



Wythenshawe Catholic Academy Trust St. Anthony's Catholic Primary School (A Voluntary Academy)



Special Educational Needs and Disability SEND Information Report

1. What kinds of Special Educational needs are provided for at St. Anthony's Catholic Primary School?

St Anthony's Catholic Primary School is a mainstream school that provides education for children aged 3-11 years. We are committed to meeting the needs of all children, including those with SEND, through inclusive teaching and attitudes. A variety of interventions and further SEND provision are planned for children with additional needs. We provide support for pupils across the four areas of need as laid out in the SEN Code of Practice 2014:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

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

- At St Anthony's we believe early identification of pupils with SEND is key. All staff receive SEND Induction training to support this and clear procedures are in place for staff to follow. A copy of the school SEND Policy can be found on the school website – this is updated annually.

Special Educational Needs may be identified through:

- Information passed from previous schools of EYFS settings
- Assessment data and pupil progress data
- Observations that class teachers record
- Concerns from parents
- All class teachers meet with the SENDCO and Specialist Teacher each term for SEND consultations in which to raise concerns and discuss progress and provision

In addition to these scheduled sessions school staff can raise SEND concerns at any time. Any parent who suspects that their child has a Special Educational Need should discuss their concerns with their child's class teacher first. The SENDCO and Specialist Teacher are also available if there are further concerns.

3. What is the school's approach to teaching pupils with SEND?

a. How does our school meet the needs of our SEND pupils?

Our school operates a graduated response to SEND which means that the following support is put in, in order:

- Quality first teaching strategies with appropriate differentiation in place and reasonable adjustments
- Extra adult support in classrooms where appropriate
- Focused small group work
- Time limited interventions
- Individualised timetables and specialist support

b. How are adaptations made to the curriculum and the learning environment of pupils with SEND?

The curriculum/learning environment may be adapted by:

- Making reasonable adjustments e.g. additional resources, seating arrangements
- Groupings that target specific levels of progress
- Differentiated resources and outcomes and the use of differing teaching styles
- Appropriate choices of texts and topics to suit the learner
- Access arrangements for tests and or examinations
- Additional adult support

c. What are the arrangements for assessing and reviewing pupil's progress towards outcomes, including opportunities available to work with parents and pupils as part of this assessment and review?

These arrangements include:

- School data tracking for pupil progress
- Support plan and EHCP reviews
- Progress on interventions
- Observations and follow up
- Parents meetings
- Additional SEND parent consultations
- Additional tracking through the use of more specialist assessments conducted by Specialist Teacher and SENDCO

d. How do we evaluate the effectiveness of the provision made for pupils with SEND at St. Anthony's Catholic Primary School?

- Whole school tracking/data, all pupils including SEND are discussed by SMT/teachers in regular pupil progress and provision meetings
- In addition, SEND consultations take place with the SENDCO, Specialist Teacher and Class Teachers to track pupil progress, review strategies and to discuss next steps and provision
- Progress on SEND interventions is monitored and evaluated through pre and post assessments and observations. Progress and evaluation is reported to the Governor with responsibility for SEND. Annual report and termly updates to the Governing Body and SEND Information Report posted on the Website.

e. What additional support is available for pupils with SEND?

- Meet and greets
- 1:1 and small group support in classrooms
- Support from outside agencies
- Visually and Hearing Impaired children are supported by Lancasterian Outreach and inclusion service, they also provide us with a TA and Specialist Teacher for weekly teaching input
- Multi-sensory approach to learning
- Specialist Literacy Programmes
- Tailor made Individual learning programmes written by specialist teacher
- Motor skills groups
- Individual behaviour plans
- Speech and Language Therapy Programmes
- Distraction free areas
- Nurture groups
- Work stations and work boxes
- Advice and support from Ashgate Specialist Provision
- Outreach support from Bridgelea PRU for children with behavioural difficulties
- IDL literacy intervention
- Playtime and lunchtime provision
- Social and communication skills groups and interventions
- Independent Living Skills Group
- Individual Maths programmes
- RWI phonics groups

f. What activities are available for pupils with SEND in addition to those available in accordance to the curriculum?

- Reasonable adjustments will be made to ensure barriers are reduced and all children are included in the wider life of the school
- The school will use its best endeavours to ensure all children have access to and can experience success in all activities provided by the school
- Our after school clubs are available for all pupils and we offer a wide variety of clubs which change on a termly basis
- Wake Up Shake Up is available for all pupils from 8.30am
- The school offers a breakfast club which many of our SEND pupils attend
- Visits to The Children's Adventure Farm Trust which include a Christmas party, residential and fun days
- Lancasterian Sports day

g. What support is available for improving the emotional and social development of pupils with SEND?

- Our Catholic ethos and quality-first teaching supports all children with their emotional and social development, for example, using Statements to Live By within classes
- Preventative measures will be taken to ensure any child with special educational needs does not experience any form of bullying due to their differences
- We have an anti-bullying policy which can be found on our school website
- Children participate in SMSC in our curriculum lessons
- We liaise closely with CAMHs
- Our Family support worker Kat Parr is our lead for EHAs and some families may be supported by EHAs
- Our designated Safeguarding leads are Mr Johnson, Mrs A. Burns, Mr Glynn, Miss Paton and Miss Simmons, our Safeguarding Officer Ms Hury
- Targeted support for individual pupils is offered to pupils in response to needs which arise
- We use the 'Three Houses' assessment tool
- Meet and greet by teachers and TAs
- Breakfast Club
- Wake Up Shake Up
- Social skills training
- Nurture room
- School therapy dog
- Positive Psychology workshops
- Parent workshops including supporting your child's social and emotional development, Growth Mindset and sleep
- Individual and small group sessions for parents on a regular basis to support behaviour, attendance, emotional development and sleep routines
- Adult champions

4. Who can I contact for further information?

- Your child's class teacher
- Special Educational Needs Coordinator: Mrs Tipney who can be contacted through class teachers, appointments made via the school office or by phoning 0161 437 3029
- SEND Specialist Teacher: Mrs Pester
- SEND Governor: Mrs Sherry
- Mental Health Lead: Mrs A. Burns Deputy Head Teacher

5. How will staff be trained to meet the needs of my child/young person?

- Continued Professional Development is identified for all staff, to extend their knowledge and help them better support children with special educational needs
- Staff attending courses will disseminate the information to improve awareness for all staff
- Regular meetings between all schools in the multi-academy trust are held to improve and extend the expertise of Special Educational Needs Co-ordinators.
- SENDCO attends Manchester SENDCO network meetings
- Whole school SEND Training, updates on Code of Practice, Newly Qualified Teachers SEND Induction training, Dyslexia Awareness Training, Dyslexia games training, Autism Awareness Training, Quality First Teaching Strategies
- Speech leap training
- ELKLAN training
- Individual staff coaching
- Deaf awareness training
- External staff training
- Effective use of adult support for Literacy and Mathematics
- Specialist Teacher attends school one day a week to provide coaching sessions and provide specialist advice
- Our specialist teacher worked for Manchester Local Education Authority for 12 years, as a Learning Needs Teacher, and has a Post Graduate Diploma in Specific Learning Difficulties.
- Specialist advice engaged from external services. The Educational Psychologist, Link Speech Therapist, CAMHs, Occupational Therapists, School Nurse will give advice and write reports providing guidance about how to best support children with their individual needs.
- The school access the core offer provided by Ashgate Specialist Provision and Bridgelea PRU who provide further specialist advice for support SEND pupils.
- SENDCO enrolled on the National Award for Special Educational Needs Co-ordinator at Manchester Metropolitan University from October 2019

6. How will equipment and facilities to support children in school with SEND be secured?

- Specialist teachers work within our school and the SENDCO will work with other local authority, Educational Psychologists and other specialists to access further support. Additional equipment will be purchased on the advice of Outreach teachers following any specialist assessment.
- The SENDCO has access to a budget to buy in resources where needed

7. How are parents of children with special educational needs involved in the school?

- Our SEND reviews ensure that parents are involved in discussions about their child and contribute to looking at how best to support their child
- We hold additional parent consultations for parents of children with Special Educational Needs
- Ms Schofield is our Family Support worker, she liaises with parents and the school and can attend meetings
- SENDCO attends Parent Evenings to address SEND issues or concerns
- Some pupils have home/school diaries for sending messages between home and school
- In addition to meetings with class teachers the SENDCO and Specialist teacher may hold additional meetings for parents of SEND pupils to discuss progress and provision and to feedback assessments and observations
- Parents are invited to attend Annual Reviews for children with Statements/EHC Plans and share their views
- Questionnaires are given out to gain parental feedback
- We invite parents to attend multi-agency meetings and meeting with outside agencies to give their views
- Parents are invited to attend 'Meet and Greet' sessions with the class teachers and year group leaders at the beginning of the school year
- Involvement in one page profiles
- ASD support groups

8. What arrangements are there for consulting young people with Special Educational Needs and involving them in their education?

We want to ensure that children with special educational needs feel involved and supported in their education. We regularly complete pupil voice activities at an appropriate level. Pupils are also consulted through:

- Annual Reviews – children are consulted prior to Annual Reviews and they complete a short report about their experiences and views, which is discussed during the meeting and children attend Annual Reviews when appropriate
- Pupil profiles
- Personal interviews and pupil voice activities
- School Council Meetings
- SENDCO, class teachers and teaching assistants give children on the SEND register additional time to keep updated on their individual needs

9. What are the arrangements made by the governing body relating to the treatment of complaints from parents with of pupils with SEND concerning the provision made at the school?

See complaints policy on the school website <http://www.stanthonysrcprimaryschool.co.uk/images/PDFs/Complaints-Policy.pdf>

10. How does the governing body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEND and in supporting the families of such pupils?

- Referrals can be made to other agencies relating to the health and well-being of our children for example to Speech Therapy Services, Educational Psychologist, Occupational Therapist, Paediatrician and CAMHs
- Our school nurse attends school every Tuesday morning, she provides training, attends meetings, gives advice and can carry out medical checks
- We have regular multi-agency meetings in school with our Safeguarding Officer Ms Hury, Family Support Worker Kat Parr, School Nurse and SENDCO Mrs Tipney
- Our school Speech Therapist Emma Tunnicliffe and Educational Psychologist Carol Plummer also attend multi-agency meetings

11. Who can I contact for further information regarding support services for the parents of pupils with Special Educational Needs?

Statutory Assessment Team Email: SEND@manchester.gov.uk	Telephone: 0161 209 8356	Enquiries about requests for Education, Health and Care Plans
Information and Advice Support (IAS) Manchester Email: parents@manchester.gov.uk	Telephone: 0161 209 8356	IAS Manchester is the new name for the Parent Partnership Service. IAS offers independent advice and support about the Special Educational Needs System
Travel Co-ordination Unit Email: hometoschool@manchester.gov.uk	Telephone 0161 219 6400	The travel co-ordination unit is responsible for travel solutions between home and school for children and young people with special educational or complex medical needs
Specialist Resource Teams Email: shortbreaks@manchester.gov.uk	Telephone 0161 219 2125	Manchester City Council provides a range of short break services for disabled children and young people with SEN, rare disorders and chronic medical conditions

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

We understand that transitional periods can be stressful for some children and try to reduce any anxiety children experience. Children with special educational needs will be given transition visits, extra parent involvement and transition books to make this process as smooth as possible. We are currently completing a bridging programme between ourselves and our secondary feeder school to ensure a smooth transition from Year 6 to Year 7.

13. What other support is available?

Find out more about the local offer of support which is available for disabled children and young people, and those who have SEN, on the Manchester Service Directory website

http://www.manchester.gov.uk/info/500132/special_educational_needs/6181/manchesters_local_offer_for_children_and_young_people_with_sen_and_disabilities or by contacting the Manchester Family Information Services.

Staff training includes:

2019/20

SENDCO enrolled on National Award for Special Educational Needs Co-ordinator at Manchester Metropolitan University
02.09.19 Inset day Safeguarding Training and updates

Future Training dates:

- 01.10.19 ACES (Adverse Childhood Experiences) staff training during staff meeting
- 04.10.19 Autism Awareness training
- 04.10.19 SEND NQT and new staff Induction Training National Picture, Local Picture provided by Saira Pester Specialist SEN Teacher, SEND NQT Induction Training School Picture, Graduated Response, forms and procedures provided by SENDCO
- 17.10.19 Nurture Room staff attending Drawing and Talking Therapy Training
- WCAT SENDCO Networks training, information and sharing good practice Monday 14th October 2019, Monday 10th February 2020, Monday 22nd June 2020
- LA SENDCO networks 15th November 2019, 12th March 2020, 10th June 2020
- SEND Consultations Autumn Term SENDCO and Specialist Teacher provided advice and support to class teachers, discuss and monitor progress Friday 18th and Monday 21st October 2019

2018/19

- 03.09.18 Inset day Safeguarding, Teaching in a Catholic School
- 04.09.18 First Aid Training
- 17.09.18 SEND NQT Induction Training School Picture, Graduated Response, forms and procedures provided by SENDCO
- 21.09.18 SEND NQT Induction Training National Picture, Local Picture provided by Saira Pester Specialist SEN Teacher
- 01.10.18 WYCAT SENDCO Network – attended the WYCAT SENDCO Network day at St. Peter's, during the day Sarah Kellet (Ashgate Outreach Team) led a session about challenging behaviour, the SEND glossary was updated so that it can be shared with all staff, the use of visuals in schools was discussed and packs of visual resources were given out. Good practice was shared, this included looking at the SLCN File that has recently been developed by Speech and Language Therapists for schools
- 01.10.18 Dyslexia Awareness Week – Information sent to staff about specific learning difficulties, dyslexia awareness and dyslexia friendly games
- 14.11.18 A number of staff attended the Ashgate Open Evening
- 21.01.19 and 25.01.19 SENDCO provided SEN Support Plan Coaching to NQTs
- 25.01.19 ASC Coffee Morning
- 28.01.19 SENDCO attended WYCAT SENDCO Network - Follow up - challenging behaviour (Sarah Kellett), Signing to support literacy/communication/behaviour, Barriers facing Sendcos, Visual processing – what is it and what support is available, Dyslexia and assistive technology, ADHD – sharing good practice, Planning/producing information to go into a parent leaflet for pupils new to SEN Support, Parental involvement, sharing good practice
- 08.02.19 and 11.02.19 SEND Consultations SENDCO and Specialist Teacher provided advice and support to class teachers, discuss and monitor progress
- 12.02.10 SENDCO Network LA updates
- 15.03.19 Autism Awareness Training
- 25.05.19 SENDCO Network LA updates
- 17.06.19 SENDCO attended WYCAT SENDCO Network – signing and its impact on learning and behaviour, sensory stories, Small changes, big differences, Genie Hub to support deaf parents or the parents of deaf children, Exclusions (including the Timpson review), sharing good practice
- 30 staff attended MAPA (Management of actual and potential aggression) training

2017/18

- 04.09.17 Safeguarding training, Asthma and EpiPen training from Robert Chapman school nurse
- 22.09.17 NQT Induction training
- 06.11.17 SENDCO Network Resilience, provision plans, Involving your EP in the graduated approach, Support for sensory impaired pupils – capacity building, SEND updates: reviews, Early Years funding for children with SEND. Rochford review recommendations, SEN information and model policy
- 20.11.17 SENDCO Network Meeting Multi-Academy Trust focusing on Rochford review, assessing and reporting for pupils working below the level of the Statutory tests, engagement for learning framework, QFT strategies, sharing good practice
- 05.12.18 CAMHs professional led training, focusing on anxiety, depression and self-harm with a particular focus being on understanding the presentation of such difficulties and strategies to support teachers in managing them. We also look at the use of SDQ's.
- 12.01.18 SEND Consultations SENDCO and Specialist Teacher provided advice and support to class teachers
- 19.01.18 SEND Consultations SENDCO and Specialist Teacher provided advice and support to class teachers
- 29.01.18 SEND Support Plan monitoring and advice given to class teachers
- 12.02.18 SENDCO Network Meeting Multi-Academy Trust focusing on EHC Panel feedback, updating QFT Strategy grids, NC Framework grids/Lancashire Laps, case studies, sharing good practice
- 05.03.18 SENDCO Network focusing on effective deployment of TAs, SEND model policy and provision maps, matching provision to need tool, supporting hearing impaired pupils
- 07.03.18 and 18.03.18 CAMHs training mental health and emotional well-being, ASD, ADHD, school direct referrals to CAMHs
- 22.03.18 Attachment difficulties and the emotional brain training
- 11.05.18 SENDCO Network Meeting Multi-Academy Trust focusing on assessment tools, Independent work Stations, Autism Education Trust Tools for Teachers, SEND transition, SEND questionnaires/parent forums/pupil views/parent views
- 09.05.18 and 10.05.18 Theory and Practice of Nurture Group training days 1 and 2 (day 3 will be on 26.06.18)

- 08.06.18 and 18.06.18 SEND Consultations to be held with class teachers, SENDCO and SEND Specialist Teacher
- 11.06.18 Therapeutic hand massage training in school
- 03.07.18 Growth mindset training for all school staff

2016/17

- 19.09.16 SENDCO attended NQT meeting to discuss SEND provision in school and go through SEND Support Plans
- 20.09.16 SEND Staff Meeting to look at SEND Support Plans and share good examples
- 27.09.16 Deaf Awareness Training from Lancasterian Sensory Support Service
- September/October 2016 SEND and Dyslexia awareness training and Games to Support Dyslexia and SEN training delivered by specialist teacher
- 23.10.16 SENDCO and Deputy Head Teachers met with all TAs to discuss interventions, SENDCO gave all TAs intervention file and formats to record intervention attendance, sessions and next steps
- November 2016 NQT Induction Training
- 11.11.16 NQT SEND Consultations SENDCO and Specialist Teacher provided advice and support to class teachers
- 15.11.16 SEND Staff Meeting Support with writing SEND Support Plans and sharing good practice
- 16.11.16 Specific Language Impairment Training
- 22.11.16 Head teacher and SENDCO attended SEN full day Training Course 'The SEND Triangle of support' by Tricia Murphy
- 25.11.16 SENDCO Network Meeting Multi-Academy Trust focusing on Intervention Programmes
- 29.11.16 Ray Maher Numicon training for all class teachers and TAs, coaching sessions and staff meeting
- 30.11.16 Ashgate Specialist Support Primary School Open Evening attended by 8 teachers and teaching assistants
- 09.12.16 SEND Consultations with class teachers
- January 2017 Code of Practice Training for NQTs
- 03.02.17 SENDCO Network Meeting Multi-Academy Trust focusing on Dyslexia and ASD
- 14.02.17 SENDCO Network Meeting Early Years Focus, National and local SEND updates, Review of Community Health Services, Education Casework Team update, Travel Co-ordination Unit update