



We Grow and Learn with Jesus

St. Anthony's Primary School

Special Educational Needs (SEN) Information Report

Updated January 2025

The Children and Families Act (2014) and SEND Code of Practice (2015) have been used to write this report. The SEND CoP states that:

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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

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

A child may have an identified need when they join us. They may have a Support Plan or Education, Health and Care Plan. Class teachers continually assess children's progress through daily observation, interaction, assessment and marking. At the end of each term the progress of all pupils is discussed with the Head Teacher or Assistant Head Teachers. The INCo (Inclusion Coordinator – Melanie Brimicombe) is informed about specific children with identified or emerging SEN. Where progress has not improved over an agreed period of time, or if additional provision is needed, parents will be consulted, and a personal SEN Support Plan will be offered.

Parents are the experts on their own children. If they have concerns they should not hesitate in making an appointment to come in and discuss them with either the class teacher or the INCo. There is a surgery at 3.00pm on Wednesday, any parent can phone school to make an appointment at this time or arrange a mutually convenient alternative. School uses the Valuing Send Toolkit which helps to identify individual need and setting readiness to support some children with SEND.

2. What support can the school provide for children with SEN?

In accordance with the Code of Practice, 'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.' (SEND CoP 0-25, 2015)

Teachers are responsible for the progress and development of all children in their class. High quality teaching is a priority. The school will provide a range of support interventions to help depending on the need. These additional targeted interventions are outlined on the pupil's SEN Support Plan. This may include small group or 1:1 help and/or the involvement of outside experts. We also make any reasonable adjustments and provide Teaching Assistant support that will improve a child's experience. Please see St. Anthony's Class Provision Offer for a full list of the support provided. The INCo oversees all SEN provision. The named Governor for SEN is Mrs Ellena Harley.

3. How will I know how my child is doing?

Teachers try to be available at the end of the school day if parents wish to discuss their child and appointments can be made via the office. There are two parents' consultation evenings and an annual report. Parents of children who are on the SEN register, and who therefore have a SEN Support Plan, will be invited into school to discuss progress and through consultation, the plan is reviewed, with new targets set. Hearing children read and checking their diaries and their homework enables parents to know exactly how they are getting on. There are regular open mornings following class assemblies to celebrate children's work. Sharing feedback with school can be valuable, e.g. if something proves very difficult, let the teacher know.

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

Learning is matched to children's needs through high quality teaching. For a child who has been identified as requiring SEN support, there is a cycle of 'assess, plan, do and review' (APDR cycle) to be followed and the Neurodiversity Combined Checklist Tool is available to staff to aid this process. There are SEN Support planning meetings each term involving the parents, the class teacher, and possibly external professionals, the INCo and the child. The child's views are heard and valued. Targets will be set for the term to achieve desired outcomes.

Class teachers constantly adjust their provision through careful modifications to their teaching, organisation and differentiation (i.e. providing work designed to be at the correct level of challenge or with appropriate 'scaffolding') to meet each child's needs. Lessons begin with a recap of previous learning and visual reminders of vocabulary taught, which the children add to their books.

In exceptional cases a child may have complex needs where provision cannot reasonably be delivered through services that are normally available. The school and/or the parents may then request an Education, Health and Care assessment. If successful an EHCP (Education, Health and Care Plan) will be drawn up at a multi-disciplinary meeting in which the views of the parents and the child will be central. The aim is a truly holistic approach focused on favourable outcomes and the EHCP will be reviewed annually. If there is a possibility that specialist provision may be required in future having an EHCP in place is essential.

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

It is our objective that each child should be encouraged and taught in a manner sensitive to their individual needs so that they may achieve their maximum potential as a learner and a person. We recognise that everyone is a unique individual with a unique contribution to make to the life of the school (St. Anthony's SEN Policy). The children receive a broad balanced curriculum with plenty of positive, enriching opportunities. The children's achievements are recognised and celebrated in class, in Key Stage and whole-school assemblies and by visits to senior staff, often with certificates and rewards and in the monthly newsletter to parents.

Religious Education, and Personal, Social, Health, Emotional and Economic (PSHEE) Education are important subjects carefully taught, which includes Protective Behaviours. All staff are trained to note changes in pupils' body language, mood and appearance and to offer or seek support for them. We have a dedicated Mental Health lead, who works closely with the Mental Health Support Team and Education Practitioner, Sam Marriott, who provides whole class, group and individual support as necessary. We currently run two whole class programmes in Year 5 and Y3, called Brain Buddies and Emotional Explorers, respectively. These programmes support the children with emotional regulation and self help strategies to promote good mental health and well-being. We also buy into the South West Herts Partnership (SWHP) to gain access to a Family Support Worker, Debbie Greenfield, who can work with families in the home and 1:1 with children as necessary to support in a number of different ways, including anxiety concerns, promoting good behaviour and routines, and signposting and support with form filling and housing concerns. If you have any concerns that you feel that school or our external agencies can help with, please see your child's class teacher in the first instance.

We work with parents to ensure that children with medical needs have the appropriate care and the least disruption to their learning. Individual Health Care Plans for medical needs are put in place as appropriate. All staff receive training every three years for first aid and child protection. Our safeguarding leads work with children's services to support individual families. Designated staff attend allergy

training as necessary and report back to colleagues. Staff are trained in the use of Epi-Pens (and other makes), and are First Aid trained, including members of Early Years staff who are Paediatric First Aid trained for children under 5. There is a Welfare Assistant available at all times to attend to sick or injured children.

We recognise the need to enrich the curriculum and opportunities are taken for outdoor learning, trips, guest speakers, assemblies, charity days and events with other schools to promote this. We buy into the Forest School service which all children benefit from over the years. Class teachers also use various techniques and resources, including worry boxes, so that children can discretely ask for support. We encourage children to be able to name trusted adults at school that they can turn to with any worries or concerns. We follow our school's Well-being Policy, and further information on well-being can be seen on our website.

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

The main specialist services that we access and refer to are Speech and Language, Herts SEND Team, Specialist Advisory Teachers (for Hearing Impairment, Communication and Autism, Early Years, Visual Impairment etc.), SpLD (Specific Learning Difficulty) Training Support, Colnbrook Outreach (a local special school), DSPL 9 Triage Team (local area support) Family Support, CAMHs, the School Nursing Service, Mental Health Support Team, South West Herts Partnership and Paediatric Occupational Health. However, as new needs arise, such as medical conditions for example, we may consult with other specialists and support groups.

7. What training do the staff supporting children with SEND (Special Educational Needs and/or Disability) receive?

School staff have been trained to provide a variety of specialist support and this is an on-going process. Where a training need is identified the school is committed to meeting it. Formal training includes Safeguarding, First Aid, Herts Steps, Protective Behaviours, NELI (Nuffield Early Language Intervention), Read, Write, INC., Drawing and Talking therapy, courses from the Herts Autism Team, Herts SEND Team and DSPL9. Individual training takes place depending on the child's needs from external professionals, e.g. Hearing or Visual Impaired training, Occupational Health, Communication and Autism, Early Years and Colnbrook Outreach.

8. How will you help me to support my child's learning?

The school provides meetings and materials for all parents throughout the year-groups with information and advice on supporting children's learning - which is very relevant to SEND children and we strongly advise parents to attend. All year groups

send home weekly updates regarding curriculum coverage that week, specific vocabulary used, and new topic areas which will be learned about next. Differentiated and/or scaffolded homework (designed to be at the correct level) is provided and children in KS1 have reading record books, and at KS2 homework diaries, which parents can use to communicate with the teacher. Teachers will discuss individual ideas for supporting a child with SEND during their Support Plan meeting. Children with exceptional needs may have a detailed daily home-school link book. Parents with concerns are encouraged to come and see the INCo and the required support will be discussed. The INCo is happy to see parents with their children and may demonstrate strategies for reading, homework and other needs. The INCo may also signpost parents to other sources of support.

9. How will I be involved in discussions about, and planning for, my child's education?

The different ways in which parents can be involved in discussions about their child's education are explained in the answers to questions 3, 4 and 8. Working positively together, provides the best outcomes. We encourage open and respectful discussions between teachers, parents and the Senior Management Team as appropriate, in order to best meet the needs of the child.

As previously mentioned, parents are invited to maintain open communication with teachers through the home-school link book, the reading record, the homework diary or by making an appointment. Academic reports have the opportunity for discussion and feedback with teachers. Termly parents' evenings take place, and teachers endeavour to make time to speak to any parents with concerns at a mutually convenient time. Parents are involved in SEN Support following the assess, plan, do, review process as soon as concerns have been raised.

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

All school clubs are mixed ability and open to all. Numbers are controlled by offering different clubs to different year groups. SEND pupils are well represented - participating in school assemblies, masses, talent shows and school productions. Performances for many school events such as Community entertainments, One World and special assemblies involve the whole class equally. We strongly encourage all children to attend school trips, especially the week away in Year 6 and the school tries to make any reasonable adjustments that may be required, to make that possible. Risk assessments are carried out and we consider any potential barriers to children taking part in order to make effective arrangements to make any trip fully inclusive, unless doing so would endanger themselves or others.

11. How accessible is the school environment?

The school environment is easily accessible for children with a disability. There are dropped kerbs, a slope into school, a disabled toilet in each of our three buildings, a medical room with a bed in our main building and wide corridors and a lift in our two-storey Year 4 to 6 building. The car park has one disabled parking bay for designated disabled badge holders. Our IT suite and library have been designed to support wheelchair access.

12. Who is the person responsible for children with SEN?

Every teacher has the responsibility for children with SEN in their class. The INCo is the person responsible for ensuring that this support meets the needs of the children, and she provides support and advice to staff and parents when required. Key information can be found on the school website.

13. How will the school prepare and support my child to join the school or transfer to a new school?

This will depend on the needs of the child. Children with identified SEND are sometimes visited in their pre-school or home setting to assess their needs, and the parents attend a planning meeting where arrangements are agreed. This may include additional pre-visits with a family and/or staff member, a photo book and other helpful adjustments. Discussions take place between the previous setting and our school as appropriate. A staged transition is required for children in EYFS to build up to full time attendance, and sometimes children with SEND require longer to develop their confidence, resilience and self-regulation.

Similarly, in upper KS2 secondary transfer plans will be discussed with parents and additional measures may be required. All pupils are visited in our school by members of staff from the secondary schools and are then invited to induction days in the final half term. For pupils with an EHCP (Education, Health and Care Plan), the SEND Panel will consider secondary placements in their Year 5 review in the spring term. Relevant information will be shared with the new school and the secondary SENCO will be invited to attend the Year 6 annual review. Chessbrook School offer group and 1:1 transition support in school and the MHST and Family Support Worker can also provide individualised support.

Children joining the school mid-year are always welcome and we recognise that this is not an easy transition. Teachers will appoint buddies to accompany pupils on arrival and for as long as required to help them fit in. New pupils will be taken on a full tour of the whole school and introduced to all staff by their buddy. The INCo will

review their school records when they arrive before passing them on to the class teacher.

When children leave us mid-year the amount of liaison would depend on the time-scales, distance and the level of SEND involved. We would of course provide the receiving school with all relevant information in the child's best interests and be available for phone contact. The class teacher and pupils always prefer to mark such occasions with a farewell event.

Other transition support include visits to new classrooms, assemblies and playtimes, transition booklets and social stories, joining for lunchtime as appropriate and familiarity meetings with members of staff during open days.

14. How are the school's resources allocated and matched to children's SEN?

The allocation of the delegated budget for SEND is agreed, following discussions between the Head Teacher and the Governors. The school has ring-fenced funds for SEN provision. Each term, pupil progress meetings and SEN support reviews inform the planning for allocating resources. High Needs Funding may be allocated by the local authority through their banding system for EHCPs, to partially fund support and interventions identified in the plan. Funding may ONLY be used for this purpose.

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

Support is limited and has to be carefully matched to children's needs following assessment, analysis of pupils' progress and observation. Some children may require long-term support while others may need significant help for a short time. Children with high needs or EHCPs sometimes receive specific funding to provide levels of support not normally available in school. We regularly review our provision including interventions and use of adults, with the aim of achieving independence in our children.

16. How can I find out about the local authority's Local Offer of services and provision for children with SEND?

Hertfordshire County Council's Local Offer can be found online at www.hertsdirect.org/localoffer.

www.dsplarea9.org.uk