

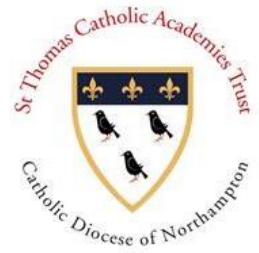


Learning, Growing
And Living with Jesus

**St. ANTHONY'S CATHOLIC
PRIMARY SCHOOL & NURSERY**

In the Diocese of Northampton

Head Teacher: Mrs S Oppé, LLB, MA
Farnham Rd, Farnham Royal, Slough, Berkshire SL2 3AA
Tel: 01753 645828 | Email: post@stanthonys.slough.sch.uk



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

ST Anthony's Catholic Primary School and Nursery

SEND Local Offer 2022-23

Local Offer 2021-22

1. SPECIAL EDUCATIONAL NEEDS POLICY

At St Anthony's we are committed to offering an inclusive curriculum to ensure the best possible progress for each of our pupils whatever their needs and abilities. As a Catholic community we believe that every child is a unique and special blessing from God and that everyone who is part of our community should be equally valued, respected and loved.

The specific objectives of our SEND Policy are as follows:

- To identify pupils with special educational needs (SEN) and disabilities, assess these needs and ensure their needs are met.
- To ensure that pupils with special educational needs and disabilities join in with all the activities of the school.
- To ensure that quality teaching is provided and all members of staff are trained in delivering an appropriate curriculum to meet the needs of Special Educational Needs children.
- To ensure that all learners make the best possible progress.
- To ensure that parents are informed of their child's special needs and that there is effective communication between parents and school.
- To ensure that learners express their views and are fully involved in decisions which affect their education.
- To promote effective partnership and involve outside agencies when appropriate ensuring that all partners are aware of their responsibilities.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

We welcome children with special educational needs and / or disabilities as part of our community and, from our early years setting onwards, we aim to ensure that all children have an equal opportunity to engage in the curriculum.

The school's SEN policy is available on the school's website under the policies tab.

stanthonys.slough.sch.uk

2. TEACHING AND LEARNING

Quality first teaching underpins our approach to teaching and learning for all pupils in school. This is vital component in ensuring all pupils make at least good progress across the curriculum.

At St. Anthony's, quality first teaching consists of:

- Using a range of teaching and learning styles
- Setting appropriate learning objectives that build on pupils' prior learning and existing knowledge and understanding
- Providing an engaging curriculum that is closely matched to pupils' needs
- Ensuring the learning in class is differentiated so all children are able to access the learning at their level whilst maintaining the right balance of challenge and support
- Setting ambitious targets which are shared with children and parents and reviewed on a regular basis
- Using guided group (small focus groups) to provide appropriate support or challenge within the classroom
- Using Teaching Assistants to work with pupils in small groups or on a 1:1 basis to provide additional support or challenge

How will the curriculum be matched to my child's needs?

- When a pupil has been identified with SEN, their work will be adapted by the class teacher to enable them to access the curriculum more easily.
- Teaching Assistants may be allocated to work with the pupil, either as 1:1 or in a small focus group to target more specific needs.
- Targets will be set according to their area of need and written in their PHLO These will be monitored weekly by the class teacher and TA and every term by the SENDCo.

How will St Anthony's Catholic School support my child, if they have SEN?

- Most children's needs will be met through quality first teaching in class.
- However, for some children there are occasions when further additional support may be needed to help them achieve their targets.
- At St Anthony's the progress and attainment of all pupils is reviewed every term by the Senior Leadership Team during Pupil Progress Meetings at which time provision may be adjusted to meet identified needs.
- Personalise Holistic Learning Outcome plans (PHLOs) are put in place for a child with SEN and/or disabilities who have an identified barrier to their learning, impeding their progress. All of these children are on our SEN register. The SENDCo meets with the class teachers to review their PHLOs every half term or term.
- The plan sets out targets that are currently being worked on and what additional provision is put in place for that child. These are shared with parents.
- For many children, targets will be connected to learning and will often be specifically to do with literacy and numeracy. For other children, they may focused on social interaction, communicating with children and adults, emotional difficulties, or overcoming physical issues, speech and language, fine motor, phonics and reading and early language acquisition
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil will be placed in a small focus group. This will be run by the Teaching Assistant (TA). The length of time of each intervention will vary according to need. The interventions will be regularly reviewed by all involved to ascertain its effectiveness and to inform future planning.

3. IDENTIFYING AND ASSESSING SPECIAL EDUCATIONAL NEEDS

How does the school identify children who need extra help?

- Concerns are raised by the class teacher, the parents/carers or the child
- Assessments carried out in school indicate that the child has a barrier to learning
- There is a change in the behaviour of the pupil
- Limited progress is being made or the pupil's attainment is significantly below the rest of their peers

What happens if my child has been identified as requiring additional help or support?

- The school will set up a meeting with you to discuss this with you in more detail and to: listen to any concerns you may have too; plan any additional support your child may receive; and discuss with you any referrals to outside professionals to support your child's learning.
- If a child continues to have difficulty after interventions or has a high level of difficulty, they may be considered to have special educational needs (SEN) and they will be placed on the SEN register. Parents will be informed of this.

What should I do if I am worried that my child may have special educational needs?

- If you have any concerns then you should speak to your child's class teacher initially. This concern may also then be passed to the SENDCo (Special Educational Needs Coordinator) to ensure that your child's needs are being met.
- If you are still concerned that your child's needs are not being met in class and that they are not making progress, you can ask for a meeting to be arranged with the SENDCo to discuss what might need to happen next.

4. IDENTIFYING AND ASSESSING SPECIAL EDUCATIONAL NEEDS

How will parents and children be involved in planning and reviewing progress?

- The targets for the SEN support plan are negotiated, as appropriate, with the child and the child's family during parent consultation meetings.
- At the beginning of the new term, the teacher, parent and child (where appropriate), will review support plans and in partnership, write new targets.
- The targets will depend on the needs of the individual child.
- Information and reports from outside agencies will be discussed with parents/carers.

How will I know how my child is doing?

- Your child's class teacher is available at the end of each day if you wish to raise any concerns or receive a brief update. You are also welcome to make an appointment with your child's class teacher or the SENDCo if you wish to discuss your child's progress in greater detail.
- Parent Consultations are held twice a year (in the autumn and spring terms) which provide an opportunity for you to have a detailed update on the progress your child is making
- Your child will also receive a written end of year report which summarises your child's progress over the year

5. ADDITIONAL SUPPORT

St. Anthony's has a highly experienced and skilled team who may be involved in supporting your child. These include:

- Your child's class teacher, who will always make sure that the tasks set are appropriate and accessible to your child. They are available to speak to you at the start and end of the day. If you would like to discuss your child's progress in greater detail then please make an appointment via the school office.
- Teaching Assistants who support targeted pupils in class.
- Assistant Headteachers and Phase Leaders for your phase/SENDCo who coordinates the provision for pupils with SEN across the school.
- A Speech and Language therapist who provides intervention work with pupils in and out of the classroom, and advice and support for teachers working with pupils in the mainstream classroom settings
- Outreach workers who may be assigned to work with pupils to support them with behavioural issues
- Behaviour Support professionals who give advice when required
- The services or advice of other professionals may also be sought dependent on the needs of the pupils (e.g. Autism Advisory Teacher)

What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Child & Adolescent Support Team (CAST)

- Behaviour Outreach Service (SEBDOS)
- Child & Adolescent Mental Health Service (CAMHS)
- Social Services
- Children's Therapy Team (Speech & Language/Occupational Therapy)
- School Nurse

The school will complete a referral to consult with outside agencies based on an individual's needs. Parents will always be informed of this and parental consent obtained where necessary.

Pupils with medical needs

- If a pupil has a medical need then a detailed care plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- Every year, some staff at St Anthony's receive Epipen; asthma ; Bucculam training delivered by the school nurse or other specialist..
- There are specific members of staff who have first aid training and the school is committed to ensuring that this training is updated regularly.

6. EXTRA ACTIVITIES

Extra activities outside of school

- We now provide 'wrap around care' from 7.30am -6.00pm
- As well as the learning we organise during the day we also offer a range of school clubs activities.
- These are offered to different age groups at different times throughout the year.
- These include activities such as gymnastics, dance, choir, football, art, library, basketball and cookery.
- These clubs and activities are available to all children in the school and no child will be prevented from joining a club because of a special educational need. Risk assessments, guidance on staff/pupil ratios and health and safety procedures are followed to ensure that all pupils can participate safely.
- For pupils entitled to free school meals, the school is committed to subsidising the cost of one additional out of school activity/club per term to ensure that they have access to these opportunities.

School trips

- Each year group experiences at least one school trip per year.
- School trips are available to all and proper procedures, including risk assessments are put in place to ensure that all children are able to participate.
- Slough Local Authority guidance on staffing ratios is always adhered to as the safety of pupils is of the upmost priority.
- Children with EHC plan or statement of Special Educational Needs will usually have an additional adult with them on the trip to support them on a 1:1 basis.
- Parental contributions towards the cost of school trips is on a voluntary basis and no child will be excluded from a trip due to an inability to pay the full or part of the amount.

7. MEETING THE SOCIAL AND EMOTIONAL NEEDS OF PUPILS

What support will there be for my child's overall well-being?

The Mental Health Team, within our school, class teachers and SENDCo are readily available for parents and pupils who wish to discuss issues and concerns.

- St Anthony's Catholic School has a full time Safeguarding and Pupil Wellbeing Officer, and a part time Welfare and Parent Support Officer, who work closely with families, children, teachers and class TAs to support pupils' well-being on an individual basis
- The school also provides 1:1 support to a small number of pupils who need an additional or different provision to meet their social and emotional needs. These are led by our Learning Mentor for SEMH to support children

develop coping strategies needed for issues such as behavioural concerns, making and sustaining friendships and anger management

- Every year our school participates in the nationwide anti-bullying campaign which raises awareness of bullying of children and young people, in schools and elsewhere and to highlight ways of preventing and responding to it. Our school does not tolerate bullying and where concerns are raised these are dealt with immediately to ensure that all children are safe and happy at school.
- The SENDCo and Learning Mentor also consider carefully the social and emotional needs for Looked After Pupils and provide appropriate nurture groups/mentoring to support them with any emotional issues and remove any potential barriers to learning.

8. KEEPING UP TO DATE WITH KNOWLEDGE AND SKILLS

To ensure our staff have the skills and knowledge to support children with SEN there is an ongoing programme of training and support.

- This may be in-house training provided by the SENDCo or training provided by professionals. The school may also send staff to specific training in order to support the needs of individuals or groups of children.
- Staff are trained in specific Literacy programmes such as Little Wandle (phonics), and Colourful Semantics (sentence construction).
- All new members of staff are given an induction which includes information on our Special Educational Needs Policy and the procedures we use in school to ensure this policy is implemented effectively.

9. TRANSITIONS

Many strategies are in place to enable all pupils' transition to be as smooth as possible.

These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- All pupils attend a transition session at the end of the academic year, where they spend some time with their new class teacher in their new classroom.
- In year 6, pupils go and spend a day in their new secondary school.
- Additional visits are arranged for pupils (such as those who have an EHCP) who need extra time in their new school, if they are moving to secondary school.
- A specialist transition programme is provided for vulnerable pupils
- The SENDCo liaises with the SENDCos from the secondary schools to pass on information regarding SEN pupils.

10. HELPFUL CONTACTS

We invite and encourage parent/carers to contact the school office to arrange a meeting with the SENDCo if you wish to discuss your child's educational needs or have any queries or concerns.

In some situations, it may also be appropriate for the headteacher to work with the SENDCo and class teacher to ensure that the school is able to fully meet a pupil's needs. Parents are also welcome to make an appointment with the headteacher if they think that concerns raised with the class teacher and SENDCo have not been dealt with to their satisfaction.

Headteacher: Mrs Siobhan Oppe
SENDCo/Assistant Headteacher for Inclusion: Mrs Ruth Russell