



St. Antony's Catholic Primary School

SEND Information Report

2024 - 2025

Local Offer

School Mission Statement

'God is at the heart of our school. With the help of our community we will strive to learn, love and achieve.'

Policy Date: October 2024
Review Date: October 2025

Mainstream Schools Local SEND Offer

This document contains the following sections:

- Background
- The role of schools
- Guidance Notes to completing the form
- Your Local SEND Offer

Background

The Special Educational Needs Code of Practice stipulates that all early years and education providers are responsible for meeting the special educational needs of children and young people, and must publish information on all policies, services and facilities in place to assist them. The Informed Families section of the [FiND website](#) is where Redbridge's full Local SEND Offer will be made available.

The role of schools

All schools in Redbridge will welcome children with special educational needs and/or disabilities (SEND) by:

- Delivering high quality teaching to enable all children to make the best possible progress
- Developing a partnership approach with parents and carers of children with SEND
- Designating a member of the teaching staff as the Special Educational Needs Co-ordinator (SENCO) and a member of the governing body with responsibility for SEND
- Participating in the process of identifying, assessing and meeting children's needs.

In addition to the universally accessible services (also available on the FiND website), schools will consult and refer to the Specialist Education and Training Support Services (**SEaTSS**) to assist them in meeting the needs of children.

Name of service	Ages	Name of service	Ages
Educational Psychology Service (EPS)	0 to 19	Early Years Advisory and Support Service (EYASS)	3 to 5
Children With Disabilities Team (CWDT)	0 to 19	Pre-school Liaison Group (PSLG) now known as Special Educational Needs Early Years Panel (SEYP)	3 to 5
Child Protection Assessment Team (CPAT)	0 to 19	School Nursing Service (NELFT)	5 to 19
Redbridge Child Development Centre	0 to 19	Connexions (for young people with disabilities)	13 to 25
Speech and Language Therapy Service (NELFT)	0 to 19	CAMHS (NELFT)	0 to 19
Occupational Therapy Service (NELFT)	0 to 19		
Physiotherapy Service (NELFT)	0 to 19		

Throughout this document:

SEND is used to describe children and young people's special educational needs and/or disabilities

Pupil(s) is used to describe children and young people

Your Local SEND Offer

All relevant information will be published on the [FiND website](#) to enable families and practitioners to view them.

Name of school	St Antony's Catholic Primary School	
Name of person completing the form		Mrs Petra de Graaf
Role of person completing the form		SENCO
Date completed		2 nd October 2024

The following information will be made available to families, children, young people and practitioners, via the [FiND website](#).

School ethos for Special Educational Needs and Disability (SEND).

St Antony's is a two-form entry Catholic primary school with a 26 part time place nursery. Our ethos is reflected in our Mission statement

'God is at the heart of our school. With the help of our community we will strive to learn, love and achieve.'

We aim to create a learning community that provides equality of opportunity for all and believe each child has a right to an inclusive, broad, balanced, creative, relevant and stimulating education.

'We want you to be the change you want to see'

Identifying pupil's additional needs

When a teacher or a parent has raised concerns about a child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENCo.

The school will have meetings every term between each class teacher and a senior staff member in the school, to ensure all children are making good progress. This is a way of identifying a child who has not made as much progress as they could.

If the child is then identified as not making progress the school will set up a meeting to discuss this with parents/carers in more detail. The aim of this meeting will be to:

- To listen to any concerns parents may have.
- To plan any additional support the child may need.
- To discuss with parents any assessments or referrals to outside professionals needed to support with the identifying any area of need.

Who is the school special educational needs co-ordinator?

Mrs de Graaf is our SENCO. You can contact her by calling the school office on 0208 504 4706 and leave a message for her or you can email her via the school's email address admin.st-antonys@redbridge.gov.uk

What kind of special educational needs does the school make provision for?

A pupil has SEN where their learning difficulties or disability requires additional educational provision, that is provision different from or additional to that normally available to pupils of the same age.

At St. Antony's Primary School, we support children with a wide variety of special educational needs including children with Autism, ADHD, Dyslexia, Dyscalculia, specific learning difficulties, Speech and language delay, speech, language and communication needs, medical conditions, social, emotional and mental health difficulties and many more.

St. Antony's Primary school is a mainstream voluntary aided school. The Code of Practice (2014) sets out four broad categories of SEN. These are:

- Speech, language and communication needs
- Cognition and learning
- Social, emotional and mental health
- Sensory and or/or physical

How do we identify and assess children with SEN?

We aim to identify children with SEND as soon as we can; recognising that early identification of special needs and targeted support can lead to improved outcomes and progress for these children.

On entry throughout the academic year, we assess all the children using a variety of different forms of assessments. If the school has concerns about the progress of an individual child, further assessment will be carried out to identify what the barriers to learning are and what could be done to overcome them. Parents and carers will be consulted where appropriate.

Class teachers will raise concerns with the SENCO about a child who may fall behind age expectations by completing an initial concerns form as well as speaking to the parents about their concerns. A meeting is then held with parents, the class teacher and the SENCo discuss a plan an action

If it is felt that a child has special educational needs following assessments, then his or her name will be placed on the SEN register. A graduated response is where we assess a child, plan specific interventions, implement these and then review progress. This is often called Assess, Plan, Do, Review.

If you as a parent or carer are worried that your child might have special needs you could, in the first instance, discuss this with the class teacher. The teacher will be able to discuss this with you further and if appropriate will discuss further with the SENCO. Alternatively, any parents are welcome to make an appointment to meet with the SENCO (Mrs de Graaf) by contacting the school's office.

Ways we assess children

Every pupil is assessed and monitored by the class teacher using information from:

- Early Learning Goals Assessments (Nursery and Reception)
- Phonic Screening (Summer Term Year 1 and Year 2)
- SATs Tests (Summer term Year 2 and 6)
- Standardised termly assessments
- Ongoing teacher assessment through work in class
- Classroom observations
- Termly pupil progress meetings

In addition, additional assessments can be carried out by the SENCO or under the direction of the SENCO which might include all or some of the following depending on the area of Special Educational Need including:

- Phonological Assessment Battery (Phab 2 Test)
- Acquisition of English Vocabulary (BPVS)
- Dyslexia portfolio
- Information and assessments provided by the SEaTSS team and other professionals
- Annual progress tests in English and Maths

What is the school's approach to teaching pupils with special educational needs?

We follow a fully inclusive curriculum and have high expectations for all children. We ensure that all children are given the opportunity to reach their full potential through quality first teaching delivered by qualified teachers and through adapted lessons. 'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff' (Code of Practice; June 2014: 6.36).

'We want our children to be suitably challenged, across the curriculum, to develop their strengths and abilities in becoming lifelong learners'

Any child (with or without special educational needs) who is not making adequate progress is targeted and appropriate interventions are put in place.

We support pupils through:

- Quality first teaching
- Adaptive teaching
- Specially prepared learning materials
- The use of ICT based programmes such as Mathletics, Lexia, touch typing and widgit
- Deployment of highly skilled learning support assistants
- Individual and group teaching sessions
- Specialist equipment / resources
- Assisted communication such as objects of reference, PECS, visual timetables
- Using specialist intervention programmes for English and Maths
- Social skills / Emotional Literacy and behavioural programmes
- Emotional literacy support (ELSA)
- Mental Health First Aiders
- Delivering speech and language programmes under the guidance of the speech and language therapist.
- Delivering occupational therapy programmes under the guidance of the occupational therapist.
- Delivering physiotherapy programmes under the guidance of the physiotherapist.

If despite targeted interventions, which are 'additional to and different from', the child does not make adequate progress we will, with parental permission, consider accessing specialist support. We work closely together with outside agencies including; Educational Psychology, the SEaTSS team, the Esalry Years Advisory Service, Speech Therapy, Occupational Therapy and Physiotherapy.

How does the school evaluate the effectiveness of its provision for pupils with SEN?

Class teachers, subject leaders and the school leadership team closely monitor the progress data of all children regularly throughout the school year. The SENCO carefully monitors the progress of all children from nursery to Year 6 using assessment data, learning walks and book looks. Through discussions with class teachers, support staff and parents targets are set for children who are not making adequate progress. Any interventions that are carried out to support a child are carefully tracked and monitored to ensure that they are having a positive impact. This is done through data analysis and observations. St. Antony's follows a rigorous process of Assess-Plan-Do-Review cycle. This process is explained in depth in the Special Educational Needs Policy.

How will we secure specialist expertise and what training do our staff have to support pupils with SEN?

Once a child has been identified as having special educational needs and their needs have been assessed, we will consider how we can meet these needs to ensure that the best teaching approach will be implemented. All lessons are adapted to the needs and abilities of the children in each class. Teachers take great care to identify a child's specific and preferred way of learning and work is planned accordingly. Where necessary, a child might have an individual timetable and adapted work or additional support depending on their additional need will be carried out throughout the week. This will be discussed with parents during parent-teacher consultation meetings or additional progress reviews generally attended by the class teacher and SENCO.

Staff have ongoing training and support. Support staff receive continuous training according to their deployment, interest and skills. This includes training to provide motor skills support, speech and language support, working with children with ASD or behavioural and emotional needs.

The SENCO, Mrs de Graaf, has attended specialist SENCO training modules, has attended many national and local training courses and has achieved the National Award for SEN Coordination. She is also the Designated Deputy Safeguarding Officer and Senior Mental Health Lead for our school and she is a regular member of the local SEN Panel. She is a part of the Senior Leadership Team.

We are constantly reviewing the training needs of staff to ensure that we provide the best opportunities for the children at St. Antony's Catholic Primary School. This year teachers and support staff have received training in dyslexia, social/ Communication difficulties, mental health/positive wellbeing and Read and Write Ink. Support staff have received training in delivering high quality interventions such as colourful semantics, Language for Thinking (Speech and Language), Lego group, developing reluctant writers, physical development, precision teaching many other programmes.

Deployment of support staff

At St. Antony's we have teaching assistants (LSAs) who work alongside teachers to help with the whole class. Some LSAs support individual children with special educational needs.

Learning support assistants are taking on increasingly important roles within the classroom, but they are not a replacement for a trained teacher, who should maintain overall responsibility for the teaching and learning of all children in their care.

Our LSAs, who support individual children with special educational needs, work closely with the class teacher so that all pupils are suitably challenged across the curriculum, to develop their strengths and abilities in becoming lifelong learners. We believe we need to prepare a child to access learning independently by adopting the 'helicopter approach' whereby the LSA's focus is on how to approach the learning using visual reminders, checklists, now and next cards, visual timetables so the child can access the task independently. By making support visual, and not dependent on the LSA, we reduce repetition of information and instructions, which can inhibit learning and leads to confusion and dependence. We need to prepare our children for adulthood. Few people go into the next stage of their lives with another adult velcroed to their shoulder (Gersche 2005)

The deployment of support staff is also based on the identified needs of an individual pupil and the skill set of the LSAs.

We also prepare our children for independence and emotional resilience by making sure that they are not dependent on only one LSA. This can result in emotional dependency and the pupil less likely to be fully included in their class.

EEF: Special Educational Needs in Mainstream Schools 2020

What are the arrangements for consulting parents with special educational needs? How will I be involved in the education of my child?

Parents are invited to have a parent appointment with their child's class teacher twice per year. We have an open-door policy so parents are welcome to speak to their child's teacher whenever the need arises. The SENCO has review meetings three times a year for parents of children with more complex special needs. The SENCO also arranges other meetings with parents if school are concerned about a child.

Parents can make an appointment to see the SENCO if they are concerned about their child. We welcome and encourage the involvement of parents in their child's education as we feel that this is essential to enable children to reach their full potential. We believe that parents know their child better than anyone else does and as teachers we need their support.

How do we assess and review a child's progress towards their outcomes?

We hold progress meetings termly with the class teacher and the SENCO. These meetings are where individual targets are set and progress against previous targets are assessed. This information is shared with parents during every progress review meeting.

If a child has set targets, parents will be invited to a meeting with the SENCO and class teacher to discuss the progress towards the outcomes. This level of support is SEN support.

If a child fails to make progress we will consider asking for support and advice from outside agencies such as the SEaTSS team, educational psychologist or other professionals.

Some children require more support than the school can provide at SEN support and the decision may be made to apply for an Education Health Care Plan (EHCP).

What are the arrangements for consulting young people with SEN and involving them in their education?

Children are involved with their target setting and their views are gathered and shared at every meeting.

The teachers strive to find out the children's interests and tailor the provision in school to meet these interests. The school council works hard to ensure that they have a correct representation of the children in the school are involved in organising certain activities and in some strategic decision making.

During Annual Review Meetings (Educational Health Care Plans), we share their interests, dreams, ideas, likes, dislikes and work they are proud of.

How is the governing body informed of meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The SENCO provides a termly report to governors and liaises with the governor who oversees Special Educational Needs – Ms A-M Kendall. This enables the governors to see progress of children with additional needs and ask questions to ensure that all children's needs are being met.

How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?

We have an open-door policy for parents to contact the SENCO or class teachers if they have concerns about their child. When we feel, that we need involvement of outside agencies we do so with the permission and cooperation of the parents/carers of the child.

We work closely with outside agencies such as the Educational Psychologist, specialist teachers, social care and health care. We meet in 'Team around the child' sessions. Please refer to our Child Protection Policy published on the school's website to see our procedures if we have concerns regarding the safeguarding of any child.

How do we support pupils with SEN moving between different phases of education?

From Nursery/Pre-school to Foundation:

- Home visits
- Nursery/Reception visits
- School tours
- Photo book
- Liaison with our SENCO
- Transition meeting with our SENCO
- Team around the child meetings

Primary School to Secondary School

- Year 5 Annual Review
- Support offered to parents when visiting secondary schools
- SENCO, from secondary school, to attend Transition Annual Review in Year 6
- Extra visits to secondary school.
- Transition interventions
- Transition programmes

If your child is moving to another school

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure all records about your child are passed on as soon as possible.
- We arrange an additional meeting after a term with the class teacher, SENCO and parents to discuss progress and settling in of your child. During this meeting, we will discuss previous education, interventions etc.

How do we evaluate the effectiveness of our SEN provision?

We use a variety of methods to evaluate the effectiveness of the SEN provision. SEN is inspected as part of the OFSTED inspection. We track children's progress using Insight, provision mapping, standardised assessments, intervention tracking and teacher assessment. We also seek parent views and pupil views on a regular basis. We review the effectiveness of our interventions and their delivery as part of the provision mapping process.

How is the school accessible to pupils with SEND?

The school is partly accessible as 8 of the 14 classrooms are situated on the ground floor. The school will adapt as necessary to ensure those children with accessibility problems will be in a suitable classroom. There is a disabled toilet available and a facility for changing. The school has an Accessibility Policy that is actively in place.

How does the school ensure that pupils with SEND are included in all activities at school?

Pupils with SEND are included in all school trips including our residential trip in Year Six. Discussions are organised with parents and risk assessments are completed so suitable provision and or adaptations can be put in place. Pupils with SEND are represented in sporting activities, school performances, Year 6 prefects, school council and other school initiatives such as the Young Franciscans.

Where can I access further information?

Further information is available on the school's website:

- <http://www.stantonyscatholicps.co.uk/>
- <https://find.redbridge.gov.uk/kb5/redbridge/fsd/home.page>
- Special Educational Needs and Disability Policy
- School's newsletter
- School's prospectus

What do I do if I have a concern or complaint about the SEN provision made by the school?

We would always encourage parents to discuss any concerns they have with the class teacher in the first instance. Alternatively, they could make an appointment to speak to the SENCO or Headteacher. If we cannot resolve your concerns informally, the school's complaint procedure is published on the school website.

What can I do if I have a question but cannot find the answer to it in this report?

Please do not hesitate to contact the SENCO, Mrs de Graaf, at any time during the school day with any questions you might have.

You can leave a message at the school office. Leave your name, contact number and the best time for her to contact you. She will try to get in contact with you as soon as possible.