



St. Antony's Catholic Primary School



St Antony's Catholic Primary



SEND INFORMATION REPORT

LEARNING TOGETHER IN GOD'S LOVE

Reviewed by the Governors Sept 2017
Review: Sept 2018



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 Autism as well as those with characteristics of ASD. We have children who have Specific Speech and Language Disorder, Social, Emotional and Mental Health and Moderate Learning Difficulties

Policies for identifying pupils with special educational needs and assessing their needs

In our setting we have an Initial Concern form, which is used to document any barriers to learning that the teachers may observe over a period of 3- 6. These triggers or barriers may prevent a pupil from accessing the curriculum in its entirety.

The SENCO and her team will look at the Initial Concern Form submitted by class teachers. The SENCO or school therapist observes a pupil and then will make recommendations as to how the class teacher may assist the pupil in their learning. The appropriate intervention is then determined based on the findings.

Interventions may include Lego Therapy, Speech and Language activities, Colourful Semantics; Maths Catch-up groups are used to assist the pupils to make progress.

Over a period of 3-6 weeks, if little or no progress is evident made then the intervention is reviewed and a referral is made to an appropriate outside agency.

The external agency visits the school, to observe, make recommendations in the form of a programme which will be carried out two to three times per week and then a review is completed 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)
- Referrals to external agencies for assessment made by SENCO e.g. for formal identification of autism (ASD), Attention Deficit



<p>Hyperactivity Disorder (ADHD), dyslexia, etc.</p> <ul style="list-style-type: none"> Investigation of underachievement using assessment data and feedback from staff, pupils and parents/carers 	
<p>The name and contact details of the SENCO (mainstream schools)</p> <p>Jenella Baptiste Email: jenella.baptiste@st-antonys-jun.newham.sch.uk Tel: 02085523670 Direct: 02085865923</p>	
<p>Arrangements for consulting parents of children and young people with special educational needs and involving them in their education</p> <p>At St. Antony's we value our parents and pupils. It is our belief that if our parents are informed and on board with us, then our pupils 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 required. We have an open door policy where parents are free to come in and discuss any issues or concerns that they may have regarding their child/children with the class teacher as a first point of reference, the SENCO and the Head teacher.</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 High Needs 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>Arrangements for consulting young people with special educational needs and involving them in their education</p> <p>Pupils are very much involved in their education at St. Antony's as stipulated in The New Code of Practice. We ask our pupils 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>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</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 matter. The new baseline test is also used to determine if pupils are working within the expected levels</p>	
<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</p> <p>Before the pupils start in Nursery home visits are carried out and parents are asked to come in for induction days and information sessions.</p> <p>Transitions from Nursery to Reception pupils are inducted and transition is phased in at the end of the school year and at the start of the new term. Pupils 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 pupils are left for the whole day.</p> <p>From Reception to Year 1 pupils are transitioned by getting used to the big playground, attending assemblies, visiting their new classes.</p>	
<p>The approach to teaching children and young people with special educational needs</p> <p>We employ the Graduated Approach to Learning. Observe/assess, plan, do and review.</p> <p>Quality first teaching and interventions are also approaches taken to bridge the gap in barriers to learning.</p> <p>We have programmes such as Colourful semantics, SCERTS Programme as well as RWI, 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 pupils are more stimulated and regulated to enjoy learning.</p>	
<p>How adaptations are made to the curriculum and the learning environment of children and young people with special educational needs</p> <p>We adapt the curriculum to suit the needs and abilities of our pupils. We use The Language and Literacy programme, RWI and have well trained staff to deliver these programmes Interventions and quality first teaching is stipulated and this is evident in teachers planning.</p>	
<p>The expertise and training of staff to support children and young people with special educational needs, including how specialist expertise can be secured</p> <p>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</p>	



LCIS	
<p>Evaluating the effectiveness of the provision made for children and young people with special educational needs</p> <ul style="list-style-type: none"> • 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) 	
<p>Details of extra-curricula activities that are available for pupils with SEN</p> <p>There are several extra-curricular activities that we provide at St. Antony's, such as our well received daily life skills.</p> <ul style="list-style-type: none"> • 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. 	
<p>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</p> <p>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 pupils understand that we are all SEND but special in our own way. We encourage diversity as our school motto suggest " Learning Together in God's Love"</p>	
<p>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</p> <p>Class Teacher Phase Leaders</p>	



<p>Assistant Head teachers SENCO 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 i.e. 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>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</p> <ul style="list-style-type: none"> <input type="checkbox"/> External agencies are involved to support the needs of specific pupils when this is required to supplement that provided by the school <input type="checkbox"/> The school's graduated system is used to identify when external agency support is required, and appropriate referrals made <input type="checkbox"/> With the support of external agencies, the school implements recommendations, and these evaluated regularly to ensure effectiveness <input type="checkbox"/> 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 <input type="checkbox"/> Local Authority works with the school, and their support and services provided can be found in the links at the end of this document. <p>Contact details of support services available for parents of young people with SEND at the end of this document.</p>	
<p>Details of the school's contribution the local offer and where the local is published</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"> • The Local Offer is published on the Newham website, and links can be found at the end of this document 	
<p>Arrangements for supporting children and young people who are</p>	



<p>looked after by the Local Authority and also have SEN</p> <ul style="list-style-type: none"> • Designated person to oversee support arrangement for LAC is a member of SLT • Regular meetings with LAC • Named staff in school supports the pupil is SEN Teacher and Learning Mentor 	
<p>Additional support for learning that is available to children and young people with special educational needs</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"> • Historical information (e.g. from infant school/previous school setting) • Input from relevant stakeholders (from parents, reports from external agencies etc.) • Recommendations from external agencies/specialists (e.g. Educational Physiologist reports) 	
<p>Arrangements for providing equipment and facilities for children and young people with special educational needs and how these will be secured</p> <ul style="list-style-type: none"> • Annual Reviews • Involvement in regular IEP reviews • Involvement in the preparation of a support plan • Meeting with SENCO/ Inclusion staff • Meeting with external agencies 	
<p>Arrangements for handling complaints from parents of children with special educational needs about the provision made at the school</p> <p>Parents/Carers should contact the following staff</p> <ul style="list-style-type: none"> • Inclusion manager/SENCO • Inclusion staff / school therapist • Head teacher/Deputy head teacher • Chair of Governors • Local Authority 	
<p>The arrangements for the admission of disabled persons as pupils at the school</p> <ul style="list-style-type: none"> • Observation and liaison with previous school • Baseline assessment data • 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. 	



<ul style="list-style-type: none"> Investigation of underachievement using assessment data and feedback from staff, pupils and parents/carers 	
<p>The steps taken to prevent disabled pupils from being treated less favourably than other pupils</p> <ul style="list-style-type: none"> 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 	
<p>The facilities provided to assist access to the school by disabled pupils</p> <p>At St. Antony's Catholic Primary School we will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected individualities (age, race, gender disability, and within the school community.</p> <p>This means:</p> <p>We will take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all the activities of the school. We will make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity.</p> <p>We will actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.</p> <p>We will regularly consider the ways in which the taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.</p> <p>We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and help pupils understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.</p> <p>We will monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information will help the school to ensure that individual pupils are achieving their potential, the school is being inclusive in practice, and trends are identified which inform the setting of our equality objectives in the school improvement plan.</p>	



We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We will make reasonable adjustments such as providing support aids for our disabled staff.

We will ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language. Supporting aids and services will be provided for them, where reasonable adjustments are required. By planning ahead, we will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and we will monitor the uptake of these to ensure no one is disadvantaged on the grounds of a protected characteristic.

We will seek the views of advisory staff and outside external agencies and partnerships with other schools where this is needed.

In planning the curriculum and resources we will take every opportunity to promote and advance equality.

Bullying and Prejudice Related Incidents will be carefully monitored and dealt with effectively.

Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying (follow link to new DCC guidance).

We expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping. Throughout the year, we will plan on-going events to raise awareness of equality and diversity.

This may include a focus on disability e.g. SEND MONTH developing community cohesion and an understanding of the effects of discrimination. This will be set out as equality objectives in the school improvement plan.

We will ensure pupil/parent/staff consultation is regularly sought in the development and review of this policy.

We will regularly seek the views of pupils, parents, advisory staff and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all school users. We will regularly review our accessibility plans.

We welcome a diverse range of candidates and encourage those who are currently underrepresented to join.

We will ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what 'reasonable adjustments' mean in practice. We will set out training and awareness sessions in the school improvement plan.

We will consult with stakeholders, i.e. pupils, parents/carers, staff and relevant community groups, to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning. These equality objectives will be reviewed and reported on annually.



We will maintain and update an equality page on the school website to show how it we are complying with the Public Sector Equality Duty (PSED) in the Equality Act 2010 and advancing equality of opportunity.

When drawing up policies, we will carry out an equality impact assessment (EIA) to ensure a policy does not, even inadvertently, disadvantage groups of pupils with protected characteristics. We will consider to what extent a new/revised policy, practice or plan meets the Public Sector Equality Duties (eliminates discrimination, advances equality and fosters good relations for all the protected characteristics) and recommend changes/mitigations where necessary.

The school makes reasonable adjustments via our Accessibility Plans (Schedule 10), which requires St. Antony's Catholic Primary School to:

- Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person.

These steps include removing or avoiding a physical feature, for example steps and lifts.

- Take reasonable steps to provide supporting aids/ and resources.
- Provide information in an accessible format e.g. braille, translated into the main languages spoken by our stakeholders.
- Our accessibility plan will increase a disabled pupils' access to the school curriculum
- Improve their physical environment
- Improve provision of information.

Here at St. Antony's we provide the following:

- 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
- Interpreters
- Ramps and wide doors for wheel chair access to all areas of the school
- Disabled toilets at key locations across the school.
- We ensure that pupils are seated at the front of the class therefore providing clear access to the interactive white board and the class teacher (e.g. for pupils with a visual/hearing impairment)
- We plan power points using colours that will ensure that visually impaired pupils have access to the curriculum.
- 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).



Contact details and other information

Please contact the SENCO (Miss J. Baptiste) on the following details if you have any queries.

Tel: 02085523670

Email: jenella.baptiste@st-antonys-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¶m=h4&s=0&l=1

<http://www.findgetgive.com/Newham-CFCS>

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



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.