



St. Anthony's Catholic Primary School



We are His body, living and learning as one.

SEND INFORMATION REPORT

Let your words teach and your actions speak

Our School

Our School Vision

At St. Anthony's Catholic Primary School the well-being and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development.

December 2024 Information

St Anthony's Catholic Primary School currently has 694 children on role (December 2024). There are currently 150 children on SEND register with a range of needs from universal to specialist. 22% of children on roll have SEND support plans. 3.6% of children on roll have an EHCP.



Meet our SEND Team

The SEND team is made up of Mrs Tipney (AHT for Inclusion) and Mrs Thulbourn (SENDCO).

If you would like to contact the Team please email:

sendco@st-anthonys.manchester.sch.uk

Alternatively contact can be made through the school office – 0161 437 3029.



Mrs Tipney

*Assistant Headteacher
for Inclusion.*

Mrs Thulbourn

SENDCO

Specialist SEN Teacher: **Mrs Pester**

Speech Therapist : **Cat Cronshaw**

Educational Psychologist: **Dr Michelle Laverack**

Assistant Psychologist: **Kathryn Murphy**

Nurture Team: **Mrs Monaghan and Mrs Moss**

SEND Governor: **Mrs Sherry**

Mental Health Leads: **Mrs Tipney and Mrs Thulbourn**

Mental Health Practitioner / Counsellor Place2Be: **Rachel Edbury**



Special Educational Needs

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.

At St Anthony's Catholic Primary School we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEND Code of Practice 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



Identifying and Assessing Need

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.

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.

Special Educational Needs may be identified through:

- Concerns from parents
- Assessment data and pupil progress data
- Observations that class teachers record
- Information passed from previous schools and EYFS settings

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 SEND Team and Specialist Teacher are also available if there are further concerns.

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's



Our approach to teaching children with SEND

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

We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups with reasonable adjustments made where appropriate.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

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 adaptive teaching in place and reasonable adjustments

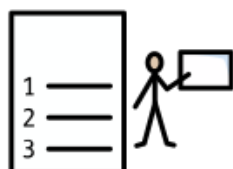
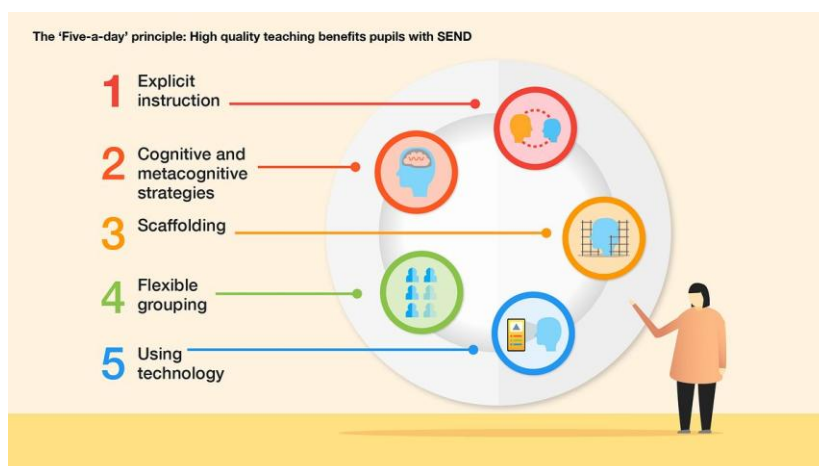
- Extra adult support in classrooms where appropriate
- Focused small group work
- Time limited interventions
- Individualised timetables and specialist support

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

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.



Curriculum adaptations

Visual timetables	Task boards	Peer mentoring

	Assistive technology	Talk partners	Peer marking
			
	Self-assessment	Word banks	Positive behaviour
			
	Ear defenders	Timers	Explicit instruction

What additional support is available for pupils with SEND?

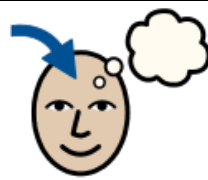
Some examples of support are:

- 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 Specialist Provision
- IDL Literacy Intervention
- IDL Numeracy Intervention
- Nessy Reaing and Spelling
- Nessy Hairy Reading
- Playtime and lunchtime provision
- Social and communication skills groups and interventions
- Independent Living Skills Group
- Individual Maths programmes
- RWI phonics groups
- RWI Fresh Start
- Place 2 Be Counselling

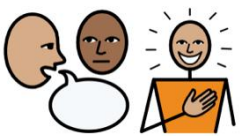
	• Lego therapy groups • Forest School We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment. We also seek advice and equipment from outside agencies as and when the need arises.
 Parent Consultations	How are parents of children with special educational needs involved in the school? At St Anthony's Primary School we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND. We encourage parents to share any concerns through teachers and/or the SEND team. For children who have a SEND Support Plan or require specialist support (over and above what is ordinarily available) you will receive targets three times a year, with the opportunity to discuss these targets with the Class Teacher. 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. Parents are invited to contribute to one page profiles for children's SEND support plans. Jade Allen Bright Futures Family Support Service supports parents and liaises with school staff, Jade will also attend meetings. Coffee morning sessions to communicate with SEND parents and carers in a relaxed informal environment.

 Resources	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.						
 Child Consultations	What arrangements are there for consulting young people with Special Educational Needs and involving them in their education? Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school. Children are fully involved and their views feed directly into SEND support plans, policies, procedures and daily teaching of children with SEND. Pupils are given regular opportunities to: <table><tr><td></td><td></td><td></td></tr><tr><td>Self-assess how they are doing</td><td>Attend meetings and help decide the support needed.</td><td>Feedback and Review progress/interventions.</td></tr></table>				Self-assess how they are doing	Attend meetings and help decide the support needed.	Feedback and Review progress/interventions.
							
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 Evaluating Provision	How do we evaluate the effectiveness of the provision made for pupils with SEND at St. Anthony's Catholic Primary School? Review progress in SLT meetings and discussing next steps. Discuss and share ideas in staff meetings to ensure up to date research and policy is in place. Reviewing children's individual progress towards their goals at regular intervals, as a minimum every term. Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals. Asking our children if they feel the adjustment or intervention is helpful and makes a difference. Monitoring by the Angela Tipney (Assistant Headteacher for Inclusion). Regularly using a tracking tool to update targets and measure progress. Holding termly reviews with staff for children who are on Education Health and Care Plans, SEND Support Provision Plans and those requiring specialist support. Holding annual reviews for children with Education Health Care Plans.						

	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.			
 Staff Training	How will staff be trained to meet the needs of my child/young person? At St Anthony's, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child. When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with. Whole staff training is provided on various SEND topics e.g. ASD, behavior, dyslexia, individual coaching for new staff from the SEND team. The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised. If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first. Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions. Regular meetings between all schools in the Multi Academy Trust are held to improve and extend the expertise of SENDCO's. The SENDCO attends termly Local Authority meetings where new initiatives are discussed and other support agencies offer advice and explain access to their services.			
	 Play Therapy	 Lego Therapy	 Child Development	 Forest Schools

				
	ELKLAN	TIS UK	RWI Phonics (catch-up)	CPI Training
				
	Specific Learning Difficulties	Complex Needs training	Nurture support	Speech and Language
				
	De escalation	Attachment	Zones of Regulation	Sensory needs
	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, 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, Rodney House and Bridgelea who provide further specialist advice for support SEND pupils. The Assistant Headteacher for Inclusion and SENDCO have both completed the National Award for Special Educational Needs Co-ordinator Two members of staff have completed the Level 5 Trauma and Mental Health Informed Schools and Communities Diploma, with TISUK Practitioner status. Seven members of staff have completed ELKLAN Training.			
	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? <u>Nursery to Reception</u>			

Transition Support	We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENDCO and to explore our EYFS provision. We hold two ‘taster’ sessions follow in the second half of the summer term in preparation for their September start. Transition to Reception, and then into each successive year-group, is supported by meetings, information leaflets and taster sessions in each new class. <u>End of Year transition</u> When children move up a year, we provide transition sheets which include photos of the teacher, TA and classroom environment. We hold a transition session during the summer term allowing the children to go up to their new classroom and meet their teacher. Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive. Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Learning Plans. <u>Secondary Transition</u> Transition to high school can seem daunting for both our pupils and their families. At St Anthony’s, we work closely with our link secondary schools to share information and plan individualised transitions for our pupils. Parents’ views play an important part of the transition process and by working together, we aim for the children to confidently and successfully move on with the next stage of their education. The process of transitioning to high school for children with EHCP’s starts at the Year 5 Annual Review, with parents / carers meeting with a member of staff from the potential secondary school. Parents are given the opportunity to visit secondary schools, before making the choice about where they would like their child to attend. PSHE sessions prepare the children for change and we encourage the children to develop their independence skills where possible, as well as taking on appropriate classroom responsibilities. Individualised transition programmes are planned by our Year 6 Transition Co-ordinator, the Secondary School, parents, class teachers, and the pupils. Visits to the secondary school are supported by members of Ashgate staff as well as any specialist resources, visual timetables, rewards charts and social stories.
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	<u>Mid-Year new starters</u> When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.
 Outside Agencies	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? We work with the following agencies to provide support for children with SEND: Educational Psychologist CAMHS M-Thrive SpeechLeap and Speech and Language Therapy Services School Nursing Team Health Visitors Paediatricians Early Help Team Occupational Therapists Place2Be Brighter Futures Social Workers Physiotherapists We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we will call you in for a meeting to share the advice.
Support for the Emotional and Social Development of SEND pupils 	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. Our TEN:TEN RSE scheme of work has specific learning tasks and interventions for SEND pupils to support their Relationships education. As part of our PSHE curriculum, all children learn about Neurodiversity and disability to ensure that the school is an inclusive environment for all. We have an anti-bullying policy which can be found on our school website . Our Oasis Team are the leads for EHAs and some families may be

	supported by EHAs. Mrs Monaghan and Mrs Moss from our Nurture and Oasis Team support families, they liaise with parents and carers and the school and can attend meetings. Our SEND Team attends Parent Evenings to address SEND issues or concerns. Our Designated Safeguarding Lead is Mr Johnson and our Deputy Designated Safeguarding Leads are Mrs Stevens, Mrs C. Burns, Mrs Tipney, Mrs Lord, Mrs Monaghan and 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 • We liaise closely with CAMHs • Meet and greet by teachers and TAs • Breakfast Club • Nurture room • 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
 Clubs and Trips	What activities are available for pupils with SEND in addition to those available in accordance to the curriculum? All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs. All children are encouraged to go on our trips and residentials. All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc. All children are encouraged to apply for roles of responsibility in school e.g. school council, Head Boy and Head Girl team. No child is ever excluded from taking part in these activities because of their SEN or disability. 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, overnight residentials and fun days.
	Your first point of contact is your child's Teaching Assistants who are available to speak to on the playground each morning. TA's pass all information on to Class Teachers.



Communicating Concerns

If you have concern about your child's SEND support in class please speak to the Class Teacher at the end of the day to arrange a meeting or phone call.

If further support is needed please contact the SEND team via email (sendco@st-anthonys.manchester.sch.uk) or by calling the school office - 0161 437 3029.

Complaints Procedure

If you are not satisfied that your concern has been addressed, then you may make email admin@st-anthonys.manchester.sch.uk who will then direct your concern to the appropriate member of the Senior Leadership Team.

See complaints procedure on the school website:

<https://www.corpuschristitrust.co.uk/wp-content/uploads/2023/02/CCCAT-Complaints-Procedure-01-23.pdf>



Manchester Local Offer

The Manchester Local Authority Local Offer can be found at <https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0>

Statutory Assessment Team	Telephone: 0161 245 7439 Email: sen@manchester.gov.uk	Enquiries about requests for Education Health Care Plans.
SENDIASS Information, Advice and Support Manchester	Telephone: 0161 209 8356 Email: sendiass@manchester.gov.uk	Information, advice and support to children, young people and parents/carers about special educational needs and disabilities (SEND). This includes health and social care where it is linked to education.
Travel Co-ordination Unit	Telephone 0161 219 6400 Email: hometoschool@manchester.gov.uk	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	Telephone 0161 219 2125 Email: shortbreaks@manchester.gov.uk	Manchester City Council provides a range of short break services for disabled children and young people with SEN, rare disorders and chronic medical conditions

		https://m-thrive.org/services/maps/43 Lifestyle Centre 206 Portway Woodhouse Park Wythenshawe Manchester M22 1QW mthrive.south@mft.nhs.uk 0161 436 0575	Manchester Thrive is a single point of entry, front door approach to the emotional wellbeing and mental health offer for young people aged 5-18. Our service is designed to advise, guide, signpost and get help for young people within Manchester currently facing mental health and emotional wellbeing issues.
		http://manchesterparentcarerforum.org.uk/ info@manchesterparentcarerforum.org.uk	Manchester Parent Carer Forum works to represent the 'voice' of parents and carers of children and young people aged 0-25 with Special Educational Needs and Disabilities (SEND). They endeavour to work in partnership with Manchester Local Authority, Education, Health, Social Care and other providers to make sure the services they plan and deliver meet the needs of Manchester families.
 Feedback	<i>"The SEND Team have always been extremely supportive of my child. They have always been helpful, professional, reassuring and inclusive."</i> <i>"At St Anthony's, my son has felt safe with the teaching and support staff and felt settled in his environment. His improvements are due to the support and teaching he receives within a nurturing environment. St Anthony's is an inclusive school and I cannot thank staff enough for the support my son has received."</i> <i>"When my daughter first started St Anthony's, she was a nervous and anxious little girl with no confidence at all and she needed help with most things. 5 years later my daughter is the most confident, independent and happy young lady. The staff in this school have helped me and my daughter get all the help she needed and we can't thank them enough for this."</i>		

	<i>“St Anthony’s never let me down, they recognise the needs of both my children and work hard every day to meet them. I always have good communication with the school and every time I chat to staff; I know that they are just a call away and always available for us.”</i>
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