

St. Antony's Catholic Primary School



Special Education Needs (SEN) Information Report

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Attention 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.

Our intent for all pupils with SEND at St. Antony's is that they are all treated with the same focus, care and attention as all the other pupils in our care. However, we are all aware that depending on their needs and challenges we will actually need to give them additional help and support daily to access the curriculum and we therefore have to adapt our methods of teaching to a lesser or greater degree for those with average to above average ability. For those with High Needs we have to adjust the depth and breadth of content to be taught and the pace of learning for these children to develop at least **basic literacy and numeracy skills, knowledge and understanding.**

Have a school culture and atmosphere of encouragement, acceptance and respect for SEND. Ensure sensitivity to the children's individual needs, fostering growth in SEND pupils' self-esteem and self-confidence....leading to achievement to their potential.

1. How do we support pupils with SEND?

At St. Antony's we understand that children learn and develop in different ways. Teachers and teaching assistants recognise this and use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn. However, many children, at some time in their school life, need extra help. For pupils identified with additional needs we look closely at what additional support will help them achieve their full potential as part of a fully inclusive learning environment.

We apply:

- One-to-one support given within or outside of class for High Needs pupils
- Small group support within or outside of class to give access to the curriculum for lowest 20%
- Bespoke interventions specific to the child/ren's needs with relevant resources for lowest 20%
- External agency support from the LA
- School/Occupational/Music/Dance or Drama Therapist support
- Speech and Language Therapy Support/Talk Boost

2. Which staff will support my child, and what training have they had?

Our Special Education Needs Co-ordinator, or SENCO is Miss Jenella Baptiste.

Miss Baptiste achieved the National Award in Special Educational Needs Co-ordination in 2010 and she has allocated time throughout every week to manage SEN provision.

Class Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEND in their individual classes.

Teaching Assistants (TAs)

We have a team of TAs across the school, including 4 Higher-Level Teaching Assistants (HLTAs) who are trained to deliver SEND provision.

External Agencies and Experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

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

3. What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

Parents can contact their child's class teacher using Class Dojo platform and by arranging for an appointment.

They will pass the message on to our SENCO who will be in touch to discuss your concerns.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally arrange to meet with you and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

To do this we must:-

- Identify each SEND child's needs (via observations, screen checks, professional assessments)
- Inform all relevant stake holders (parents, CTs, HLTAs, SNAs, EAs and other relevant agencies)
- Have a clear plan for the implementation of effective interventions and programmes
- Consistently record and monitor the effectiveness of any interventions and actions taken.
- Ensure that all curriculum policies include strategies for meeting the needs of all children including those with special educational needs.
- Develop effective SEND friendly approaches to curriculum delivery which ensures that each member of staff recognises and accepts professional responsibility for meeting children's special educational needs and differentiates to effectively support SEND pupils daily.

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include examples such as reading, writing, number work.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

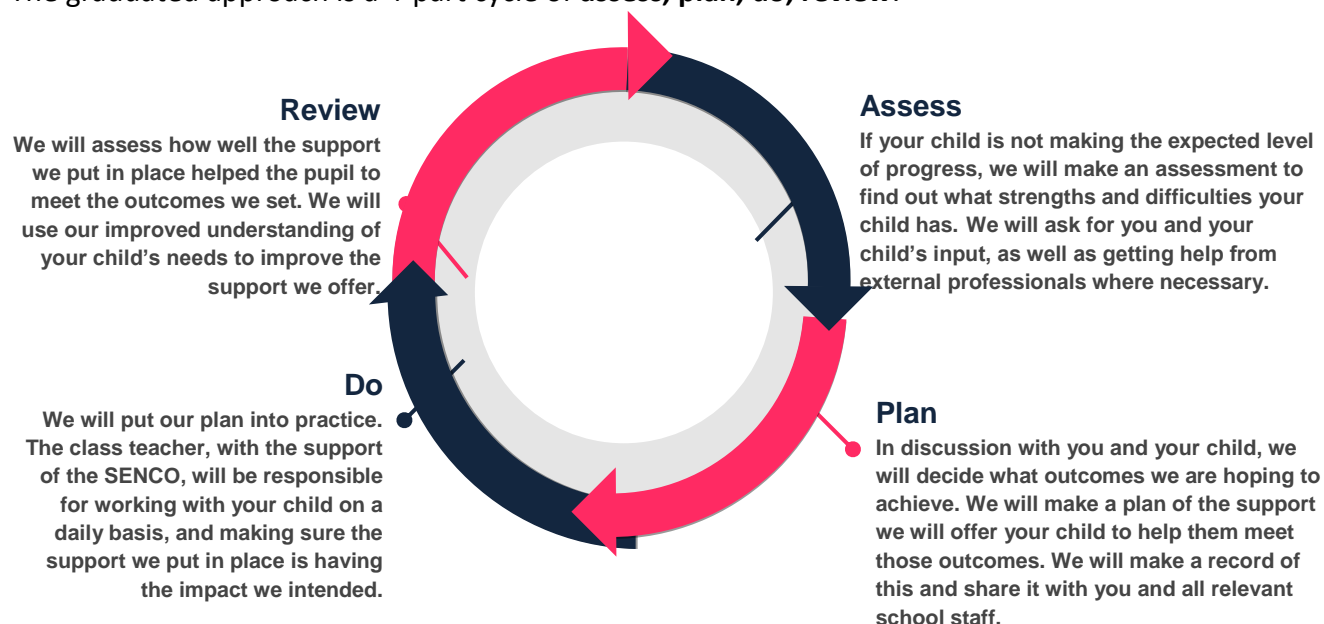
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

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

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



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

Your child's class teacher will meet you 3 times a year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

8. How will the school adapt its teaching for my child?

The main methods of provision made by the school are:

- Through a differentiated teaching in the curriculum.
- Exposure to First Quality Teaching in classes, with additional help and support by class teacher.
- Periods of withdrawal in small group or individually to work with an Educational Assistant.
- In-class group support with class teacher or Educational Assistant.
- Support from specialists as part of a withdrawal programme e.g. Speech and Language Therapist or Drama Therapist.

[Here is a link to the school's accessibility plan:](#)

<https://www.stantonycatholicprimary.co.uk/school-information/send/>

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your 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 pupil works best. There is no '1 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 your child.

These adaptations include:

- Small Group Interventions in/out of class
- Daily Phonics & Booster Sessions (R-Yr. 5)
- Toe by Toe Programme – structured Phonics
- Dandelion Reading & Comprehension
- Colourful Semantics – for our ASD & LAGs
- Adapting our teaching approach to make sure all pupils are able to access learning, for example 1-1, small groups 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 visual timetables, 'Now and Next' Board, Attention Bucket, Sand Timers, Visual Communication Packs, Emotions and facial Expression Lanyard

These interventions are part of our contribution to London of Newham local offer.

Area of need	Condition	How we support these pupils
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories
	Speech and language difficulties	Visual timetables Social stories
		Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Listening to pupils feelings Rewarding efforts Small bit size text Repeat instructions Maintain structure and routine
	Moderate learning difficulties	Small group work
Sensory and /or physical	Severe learning difficulties	
Social, emotional and mental health	ADHD,	Quiet workstation
	Adverse childhood experiences and/or mental health issues	Nurture groups
Sensory and /or physical	Hearing impairment	Hearing Aids

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip(s) to Butlin's Bognor Regis Resort.

All pupils are encouraged to take part in sports day, school plays, and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

- Your arrangements for the admission of prospective pupils with a disability and prospective pupils with SEN
- How you make sure that all prospective pupils whose EHC plan names the school will be admitted before any other places are allocated

- An explanation of how your oversubscription criteria avoid unfairly disadvantaging prospective pupils with a disability or special educational needs

13. How does the school support pupils with disabilities?

We provide support for pupils to progress in their learning no matter what their physical challenges may be- we aid them in the following ways:

- Pupils with Disabilities are encouraged to be part of the everyday operations of the school as any other pupil would: they may be a part of the school council, choir, clubs and programmes of their choosing which are not impacted by their disability
- Pupils with Disabilities are also encouraged to be participate in our Out of Hours Learning Programme to promote sound social and emotional interactions with their peers
- We provide extra practical and pastoral support for those who may struggle a bit because of their physical disability-those with hearing impairment will be seated at the front of the class and be fitted with hearing aids and boosters to assist them with overcoming the challenges posed
- We run a nurture club for pupils who need extra support inclusive of those with disabilities
- We have a 'zero tolerance' approach to bullying particularly if the actions are targeting those with disabilities. We prevent bullying in the school by modelling the correct behaviours and expectations, speaking openly and honestly with children who engage in this action so that they are made aware of the impact, we host assemblies on the impact of bullying on the child who is targeted.

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be participate in our Out of Hours Learning Programme to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN by Mental Health First Aiders
- We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by [insert measures]

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEN is discussed
- Schedule transition meetings with the incoming teacher towards the end of the summer term

Between schools

When your child is moving on from our school, we will transfer your child's file to the new school.

The school SENCO will meet with the SENCO of the secondary school who will come into our school for a meeting regarding transition. The discussion will be around the needs of all the children who are receiving SEN support with a view to planning how that support will continue as is appropriate in the next school.

The SENCO of other primary school will meet with St Antony's SENCO to discuss the needs of the incoming pupils in a Mid-Phase transition if necessary.

Our SENCO will arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our school community- making any needed adjustments and planning any needed support.

We set up new pupils with a buddy from their year group to help them get settled in and make friends.

16. What support is in place for looked-after and previously looked-after children with SEN?

Miss Baptiste who is also our SENCO, will ensure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy or to the SENCO.

If you are not satisfied with the school's response, you can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

The disagreement resolution and mediation services for your local authority:

<https://families.newham.gov.uk/kb5/newham/directory/service.page?id= Dn W3yr oE>

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the London Borough of Newham of local offer. The London Borough Newham publishes information about the local offer on their website:

<https://families.newham.gov.uk/kb5/newham/directory/localoffer.page?localofferchannel=0>

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

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

<https://www.braain.co.uk/sen>

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

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

Agreed by staff: September 2024

Review date: September 2025

19. Glossary

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil 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

Adaptive teaching – is an approach a teacher will use to continually assess the strengths and needs of learners and adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

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.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision which meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages