toilet facilities and have improved safety markings on staircases to assist students with visual impairments. We strive to provide necessary equipment to support learning wherever possible.

11. Accessibility and Equality

St. Anne's is committed to promoting equality of opportunity and ensuring that all students, including those with SEND and disabilities, are valued, respected and supported to achieve their full potential.

We recognise and celebrate the individual strengths, needs and abilities of every student. We are committed to removing barriers to learning and participation by making appropriate reasonable adjustments and providing the support needed to enable students with SEND to thrive and take an active part in all aspects of school life.

Admission arrangements for students with disabilities are in accordance with the school's published Admissions Policy and the requirements of the Equality Act 2010. We consider the individual needs of students when planning for their admission and transition into school, working closely with families and relevant professionals where appropriate.

We regularly review accessibility across the school to ensure that students with SEND are able to access the curriculum, facilities, activities and wider opportunities available to all students. Where necessary, reasonable adjustments are made to support individual students and promote their participation, independence and success within our school community.

Further information can be found in our **Accessibility and Inclusion Plan, Equality Policy and Admissions Policy**.

12. Student Voice

We value and respect the views, wishes and feelings of students with SEND and recognise the importance of involving them in decisions about their education, support and wider school experience. Students are encouraged and supported to express their views and contribute to the identification of their needs, the setting and review of targets, SEND reviews, Annual Reviews of Education, Health and Care Plans, and discussions regarding reasonable adjustments and additional support.

We are committed to ensuring that students with SEND have the same opportunities to participate fully in the wider life of the school. Where appropriate, reasonable adjustments and individualised support are put in place to enable students to access educational visits, extracurricular activities, clubs, sporting activities, performances, enrichment opportunities and school events. Our aim is to remove barriers to participation and ensure that every student feels included, valued and able to contribute to school life.

13. Transition and Inclusion

We recognise that transition can be challenging. We facilitate smooth transitions through primary school visits, individual tours, and induction and confidence and connection days. We also provide career guidance starting from KS3, including support for post-GCSE education and training.

14. Parental Involvement

We value parents/carers as partners. Engagement opportunities include:

- Consultation evenings and Annual Reviews.
- Regular communication via email, phone, and the school portal (ARBOR).
- Parent/Carer discussion groups and drop-in mornings.
- The Friends of St. Anne's (FOSA) association.
- School events e.g. Carol Service, Annual Creative Festival

15. Contact Information

SEND Department

SENDCo - Palmers Green Campus: Mrs. A Szucs

SENDCo- Enfield Campus: Mrs. M Thomas

Address: 50 London Rd, Enfield, EN2 6EL / 6 Oakthorpe Rd, London, N13 5TY

Switchboard: 020 8366 0514 / 020 8886 2165

16. Additional Information

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](#)

Links with other policies

This policy links to the following policies:

- Special Educational Needs and Disability (SEND) Code of Practice (2015) 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 (Information) Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCos) and the SEND information report.

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

- Special Educational Needs and Disability (Information) Regulations (2014).
- Schools Accessibility and Inclusion Plan.
- Child Protection and Safeguarding Policy.
- Complaints Procedure.
- Accessibility and Inclusion Plan.
- Equality Policy.
- Admission Policies.
- Equality, Diversity & Inclusion Policy and the Equality Act 2010.
- Children and Families Act 0-25 (2014).
- 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 students with SEND

Parents/carers of students 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	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
0.6	04/09/2026	Andrea Szucs