



St. Antony's Catholic Primary School



# St Antony's Catholic Primary



## SEND INFORMATION REPORT

LEARNING TOGETHER IN GOD'S LOVE



**Information included in the SEN information report:**  
(Regulation 51 Schedule 1, Code of Practice 6.79 – 6.83, Children and Families Act section 69 )

**The kinds of special educational needs that are provided for in the school**

At St Antony's we have a range of SEN Type. There are children who are diagnosed ASD as well as those with characteristics of ASD. We have children who have Specific Speech and Language, Moderate learning difficulties

**Policies for identifying children and young people with special educational needs and assessing their needs**

In our setting we have an initial concern sheet which is used to document any barriers to learning that the teachers may observe over a period of 3- 6 weeks to determine and patterns or triggers that may be a barrier to them accessing the curriculum in its entirety.

The SENCO will action the initial concern by observing the child and make recommendations as to how the teacher can assist the child in their learning.

The appropriate intervention is then determined based on the findings.

Interventions may include Wave 3, Reading Recovery, Speech and Language activities, Colourful Semantics, Maths Catch-up groups are used to assist the child to make progress.

Over a period of 3-6 weeks, if not much progress has been made then the intervention is reviewed and a referral made to any outside agency necessary.

They then come in, observe, make recommendations in the form of a programme to be carried out 2 to 3 times per week and then a review is done to determine next steps.

- Baseline Assessment
- Observation in response to staff concerns
- Observation in response to parental concerns
- Observation in response to pupil concerns
- In-house assessment (carried out by TAs/SENCO)
- Referral to external agency for assessment by SENCO e.g. for formal identification of autism (ASD), Attention Deficit Hyperactivity Disorder(ADHD), dyslexia, etc.
- Investigation of underachievement using assessment data and feedback from staff, pupils and parents/carers



<p><b>The name and contact details of the SENCO (mainstream schools)</b></p> <p>Shelly Ann Clunis          Email: <a href="mailto:sclunis@st-antonys-jun.newham.sch.uk">sclunis@st-antonys-jun.newham.sch.uk</a>          Tel: 02085523670          Direct: 02085865923</p>	
<p><b>Arrangements for consulting parents of children and young people with special educational needs and involving them in their education</b></p> <p>At St. Antony's we value our parents and children. It is our belief that if our parents are informed and on board with us, then our children are sure to make progress. We therefore have regular review meetings with parents once or twice a term depending on the need type, or as needed. We have an open door policy where parents are free to come in and discuss any issues or concerns that have regarding their child/children with the class teacher as a first point of reference, the SENCO and the Headteacher.</p> <p>Parents will be kept informed through telephone calls, review notes and a personal support plan sent home.</p> <p>We encourage parents to come in and work in school so that they can get involved and become more empowered in helping their children at home.</p> <p>We have a life skill programme for our SEND children, which involve swimming, cycling, sewing, cooking, art, shopping etc. We encourage parents to get involved and assist us with these activities.</p>	
<p><b>Arrangements for consulting young people with special educational needs and involving them in their education</b></p> <p>Children are very much involved in their education at St. Antony's as stipulated in The New Code of Practice. We ask the children how they think their learning is progressing. They also give suggestions of things they would like to do. They have an input in review meetings, explaining how they are progressing, what they need to do to make their learning better.</p>	
<p><b>Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this review</b></p> <p>For children in the Early Years we have a Foundation Stage Development journal. This helps to track children's progress against the areas of development. The new baseline test is also used to determine if children are working within the expected levels</p>	



**Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society**

Before the children start in Nursery home visits are carried out and parents are asked to come in for induction days and information sessions.

Transitions from Nursery to Reception children are inducted and transition is phased in at the end of the school year and at the start of the new term. Children will come in with their parents for a part of the day and settle in by doing joint interactive activities for a couple of hours over a period of a week, then eventually children are left for the whole day.

From Reception to Year 1 children are transitioned by getting used to the big playground, attending assemblies, visiting their new classes.

**The approach to teaching children and young people with special educational needs**

We employ the Graduated Approach to Learning. Observe/assess, plan, do and review.

Quality first teaching and interventions are also approaches taken to bridge the gap in barriers to learning.

We have programmes such as Colourful semantics, SCERTS Programme as well as RWI, Reading Recovery, First Class at Numbers among other varying strategies.

Our recently added Life Skills Programme has been very well received by parents and children. Staff are also happy to see the progress made as children are more stimulated and regulated to enjoy learning.

**How adaptations are made to the curriculum and the learning environment of children and young people with special educational needs**

We adapt the curriculum to suit the needs and abilities of our pupils. We use The Language and Literacy programme, RWI, Reading Recovery and having well trained staff to deliver these programmes

Interventions and quality first teaching is stipulated and this is evident in teachers planning.

**The expertise and training of staff to support children and young people with special educational needs, including how specialist expertise can be secured**

All staff working with our SEND children have been trained in ASD, Downs Syndrome, Speech and Language Therapy and Occupational Therapy, Educational Psychologist are employed through the NHS or LCIS



**Evaluating the effectiveness of the provision made for children and young people with special educational needs**

- Assessment data (collected 6 times per year)
- IEP reviews (reviewed half-termly)
- Use of P Scales (enables us track progress below national curriculum levels)
- Observations of pupils
- Feedback from parents (annual reviews)
- Feedback from pupils (annual reviews)
- Feedback from subject teachers (IEP reviews)
- Evaluation of intervention programmes (half termly)
- External reviews (from LA)
- Analysis of ROL (Raise online)
- Analysis of SISRA (School Analysis of Progress)

**Details of extra-curricula activities that are available for pupils with SEN**

There are several extra-curricular activities that we provide at St. Antony's, such as our well received daily life skills.

- All children with SEND are eligible for the school's after school clubs (more information can be obtained from the school office)
- Additional extra – curricular activities are planned to support specific needs, including social and emotional needs. These include cycling, sewing, shopping, swimming, cooking travelling and Art /Crafts.
- After school clubs ranging from dance, football, drama, football, music, gardening among others.

**How children and young people with special educational needs are enabled to engage in activities available with children and young people who do not have special educational needs**

We are an inclusive school. All activities are not exclusive to any specific group of children. Therefore access is encouraged by all. We also encourage mixed ability groups. Our children understand that we are all different but special in our own way. We encourage diversity as our school motto suggest " Learning Together in God's Love"

**Support for improving emotional and social development. This should include extra pastoral support, arrangements for listening to the views of children and young people with special educational needs and measures to prevent bullying include information on their school's approach to fostering good relationships and reducing bullying**

Class Teacher  
Phase Leaders  
Assistant Headteachers  
SENCO



<p>School Therapist SEN Teacher Learning Mentor</p> <p>Above is the hierarchy of staff that children and parents will contact if they have concerns about the above mentioned ie social and emotional development etc.</p> <p>We follow a person centred approach in addressing issues. The school, the parents and pupils are all involved targeting support through, social group therapy, 1:1 sessions with the school therapist, weekly discussions with the Learning Mentor or SEN Teacher</p>	
<p><b>How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's special educational needs and supporting their families</b></p> <ul style="list-style-type: none"> <li>• External agencies are involved to support the needs of specific pupils when this is required to supplement that provided by the school</li> <li>• The school's graduated system is used to identify when external agency support is required, and appropriate referrals made</li> <li>• With the support of external agencies, the school implements recommendations, and these evaluated regularly to ensure effectiveness</li> <li>• External agencies involved in providing for children in the school include the Language, Communication and Interactive Service (LCIS), Child Development Centre (CDC), Newham Educational Psychology Service (NEPS), Child and Family Consultation Service (CFCS), Parent Partnerships, NHS and Social Services</li> <li>• Local Authority works with the school, and their support and services provided can be found in the links at the end of this document.</li> </ul> <p>Contact details of support services available for parents of young people with SEND at the end of this document.</p>	
<p><b>Details of the school's contribution the local offer and where the local is published</b></p> <p>All children with SEND are eligible, in addition to the provision from the school, for additional support via the local offer. The school works in conjunction with the Local Authority to ensure that the Local Offer is accessible to children with SEND</p> <ul style="list-style-type: none"> <li>• The Local Offer is published on the Newham website, and links can be found at the end of this document</li> </ul>	
<p><b>Arrangements for supporting children and young people who are looked after by the Local Authority and also have SEN</b></p> <ul style="list-style-type: none"> <li>• Designated person to oversee support arrangement for LAC ie member of SLT</li> <li>• Regular meetings with LAC</li> <li>• Named staff in school supports the pupil ie SEN Teacher and Learning Mentor</li> </ul>	



<p><b>Additional support for learning that is available to children and young people with special educational needs</b></p> <p>Analysis of pupil needs, in relation to access across the curriculum, gathered through assessment data and class teacher feedback</p> <ul style="list-style-type: none"> <li>• Historical information (e.g. from infant school/previous school setting)</li> <li>• Input from relevant stakeholders (from parents, reports from external agencies etc.)</li> <li>• Recommendations from external agencies/specialists (e.g. Educational Physiologist reports)</li> </ul>	
<p><b>Arrangements for providing equipment and facilities for children and young people with special educational needs and how these will be secured</b></p> <ul style="list-style-type: none"> <li>• Annual Reviews</li> <li>• Involvement in regular IEP reviews</li> <li>• Involvement in the preparation of a support plan</li> <li>• Meeting with SENCO/ Inclusion staff</li> <li>• Meeting with external agencies</li> </ul>	
<p><b>Arrangements for handling complaints from parents of children with special educational needs about the provision made at the school</b></p> <p><b>Parents/Carers should contact the following staff</b></p> <ul style="list-style-type: none"> <li>• Inclusion manager/SENCo</li> <li>• Inclusion staff ie school therapist</li> <li>• Headteacher/Deputy headteacher</li> <li>• Chair of Governors</li> <li>• Local Authority</li> </ul>	
<p><b>The arrangements for the admission of disabled persons as pupils at the school</b></p> <ul style="list-style-type: none"> <li>• Observation and liaison with previous school</li> <li>• Baseline assessment data</li> <li>• Observation in response to staff concerns</li> <li>• Observation in response to parental concerns</li> <li>• Observation in response to pupil concerns</li> <li>• In-house assessment (carried out by TAs/SENCO)</li> <li>• Referral to external agency for assessment by SENCO e.g. for formal identification of autism (ASD), Attention Deficit Hyperactivity Disorder (ADHD), dyslexia, etc.</li> <li>• Investigation of underachievement using assessment data and feedback from staff, pupils and parents/carers</li> </ul>	



**The steps taken to prevent disabled pupils from being treated less favourably than other pupils**

- The provision, as outlined above ensures accessibility of all children, including disabled pupils
- Specific planning, including risk assessments are completed to ensure that provision for disabled children have equal access to all areas of school life
- The school works with parent/carers and external agencies where necessary to ensure that the provision is adequately meeting the needs of disabled children
- Anti-bullying assemblies to increase awareness of how to include and support all pupils

**The facilities provided to assist access to the school by disabled pupils**

- Access to the grounds through the playground gates that are conducive for wheelchairs
- The main school entrance has a paved path through a side gate that is accessible for wheelchairs
- We have a lift in the school accessible for disabled access
- Visual Timetables
- Ramps and wide doors for wheel chair access to all areas of the school
- Disabled toilets at key locations
- Careful attention to seating plan (e.g. for pupils with a visual/hearing impairment)
- Appropriate lighting for pupils with a visual impairment – (e.g. to reduce glare and eye fatigue and allow for flexible seating according to the time of day)
- Wide doorways for wheelchair access

**The accessibility plan prepared by the governing body or proprietor (under paragraph 4 of Schedule 10 to the Equality Act 2010).**



**Here are some of the comments made by our children about the SEND provision in our school:**

- I like when staff cook with me
- Staff help make learning easier.
- I like when we go cycling
- Gymnastics is fun!
- Staff help me to improve my work and make my levels better.
- I think my teachers want me to do well.
- My teachers help me to follow the school rules



**Here are some of the questions asked by our parents and carers about the SEN/D provision in our school:**

- My child is reading below his age. How can you help? – Children reading below their age are given support in school in the form of a structured Phonics programme, either in small groups or one-to-one, to help them improve. Parents are also encouraged to read regularly with children at home.
- How is progress measured? - Progress across the school is measured using national standards. However, for children whose progress falls below these thresholds, progress is measured using P Scales, which allows us to measure progress below national standards.
- What level of support will my child get? - This will depend on your child's needs, and will be adjusted if there are changes in those needs. Your child may receive in-class support, small group or one-to-one support.
- What do I do if we suspect that my child has special needs? – Speak with your child's class teacher, who may direct you to the Special Educational Needs Coordinator (SENCo). You can also contact the SENCo directly through the contact details at the end of this document.
- Will my child ever improve? – Yes. Most children improve with appropriate support. This may not be in line with age expectations, but the school aims for clear evidence of progression through the curriculum for every child.
- Will my child ever overcome dyslexia? – Children with dyslexia are usually dyslexic for life. However, with appropriate support, they are able to develop strategies which help them make age appropriate progress across the curriculum.
- Can I come in to support my child? Yes we welcome parents support as a means of school and home working in tandem to achieve the same outcomes.



St. Antony's Catholic Primary School



### **Contact details and other information**

Please contact the SENCo (Shelly Ann Clunis) on the following details if you have any queries.

Tel: 02085523670

Email: [sclunis@st-antony-s-jun.newham.sch.uk](mailto:sclunis@st-antony-s-jun.newham.sch.uk)

Further information about the Local Offer and how you can access help for Special Educational Needs and Disability can be obtained from the Newham website: <http://www.newham.gov.uk/Pages/Services/What-is-the-local-offer.aspx>

### **Links to local authority and other support services:**

Parent partnership: <http://www.autismlinks.co.uk/support-groups/groupsupport-london/newham-parent-partnership-service?region=>

Families first: <http://www.charitychoice.co.uk/family-first-newham-188554>

Autism and Aspergers:

<http://www.netmums.com/newham/local/index/support-groups/specialneeds-autism-aspergers>

CFCs:

[http://www.specialistinfo.com/hosp\\_find.php?r=elcm&param=h4&s=0&l=1](http://www.specialistinfo.com/hosp_find.php?r=elcm&param=h4&s=0&l=1)  
<http://www.findgetgive.com/Newham-CFCS>

Social Care: <http://www.newham.gov.uk/Pages/Category/Children-andfamily-care.aspx>