



St Anthony's Catholic Primary School

Working, learning and caring together in God's love

Special Educational Needs and Disabilities Information Report

Last updated 04.07.2023 – next update required before 04.07.2024

St Anthony's Catholic Primary School is a vibrant, diverse and inclusive school.

Pupils, parents, staff, governors and a range of other stakeholders work in partnership to ensure high standards of achievement and mutual respect, within a Christian ethos. The school may offer the following range of provision to support children with a range of additional needs due to:

- **specific learning difficulties (SPLD)**
- **moderate learning difficulties (MLD)**
- **speech, language and communication needs (SLCN)**
- **Autism Spectrum Disorder (ASD)**
- **social emotional and mental health difficulties (SEMH)**
- **vision impairment (VI)**
- **hearing impairment (HI)**
- **physical disabilities (PD)**

The range of support deployed will be tailored to individual need following thorough assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

This Special Educational Needs Information Report has been co-produced with key stakeholders, including pupils, parents/carers, staff and governors. A variety of activities have been used to facilitate this process including SEND parental surveys, sharing Individual Educational Plans with parents and pupils, link SEND Governor visits, pupil progress reviews and staff meetings that review provision.

Information and Guidance:

Who should I contact to discuss the concerns or needs of my child?

<p>Class teacher</p>	<p>He/she is responsible for:</p> <ul style="list-style-type: none">• Adapting and refining the curriculum to respond to strengths and needs of all pupils. Checking on the progress of your child and identifying, planning and delivery of any additional support.• Applying the school's SEN policy.• Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning. <p>If you have concerns about your child, you should speak to your child's class teacher first. You may then be directed to the SENCO.</p>
<p>Special Educational Needs Coordinator (SENCO)</p> <p>Mrs R Burden</p> <p>Email: sen@st-anthonys.bromley.sch.uk</p>	<p>She is responsible for:</p> <p>Coordinating provision for children with SEN and developing the school's SEN policy</p> <p>Ensuring that parents are:</p> <ul style="list-style-type: none">• Involved in supporting their child's learning and access• Kept informed about the range and level of support offered to their child• Included in reviewing how their child is doing• Consulted about planning successful movement (transition) to a new class or school• Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties• Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs
<p>Head teacher:</p> <p>Mrs L White</p>	<p>She is responsible for:</p> <ul style="list-style-type: none">• The day to day management of all aspects of the school, including the provision made for pupils with SEN
<p>SEN Governor:</p> <p>Brigid Sullivan</p> <p>Email: admin@st-anthonys.bromley.sch.uk</p>	<p>She is responsible for:</p> <ul style="list-style-type: none">• Supporting school to evaluate and develop quality and impact of provision for pupils with SEN across the school

Assessment, Planning and Review

How can I find out about how well my child is doing?

Ongoing monitoring takes place by class teachers to identify pupils who are not making progress or who have behaviour needs which are affecting their ability to engage in learning activities. Early identification of needs is key.

After discussions with key staff and parents, additional support will be put into place to provide enhanced resources and targeted small group and/or individual support to help overcome any difficulties. The views of the pupil or young person about their support will be given consideration at this stage.

This additional support is documented in an individual provision map, Individual Education Plan (IEP) or Pastoral Support Plan (PSP). In consultation with the SENCO/Head teacher and parents, short-term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each pupil's strengths as well as their difficulties.

In some cases, teaching assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.

Formal review meetings are held at least termly. Parents, relevant external agencies and when appropriate, pupils are invited to this review and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.

If your child is continuing to have significant difficulties, further external expertise may be requested, and following this an application can be made for additional funding, for children who meet the criteria. This can be accessed using the Local Authority process. Where this is agreed, a Funded Inclusion Plan will be drawn up and implemented. In some cases, a child with significant needs may require an Education Health Care Plan (EHCP). Further details about this process will be explained in the LA Local Offer.

Tests and Examinations: Access Arrangements

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The SENCO will inform you about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by JCQ can be accepted for access arrangements for public examinations.

Curriculum and Teaching Methods (including groupings and interventions)

What is the structure of the school day/timetable?

All children arrive at 8.50am and finish the school day at 3.15pm

Mornings are spent on reading, English and maths, with two foundation subjects in the afternoons.

Lessons last either 30, 45 or 60 minutes depending on the subject and year group. We follow a one week timetable.

How many pupils are there generally in each class and are they set by attainment in subject areas, or mixed, or both?

Class sizes vary across the year groups, but there will be no more than 30 pupils in a class.

Within the classes, teachers normally choose whether to seat children by attainment or in mixed ability pairs.

How will teaching be adapted to meet the needs of my child?

Teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

Intervention

Access to learning and the curriculum

Access to learning support staff:

- Support staff in all year groups- full time in Reception and Year One
- Targeted in class focused support provided by support staff
- Support strategies to develop basic skills in numeracy and literacy
- Individual class profile of need to enable all staff to know and meet the needs of pupils
- Individual class provision maps that show how provision is organised for each class
- Annual Parent Perception Questionnaires are completed during Parent Consultation Evenings. The results are analysed and reported to governors, staff and parents. Changes in provision are sometimes made to reflect the parental views.

Strategies/programmes to support speech and language:

- Speech and Language Therapist advice disseminated to staff
- Advice followed by teaching staff
- Speech therapy individual or small group work delivered by support staff following speech therapist training and advice
- [Talk Boost](#) intervention group run in KS1
- [NELI programme](#) available in Reception class
- Use of word maps, visual timetables and a range of support templates to help pupils to pre-learn concepts, subject specific and topic words

Strategies to support/develop literacy:

- Year 1 and 2 'Phonics Catch Up' led by specialist teacher
- KS2 phonics and literacy led by specialist teacher or teaching assistant
- Extra reading and literacy support in class led by teaching assistant
- Targeted reading and writing support led by teachers
- Additional phonics intervention activities – TA led
- Specialist teacher for pupils who speak English as an additional Language (EAL)
- Weekly Extended writing session for Year 1-6
- World Book Day Celebration (annual)
- Spelling Bee Competition (annual)

Strategies to support/develop numeracy:

- Daily whole school basic maths skills session led by class teacher
- Targeted maths support led by teachers
- KS2 maths catch up led by specialist teacher or teaching assistant
- Y6 booster maths groups in spring and summer term

Provision to facilitate/support access to the curriculum:

- Sunshine Room nurture provision for targeted pupils as required
- Learning Mentor working with targeted pupils to focus on wellbeing
- Counselling for vulnerable students
- Mentoring by peers, support staff or teaching staff

Strategies/support to develop independent learning:

- Visual timetables for all classes & individual personalised timetables where appropriate
- Clear learning objectives and steps to success used in every lesson

Pastoral Support

Strategies to support the development of pupils' social skills and enhance self-esteem:

- Restorative Justice to resolve conflict
- Weekly assemblies reflect the ethos of the school
- Daily Prayers in class
- Family Worker to support families with a range of issues
- Breakfast Club and After School Club providing wrap around care

Mentoring activities:

- 1:1 Mentoring by Learning Mentor for specific pupils
- Range of visits and visitors that help to raise aspirations
- Curriculum focus on Positive Role Models
- Learning Mentor working with targeted pupils to focus on wellbeing

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents):

- Access to Sunshine Room Nurture Provision
- Learning Mentor working with targeted pupils to focus on wellbeing
- Counselling for vulnerable students
- Transition support organised to facilitate smooth transition from one setting to another – i.e. transfer visits organised from Nursery to Reception Class and Year 6 to Year 7
- Pupils who arrive midterm are allocated a buddy
- Reduced or modified timetable
- Social stories for transition
- Regular contact & liaison with parents
- Small social skills group
- Two members of staff have been trained as Youth Mental Health First Aiders

Strategies to support/modify behaviour:

- Behaviour Targets and rewards
- Pastoral Support Plans
- Individual Education Plans
- Social skills group
- Referrals to ISAT, Bromley Children's Project or Bromley Well Being

Support/supervision at unstructured times of the day including personal care:

- Playground Buddies
- Group games on playground led by Midday Meals Supervisor/TA
- All MMS have received behaviour and conflict resolution training

Planning, assessment, evaluation and next steps:

- SENCO available on request, so parents can discuss concerns.
- Annual Parent Perception Questionnaires for pupils with additional needs are given to parents during Parent Consultation Evenings. The results are analysed and reported to Governors, Staff and parents. Changes in provision are sometimes made to reflect the views of Parents.
- Class teachers meet parents each term during Parent Consultation Evenings where progress is reviewed and targets are set.
- Termly Pupil Progress Reviews (PPRs) and Special Needs Reviews are held with the SENCO, Class Teacher and Head Teacher.

Personal and Individual Healthcare Plan:

- Guided by health care professionals (i.e. school nurse), care plans are devised for pupils with medical needs.
- Parental permission is obtained and training is provided for the administration of medication by qualified 1st aid trained staff.
- Support staff to assist pupils with personal care as specified by clinical plans.
- Where necessary modified toilet facilities are available for individual needs.

Emotionally Based School Avoidance

Emotionally-based school avoidance (EBSA) is a broad term used to describe a group of children and young people who experience significant difficulty in attending school due to emotional factors, often resulting in severe distress associated with school attendance and frequent or prolonged absences from school. Some pupils may also attend school regularly but they might avoid lessons or other activities during the school day. These difficulties can happen suddenly or occur over time, sometimes without warning. This can affect any child/young person and their family.

At St. Anthony's we have access to a toolkit provided by the local authority to help us support children who are avoiding school for emotional reasons, which includes guides on offering tailored pastoral support, improving understanding of the factors surrounding a child's school avoidance and strategies to encourage children to attend school.

Increasing accessibility - getting about

Access to strategies/programmes to support occupational/physiotherapy needs:

- Where necessary modified toilet facilities are available for individual needs
- Regular training for staff who support pupils with Occupational Therapy and Physiotherapy needs
- Advice of professionals are disseminated and followed by staff
- Ramps, handrails and disabled toilets promote equal access to buildings on the school site
- Use of any recommended equipment – e.g. pencil grips, slanted boards etc.
- 1:1 Individual Support Assistant where required
- Risk Assessments completed for identified pupils as required

Access to modified equipment and IT (including sound-field systems, enlarged text; magnifiers):

- Specialist equipment as required on an individual basis to access the curriculum
- Software is available to support learning across the curriculum
- Laptops in the computer suite and computers in every classroom provide opportunities for the development of IT skill

Partnerships with External Agencies

What support from outside does the school use to support my child?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include referrals to:

- Children’s Speech and Language Therapy Service (Beckenham Beacon & Community Vision)
- Educational Psychology Service
- The Phoenix Children’s Resource Centre
- Consultant Paediatricians
- Occupational Health Service
- Physiotherapy Service
- Bromley Children and Families Hub
- CAMHS
- Bromley Wellbeing Service
- Bromley Education, Care and Health Services
- School Nurse
- Complex Social Communication Service
- Educational Welfare Service
- Specialist Support and Disability Services

Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports:

- Referrals made by SENCO to outside agencies as required
- Professionals liaise directly with parents to gain insight into children’s needs
- Reports shared with parents directly by professionals or via SENCO to keep parents informed
- Professionals attend or prepare reports for Annual Reviews and Transition Reviews for pupils who have Education Health Care Plans
- Educational Psychologist, School Nurse and Speech and Language Therapist visit at regular intervals to see specific pupils

Agency	Description of Support
Educational Psychology Service	Our attached Educational Psychologist is Eduardo De Freitas. The SENCO will discuss concerns with the EP. The EP will speak with the class teacher to find out more about specific areas of difficulty. The EP will carry out a series of cognitive and developmental assessments with your child. He will observe your child learning in the classroom. The EP will then meet with you to discuss their findings. He will also write a report with findings and recommendations outlined; this report will be sent to the school and parents/carers.
Inclusion Support Advisory Team	Our attached Advisory Teacher for SEND Support is Carol Pyne
Complex Needs Team	Our Single Point of Contact is Emma Donovan-Brown
Language, Communication & Interaction	Our link Advisory Teacher for SLCN is Hannah Little
Speech and Language Therapy	School may refer as required and implement recommendations following specialist assessment
Early Years SEN Advisory Team	Our link Advisory Teacher for children in our nursery is Cindy Fremaux
School Nurse	Our school nurse is Rechelle Wilson

Paediatric Services CAMHS (Child and Adolescent Mental Health Service)	After consulting with the class teacher and SENCO, it may be necessary to refer to one of these outside agencies. We have built up strong relationships with these teams and they help us overcome any difficulties individual pupils may be facing.
Educational Professional responsible for children who are looked after	Mrs Lorna White (Head Teacher) oversees and monitors provision for children who are in the care of the Local Authority.

Transition

How will the school help my child move to a new class/year group or to a different school?

Children and young people with SEN can become particularly anxious about “moving on” so we seek to support successful transition as follows:

When moving to another school:

We will contact the School SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals. We will ensure that all records are passed on as soon as possible.

When moving classes/forms in school:

An information sharing meeting will take place with the new teacher at the end of the summer term. Opportunities to visit the new class/teacher will be provided.

In year 6-7 transition

The SENCO and/or class teacher will attend the primary/secondary transition day meeting to discuss specific need of your child and the nature and level of support which has had the most impact.

In some cases additional multi-agency meetings may be arranged to create a more detailed transition plan which may include more visits to the new school and/or additional visits from the new school.

Staffing Expertise

How skilled are staff in meeting the needs of my child?

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN.

Recent training has covered :

- SALT training
- Behaviour Management Training and Restorative Justice
- Paediatric 1st Aid Training
- Ongoing phonics training for all staff
- Asthma and Anaphylaxis Training
- Epilepsy Training
- ASD training
- Safeguarding Training
- Word Aware Training

Our SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEN.

The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for pupils who have the most complex needs.

We also have staff with specialised expertise and qualifications in school including:

Behaviour Management and Restorative Approaches

Accredited training for pupils who speak English as an additional language

Emotional Literacy

Phonics

Nurturing and Attachment

Narrative Therapy

Safeguarding Children and Young People in Education

MBA Educational Management

National Award for SENCO Accreditation

MA Special Needs

EAL Specialist

Maths Specialist

EYFS Specialist

NPQH – Leadership and Management

NVQ 2 &3 Teaching Assistant

Specialist Leader In Education – SEND

Accredited Training for Pupils with Autism

Who do I talk to if I am unhappy with my child’s support or progress?

In the first instance please speak with the class teacher who will be able to provide information about your child’s progress and attainment.

The SENCO will be able to advise you on specific provision that is in place for your child. The SENCO may need to make referrals to a range of outside agencies to help your child achieve his/her potential. Referrals will always be done in an open and transparent way following in depth discussion. At St Anthony’s we recognise and value the role of parent/carers as your child’s first educators.

Complaints

We make every effort to provide excellent provision for all pupils. However, we are aware that things can go wrong resulting in parents/carers feeling that they have a genuine cause for complaint. If this is so, we would wish for the matter to be settled as quickly as possible. The complaints procedure can be obtained on the school’s website or from staff at the school’s reception desk.

We are continually striving to improve our service. Any helpful suggestions or comments would be much appreciated on an ad hoc basis or when annual parent/carer surveys are completed.

Useful Contacts

Bromley Information, Advice and Support Service (IASS):

[IASS Bromley](http://www.bromley.gov.uk/iass)

Email: iass@bromley.gov.uk

Tel: 020 8461 7630

[Information, Advice and Support Service](#)

The Information, Advice and Support Service (IASS) offers free, impartial information, advice and support in confidence for:

- Children and young people with special educational needs or disabilities age 0 to 25.
- Parents and carers of children and young people with special educational needs and disabilities (SEND).
- Children and young people with SEND around transitions from pre-school to primary school and onto secondary school.

<p>Voluntary agencies</p> <p>Choice Support Autism</p> <p>Tel: 02084642897</p> <p>Email: burgessinfo@choicesupport.org.uk</p>	<p>Choice Support Autism (formerly Burgess Autistic Trust) are specialists in autism and autism spectrum conditions (ASC). They offer a range of services to adults across the autism spectrum including social clubs, 1:1 support and supported living.</p>
<p>Bromley Children Project</p> <p>Tel: 020 8461 7259</p> <p>Email: bcpadmin@bromley.gov.uk</p> <p>BCP on Facebook</p> <p>Twitter: @BPVForum</p>	<p>The project is a borough wide service that supports families living in Bromley to create a safe, secure and happy environment for all children, by reaching out to expectant parents, current parents and young people aged up to 18 years – particularly those who are struggling and are in need of additional help.</p>
<p>Bromley MENCAP</p> <p>Tel: 020 8466 0790</p>	<p>Bromley MENCAP provide a range of services and activities for disabled people, and their parents and carers. They help all ages, from young children right through to elderly people.</p>
<p>CASPA</p> <p>Email: contactus@caspabromley.org.uk</p>	<p>CASPA is a unique, rapidly growing and award winning charity that was set up in 2002, providing support to autistic children and young people, and also to their families.</p>
<p>Bromley Well</p>	<p>Bromley Well launched in October 2017 to help people living in Bromley borough to improve and maintain their health and wellbeing. The services includes support for:</p> <ul style="list-style-type: none"> • Older people • Young carers • Adult carers • Mental health carers • Mutual carers • Learning difficulties • Physical disabilities • Mental wellbeing • Long term health conditions • Volunteering, training and paid employment
<p>Dyslexia Association of Bexley Bromley Greenwich & Lewisham</p> <p>Tel: 0300 999 1800</p> <p>Email: info@dyslexiawise.co.uk</p> <p>DABBGL on Facebook</p> <p>Twitter: @dyslexiawise</p>	<p>The Dyslexia Association of Bexley Bromley Greenwich and Lewisham gives information to and help for parents, teachers, adults and interested professionals.</p>
<p>IPSEA</p> <p>Tel: 01799 582030</p>	<p>Independent Provider of Special Education Advice (known as IPSEA) offers free and independent legally based information, advice and support to help get the right education for children and young people with all kinds of special educational needs and disabilities</p>

	(SEND). They also provide training on the SEND legal framework to parents and carers, professionals and other organisations.
Bromley Local Offer localoffer@bromley.gov.uk	The Local Offer pages provide information about local services, support and activities available to families, children and young people aged 0 - 25 years with special educational needs or disabilities.