

St Anthony's Catholic Primary School SEN Information Report

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language if their home is different from the language in which they will be taught.

Introduction

St Anthony's Catholic Primary School is an inclusive school, with the needs of pupils with Special Educational Needs and Disabilities being met in the mainstream setting wherever possible. Please see our admission policy for more information

<http://www.stanthonysprimary.co.uk/attachments/article/10/St%20Anthony%20Admissions%20Policy%202016.pdf>

Children with a Special Educational Need or Disability, may need additional or different provision made from that given to other children.

Additional and/or different provision is currently being made in school for children with a range of needs, including:

Communicating and interacting – children may have a speech, language or communication difficulty, which makes it difficult for them to understand or express themselves and communicate effectively with others.

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Cognition and learning – some children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy

Social, emotional and mental health difficulties – where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing

Sensory and/or physical needs – children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment

Some children and young people may have SEN that covers more than one of these areas.

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Who is the person responsible for children with Special Educational Needs and Disabilities in the school?

Mrs K Macdonald is the Inclusion Manager and Assistant Headteacher, Mrs C Shotton is the school SENCO, who manages the day to day running of SEN. Mrs Macdonald and Mrs Shotton can be contacted via the school office on 020 8693 6852 or school@stanthonys.southwark.sch.uk

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How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

Children's progress is assessed at the end of each term. Additional or different assessment tools may be required when children are making less than expected progress which can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Progress in areas other than attainment is also considered e.g. where a child needs to make additional progress with social skills. If behaviour is causing a concern, it is always considered whether there are any other underlying difficulties. The school will work with the child and their family to help to improve behaviour or social skills, which may be in the form of a behaviour chart, monitored by class teachers, the SENCO, the senior leadership team, parents and sometimes, with the involvement of the Behaviour Support Team (Southwark) or Educational Psychologist. The child is also involved in discussion about their behaviour and what they feel they need to do to improve.

Where it is considered that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the Additional Educational Needs (AEN) register. Children will be involved (as appropriate depending on age and capability) in the planning with their parents and the school. Parents are often advised to have their child's hearing and eyesight tested to rule these out as possible underlying causes of learning difficulties, before any further formal assessment takes place, such as referrals to the Speech and Language Therapist or Educational Psychologist.

The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning.

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The support provided consists of a four – part process:

- Assess
 - Plan
 - Do
 - Review
- Children are assessed through teacher assessment each term, which is added to the school's tracking database system.
 - Year group provision maps are reviewed each term, where teachers identify the provision made for children included in Quality First Teaching, Small Group Support or Individual Provision (individual provision maps are devised by the teacher and Inclusion Manager where required)

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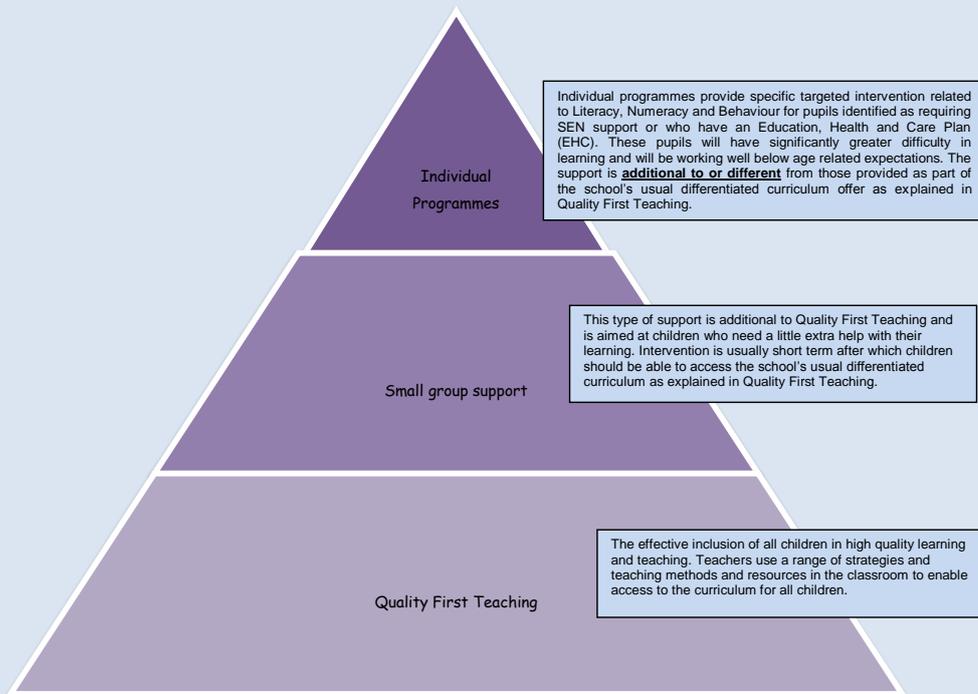
- Progress of children with speech and language needs are assessed and reviewed regularly throughout the year by the Speech and Language therapist, Nicola Spray.
- For those children who are involved in a Team Around the Child process, meetings are held regularly throughout the year to review progress and to inform what happens next in the child's learning, health or social development.
- An annual review is held for children who have an Education, Health and Care Plan; interim reviews can also be arranged before this if necessary.
- When assessing children with SEN, consideration is given to recording needs, e.g. a reader, a scribe, additional time or rest breaks may be necessary. These strategies are also used in formal testing situations such as SATs, where the examining body allows for these.
- After a period of one term of Quality First Teaching and Small Group Intervention, the class teacher may refer their concerns to the **SENCO**. Parents may also refer their concerns sooner than this to the class teacher or **SENCO**. A meeting will be held to discuss the concerns raised, followed by referrals to external agencies or placement on intervention programmes as deemed appropriate. Children who have needs already identified on entry to the school, will be included on the **Additional Educational Needs** register automatically, with provision and reviews being made depending on their identified needs.

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This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.



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How will I know how my child is doing?

- Parent/ Teacher meetings each term
- Team Around the Child meetings (not all children will require a Team Around the Child approach; the Inclusion Manager will inform you of this)
- Meetings with the [SENCO](#) and class teacher, or other professionals involved with your child
- Annual review for children with an Education Health Care Plan (EHCP)
- Informal meetings with the class teacher at the end of the school day (as appropriate)

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How will the learning and development provision be matched to my child's needs?

- Careful planning and differentiation by teachers, which may occur by grouping (e.g. small group, 1:1, ability, peer partners; content of the lesson; teaching style; lesson format; pace of the lesson; provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping, photographs etc); outcomes expected from individual children; materials used; support level provided; provision of alternative location for completion of work
- The school uses dyslexia friendly approaches, including the use of labelled resources, word walls, prompt mats, reading rulers, coloured interactive boards, individual resources – number lines, 100 squares, phonic prompts, alternative means of recording, writing frames, modelled and shared writing opportunities, Rapid Reading, Nessy Learning Programme, Toe by Toe and ClaroRead. The school is also working towards obtaining recognition as a Dyslexia Friendly School.
- The school uses autism friendly approaches including the use of visual timetables, personalised timetables where appropriate and home school communication books. Strategies known to work in children with autism are used where appropriate and on the advice of the Autism Support Team.



The school obtained the Makaton Friendly Award in 2016, which recognises that as a school, we:

- ✓ Understand that different people use alternative ways to communicate. They may use speech, signs, symbols or electronic devices to support or instead of, spoken language.
- ✓ Provide a supportive and welcoming environment so that people who have learning or communication difficulties, old or young, can take part in the services that are provided.
- ✓ Use some Makaton symbols and signs. For example, use a few signs like 'hello' and 'drink' or use Makaton symbols to label doors such as toilets and exits.
- ✓ Support people who use Makaton to access services that everyone else can.

• The school uses Speech and Language friendly approaches including the use of 'chunking' of instructions, allowing processing time, pre-teaching of key vocabulary, Talking Tables (an approach used to develop language and understanding). The school also commissions 35 days from Southwark Speech and Language Therapy Service, who provide assessments, training, target setting for children and advice for all needs related to Speech and Language. The Speech and Language Therapist teaches several intervention groups in school, including Colourful Semantics, Narrative, Attention and Listening and Vocabulary. Not all children who attend these groups have a speech and language difficulty. However, they may have identified needs which can be supported by attending.

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- Children with Education, Health and Care Plans may require some 1:1 and small group teaching, where appropriate.

How effective is the provision for children with SEN?

The Head Teacher is responsible for the day to day management of all aspects of the school, including the provision made for pupils with Special Educational Needs. The Inclusion Manager is responsible for the operation of the Special Educational Needs Policy and coordination of specific provision made to support individual children with Special Educational Needs. She liaises with staff to monitor the pupil's progress and supports with planning of further interventions where progress is slower than expected. She also has regular contact with a wide range of external agencies that are able to give more specialised advice. The Governor with responsibility for Special Educational Needs is Hilary Jarvis, who is responsible for supporting the school in evaluating and developing the quality and impact of provision provided for pupils with Special Educational Needs throughout the school.

Deleted: At the start of the new academic year, 2016-2017, children who require an additional provision in school, may attend our new 'pop-up' resource base called "Oasis". This provision is led by our Senior SEN Support Assistant, Rachel Shipton, in the school hall. Activities will focus on English, Maths, Speech and Language and Understanding of the World. Children will be taught as a group, with personalised teaching strategies where appropriate (TEACCH). A multi-sensory teaching approach using total communication will provide children with skills they can apply in the classroom. Classes are run for Key Stage 1 children on Tuesday and Wednesday mornings. Classes for Key Stage 2 children will take place on Tuesday and Wednesday afternoons. All teachers and teaching assistants are timetabled to attend the sessions each term, to develop their skills in supporting children with SEN. ¶

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What support will there be for my child's overall wellbeing?

- Class Teacher/Teaching Assistant support in lessons
- PHSE/ Philosophy for Children (P4C)
- Social skills lunchtime group where it is thought that children may benefit from this
- Positive relationships with parents, school and children
- There are several after school activities (which incur a charge) including the After School Club, football, karate, [Capoeira](#), [craft](#), Spanish, French and dance.
- The school council meet fortnightly to discuss issues in the school.
- Nurture Groups offer the opportunity for children to develop their Emotional Literacy. These are led by two teaching assistants, Miss Alegria (ELSA – Emotional Literacy Support Assistant <http://www.elsa-support.co.uk>) and Mrs Smyth (Learning Mentor). Children can be referred by school staff or parents, where they believe they would benefit from attending such a group. Parents will always be informed before children start to attend the group.
- Teaching Assistants have been trained by Southwark's Behaviour Support Team in Reflective Behaviour Practice.

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Bullying is taken very seriously and where there are concerns from parents, teachers or children, the matter will be investigated and records made of any bullying that may have occurred. Each individual case is dealt with sensitively and a positive outcome is sought from all involved. Friendship Week takes place each year, where there is a particular focus around friendships and being kind and considerate to others.

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

- Southwark SEN Inclusion and Monitoring Team, who provide a range of training and advice for [staff](#).
- Max Dixon is the school Educational Psychologist and works for Southwark's Educational Psychology Service. She works with children where there are concerns about their learning or behaviour. Referrals are made by the [SENCO](#).
- Jonathan England, Southwark Autism Support Team
- Nicola Spray, is the school Speech and Language Therapist. This service is purchased by the

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school to support children with a range of needs related to speech, language and social communication

- Southwark Early Help Service are a team of professionals who are able to support with:
 - Emotional and behavioural needs
 - Parenting skills
 - Delay in development and learning
 - Identification and assessment of special educational needs
 - Securing early years provision
 - Support for families of young children diagnosed with autism
 - Transition into primary school and from primary to secondary school

They can offer support from:

- Education Psychologists
 - Education Welfare Officers
 - Early Help Officers
 - Early Help Social Workers
 - Family Support Workers
 - Play workers
 - Child and adolescent mental health specialists
 - Early years specialists supporting childminders and nursery settings
 - Specialist behavioural support teachers and workers
- Hearing Support Team

• Our School Nurse can advise on children's health and also devises medical care plans for children. She is involved in staff training and awareness for the management of medical needs such as Asthma, Epilepsy and high risk allergies and how to administer medication in an emergency.

- Police

• Southwark MASH (multi-agency safeguarding hub) Team, who are part of Children's Services. Safeguarding concerns about children are referred by the Designated Lead for Safeguarding.

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What training have the staff, supporting children and young people with SEND, had or are having?

- All teachers are responsible for children with Special Educational Needs and Disabilities (SEND); they will have had appropriate and regular training (e.g. Dyslexia)
- Five teaching assistants have completed training in supporting children with specific literacy difficulties and memory difficulties, which is being disseminated to teaching and teaching assistants
- Two teaching assistants have undertaken training in working with children who require support with bereavement, self-esteem, friendships and all other aspects of emotional literacy.
- In house training and a cycle of Continuous Professional Development (CPD) for all teaching and support staff as relevant (recent training has included spelling and phonics and Dyslexia, Lego Therapy, TEACCH)
- Mrs Macdonald and Mrs Shotton attend regular forums and training regarding matters related to

Deleted: <#>The school employs one Senior SEN Support Officer, who is very experienced in working with children with a range of learning difficulties including autism, developmental coordination disorder, speech and language, behaviour and social skills. She has delivered training for staff this academic year on Lego Therapy, TEACCH, Makaton and the use of resources to support learning. ¶
The Inclusion Manager

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SEND. She has been trained in delivering Catch Up Literacy and Numeracy intervention programmes.

- Designated Lead training for Safeguarding and Looked After Children (Mr Croft, Mrs Macdonald and Mrs Day are the Designated Leads for Safeguarding during the school day; Miss Robertson, is the Designated Safeguarding Lead for breakfast club and afterschool club).
- Annual epi-pen and asthma training for all staff
- Regular child protection training for school staff and governors
- Key staff first aid trained and paediatric first aid trained

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How will you help me to support my child's learning? How will I be involved in the discussion?

- Parent/ Teacher meetings each term
- End of Year Report
- Contact with the Inclusion Manager
- Parent meetings in September for specific year groups
- Where relevant SEN support including a tailored plan (individual provision map) with specific targets

Parents and carers are able to discuss their child's progress at Parent's Evenings. Class teachers are available informally each day or by appointment if parents/ carers wish to discuss their child's progress in more detail. Appointments can also be made with the Inclusion Manager by contacting the school office.

The class teacher may suggest ways of how parents and carers can support their child at home. The Inclusion Manager may also meet with parents/ carers to discuss strategies that may help with learning or behaviour. If external agencies are involved, suggestions and strategies are normally provided that can be used at home.

How will my child be included in activities outside the classroom including school trips?

- Appropriate provision and reasonable adjustments will be made where necessary
- Medical support in place where necessary
- Additional adults to provide support if necessary
- Risk assessments and/or pre-visit to ensure safety of all pupils on the trip

How accessible is the school environment?

- A passenger lift is available on the ground floor to provide access for those who are disabled to the first floor classrooms. Ramps, accessible toilets and wide doorways are throughout the school.
- Where appropriate, children will be provided with information presented in a way appropriate to their needs.
- Reasonable adjustments will be made so that children with Special Educational Needs and Disabilities are able to access the school environment
- The school accessibility plan is available on the school website under School Policies

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How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

- A transition programme for nursery and reception children including school visits and pre-school visits (where required)
- Parents meetings for Year 6
- Transition sessions for all pupils in July when moving on to the next class
- Sharing of information between pre-schools, primary schools and secondary schools
- Transition visits for secondary school where required
- Transition meetings for mid-year transfers, where required

How are the school's resources allocated and matched to children's special educational needs?

- SEND funding distributed where appropriate in school
- Termly pupil progress meetings with teaching staff to discuss needs of pupils and agree how resources will be used for the term ahead
- An Educational Health Care Plan (EHC) may be requested if a child has needs that cannot be met entirely by the school's funds.

How is the decision made about how much support my child will receive?

Through consultation with parents, the class teacher, Inclusion Manager, Senior Leadership Team and relevant outside agencies.

How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Southwark Local Authority provides full information and support around its local offer and attached services. See their website: <http://localoffer.southwark.gov.uk>
Telephone 020 7525 5000

The Southwark Information Advice and Support team (SIAS – formerly known as Parent Partnership) offers parents impartial support, training and advice on such topics as: Special Educational Needs; transition to secondary school; how to request an Education Health Care plan; understanding tribunals and SEND exclusions.
Telephone: 0207 525 3104 sias@southwark.gov.uk

Contact a Family provide services to any family regardless of the type of the child's disability as long as they live in Southwark. Services include: drop in service at Sunshine House and selected children centres; phone advice 5 days per week between 9.00 am and 5.00pm; Helpline advice on specialist topics: education, welfare and benefits, housing; casework support to individual families; DLA workshops at Sunshine House; family-focused social events; coffee mornings and afternoons; quarterly newsletter and monthly email.
Telephone 020 7358 7799 southwark.office@cafamily.org.uk

Southwark Autism Support is a project set up by The National Autistic Society to provide information, advice and support to the parents and carers of children and young people with an autistic spectrum disorder (ASD) living in Southwark. The service provides advice, information and suggestions to help with the behavioural, emotional and practical challenges that living with a child or young person with an ASD can present.
Telephone: 020 7771 3491 www.nas-southwark.com
Email: southwark@nas.org.uk

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Scope is a national disability organisation whose focus is people with cerebral palsy, offering early years, education, and independent living and employment opportunities for disabled people.
Telephone: 08088003333 www.scope.org.uk
Information: response@scope.org.uk

Small Steps provide a supportive environment for parents of children with Cerebral Palsy and other forms of motor and sensory impairment. Parents are able to meet others sharing similar experiences, and can attend workshops that inform parents, giving them a platform for discussion and to socialise.
Telephone: 0208 704 5935 www.smallsteps.org.uk
Information: Info@smallsteps.org.uk

Dyslexia Association of London offers support and information to parents, teachers and adults on dyslexia/specific learning difficulties. It also offers a befriending service.
Telephone: 020 8870 1407

Dyspraxia Foundation is for parents of a child with dyspraxia who want to talk with other parents/carers in the same position.
Telephone: 01462 454 986 www.dyspraxiafoundation.org.uk
Information: dyspraxia@dyspraxiafoundation.org.uk

Young Minds provides information and support for anyone worried about a child or young person's behaviour and mental health, providing information about the symptoms, diagnosis and treatment of common mental health and behaviour concerns, especially for parents and carers.
Telephone: 08088025544 www.youngminds.org.uk
Information: parents@youngminds.org.uk

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head Teacher or Inclusion Manager who will be able to advise on formal procedures for complaint.

Reviewed [November 2017](#)

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