



Learning, Growing
And Living with Jesus

St. ANTHONY'S CATHOLIC PRIMARY SCHOOL & NURSERY

In the Diocese of Northampton

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"The glory of God is
a human being fully alive"

SEND Information Report **(Local Offer)**

At St. Anthony's Catholic Primary School and Nursery we aim for all children to have equal opportunity to attain the highest standards in all areas of learning and to be fully prepared for the next transition point in their education.

We are committed to the inclusive education of all children, regardless of special educational need or disability, and to the progressive removal of barriers to learning and participation in mainstream education.

We believe that all children are unique and are built in the image of God. We treat children in a manner that enables them to be the best they can be as they 'Learn, Grow and Live with Jesus'.

We aim for all pupils to:

- Learn as Jesus taught us to use our talents to attain the highest standards
- Grow intellectually, spiritually, physically, emotionally and socially with Jesus as our guide
- Live as Jesus taught us to serve one another in love

Teaching and Learning:

At St. Anthony's School we aim for high outcomes through providing:

- Consistently high quality teaching for all children, differentiated to provide appropriate support and challenge
- Opportunities for all children to be actively involved in their learning
- A creative curriculum where children participate fully, developing skills for learning and for life
- A positive learning environment that facilitates effective learning
- Aspirational target setting linked to our comprehensive data tracking system
- Strong leadership at all levels
- Effective partnership that supports learning

Overview:

In keeping with the SEND Reforms and the Children and Families Act (2014), the following SEN Information Report is prepared, in line with Clause 65 of the Special Educational Needs Information Regulations.

Section 1:

What kinds of Special Educational Needs does St Anthony's make provision for?	We have provision to meet the needs of children with a diverse range of special educational needs and/or disability. All categories of need identified in the SEN Code of Practice are provided for, including children with Communication & Interaction difficulties, Cognition & Learning, Social, Emotional & Mental Health Difficulties and Sensory and/or Physical needs. St Anthony's is a school for all children.
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Section 2:

How does St. Anthony's identify and assess children with special educational needs?	All children are routinely assessed through our on line system called SIMS and through observations to ensure progression in all areas of learning. We have a comprehensive system of monitoring progress to ensure the early identification of need. In early years, home visits are used to enable parents to raise any issues or concerns. Parents are encouraged to be partners in the education of their children and any concerns are always raised in the first instance with them. Once any area of concern has been raised (either by staff or parent) we shall request the input from other professional services e.g. Speech and Language, Educational Psychology, Child and Mental Health, Occupational Health Services, Physiotherapist etc. Every child is treated as an individual. The school is funded to meet the needs of most children but there are occasions when extra financial support is required. The school must show that it is in need of the extra financial help and must produce evidence of need to the Slough Local Authority. It is then the local authority who decides whether extra funding is available.
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Section 3:

a) How does the school evaluate the effectiveness of its provision?	St. Anthony's engages in ongoing evaluation of its curriculum provision by careful monitoring of outcomes for every pupil which is recorded in a summative form each term. Teacher assessment of learning is ongoing in the form of marking and standardisation of outcome is a regular feature of staff meetings. The school also works with other schools to moderate its outcomes. The SENDCo and Assistant SENDCo work collaboratively with all staff to keep a running record of specialist provision which is regularly analysed, and adjusted when analysis shows the provision is not making a difference. The outcomes are reported to the local academy committee regularly with the SENDCo compiling an annual report. Mrs. Krisztina Varga is the academy committee member responsible for monitoring inclusion.
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b) How does the school assess and review the progress of pupils with special educational needs?	Every parent is given a regular update of their child's progress together with written targets and reports. Children with an Education, Health and Care Plan have an Annual Review to which parents and all agencies engaged in the learning of their child are invited to send a report and to attend. The school works with all available agencies in order to maximise opportunities for the children.
c) How does the school teach pupils with special educational needs?	When a child has a significant special need an Education, Health and Care Plan will be drawn up with all stakeholders taking an active part in the process. Slough Local Authority is responsible for coordinating the plan. Children who do not qualify for an Education, Health and Care Plan but have a special educational need have a Learning Journal. This acts as a guide to next steps in learning as well as tracking of progress and liaising with parents. All pupils will have individual targets and will be taught in a variety of different situations depending upon the lesson and the child's needs, e.g. they may be taught in either small groups or as an individual with a specialist or the teacher or a teaching assistant. This year we have set up our Eden provision for 9 of our children in Year 3&4 who have specific needs. These children are receiving bespoke special education needs support and a curriculum tailored to their specific learning ability.
d) How does the school adapt the curriculum?	The school adapts the curriculum to ensure the child's learning progresses. In order to meet individual needs, the school will liaise with other specialists to ensure best practice is followed e.g. in delivering speech and language programs, physical exercises etc. The programme designed for the child with a special educational need will be pertinent to them. It will cover aspects of the curriculum and or personal health and well-being as considered necessary by all parties in ensuring that the child's needs are firmly at the centre. The school will purchase in association with key specialists any necessary additional equipment e.g. standing frames, electrical equipment etc. that enables a child to have equal access to the curriculum.
e) What additional support for learning is available for children with special education need?	St. Anthony's has developed expertise in supporting children with special educational need by a comprehensive provision map that incorporates support across each of the four categories of SEND. This may include for e.g. - Mentoring support - ELSA - Circle of Friends - Speech and Language interventions - ALK Interventions (Dyslexia)

f) What activities are available or pupil with special educational needs in addition to those within the curriculum?	All children are invited to attend a comprehensive collection of clubs. After school clubs are available to all children but these are on a voluntary basis; therefore, if a child with special educational need wishes to attend a club, the school will endeavor to meet any extra provision that is required to enable them to participate. In year 5 and year 6 the children are encouraged to take part in a residential visit. Year 5 is largely outdoor pursuits and year 6 is to foster challenge and change in a spiritual environment. Both visits are considered a valuable learning opportunity and every child is encouraged to attend. We would therefore facilitate, in as far as it is possible, any child attending and if necessary make appropriate provision in collaboration and cooperation of the centres, the child and the parents.
g) What support is available to improve pupils with special educational needs?	Children may at any time require extra support from specialists to manage a difficult situation. When the need arises, we work in collaboration with such services as Daisy's Dream etc.

Section 4:

Names and Contact Details of the SEN Coordinator	At St Anthony's, the SENDCo is Mrs. Hayes
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Section 5:

What training is available for staff supporting children with special educational needs?	We are a school that believes it is important for all to have access to high quality, learning opportunities. All staff participate in a minimum of 5 days of training each year. All have received level 1 training in Autism, Level 2 training in Safeguarding as well as training in behaviour management, playground games, and food hygiene and paediatric first aid. The majority of our support staff holds NVQ level 2 and level 3 qualifications. All teaching staff have as a minimum an appropriate degree with many members of staff having further qualifications. If a child arrives at St. Anthony's with a specific requirement that the school does not have current expertise in then the school will endeavour to attain that expertise e.g. tube feeding, taking bloods for diabetics etc. Continuous professional development is considered a priority.
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Section 6:

How will equipment and facilities be secured to support children with special educational needs and/or disabilities?	The school works with all appropriate agencies to ensure that the correct equipment is available for children with specific needs. Specialists are consulted when an Education, Health and Care Plan is set up and their recommendations are carried out by the school. For children who do not have such a plan but require specialist equipment to ensure they have equal access and opportunity to participate are similarly supported by the school. The school is built on one level and has wheelchair access to all its rooms. The local academy committee has had an active building programme to remove steps and replace with ramps to ensure access for all.
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Section 7 & 8:

What are the arrangements for consulting parents and involving parents in the education of their child with SEN?	St. Anthony's always aims to work in partnership with parents as we believe that by working together the child will achieve their best. Regular meetings are held, liaison books are used and reports are shared. Parents and children are invited to participate in target setting and in celebrating success with certificates and stickers etc.
What are the arrangements for consulting children and involving them in their special educational needs provision?	Children are actively involved in their learning by setting their own targets and by joining in with pupil voice activities e.g. eco-warriors, bike it, school council etc.

Section 9:

How are complaints managed by St Anthony's school, either to the Local Academy Committee or Headteacher?	Any parent may use the complaint procedure about any aspect of the school. In the first instance complaints should be made to the class teacher, then to the Headteacher and if the matter is not resolved to Mrs. Antao-Bento, Chair of the Local Academy Committee. She will organise a meeting and if the matter is still not resolved, The Chair of the Local Academy Committee will set up a panel of Academy Committee members to investigate the matter further.
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Section 10 & 11:

How does the Governing Body involve other services, including Local Authority services, to meet the needs of pupils with SEND?	The Local Academy Committee through the school works with all local agencies e.g. speech and language, educational psychology, occupational therapy etc. and aims to sign post parents to support agencies/voluntary bodies both locally and in neighboring areas.
The contact details of Support Services for parents of pupils with special educational needs	For contact details of Support Services, please see Appendix 1.

Section 12:

<i>How does St Anthony's prepare children with special educational needs for transitions between different phases of education?</i>	In every year group there will be children for whom change is a challenge. Thus at St. Anthony's we have a transition time at the end of the Pentecost term when all children spend quality time in their new classroom with (if possible) their new teacher. Social stories and transition books are always prepared for children who would find the change significantly difficult e.g. children with autism. Parents are encouraged to be involved in the process by celebrating the end of the academic year with an open afternoon where they view the children's work and review the year completing a questionnaire with their child. Children leaving St. Anthony's to go onto their secondary education have a visit from the teachers of their new schools to allay fears and to enable the answering of questions. They also make a visit before they leave. Children who have a special educational need will have an enhanced transition which will include a significant adult from St. Anthony's accompanying them to their new school before they leave at the end of year 6.
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Section 13:

<i>Information on where Slough Local Authority's Local Offer can be found.</i>	http://servicesguide.slough.gov.uk/kb5/slough/services/localoffer.page
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