



# **St Anthony's Catholic Primary School**

## **SEND Information**

Updated September 2024

V Berry

School/Academy Name and Address	<b>St Anthony's Catholic Primary School,</b>  <b>St Anthony's Drive,</b> <b>Fulwood, Preston,</b> <b>PR2 3SQ</b>		Telephone Number	<b>01772 726621</b>
			Website Address	<a href="http://www.st-anthonys.lancs.sch.uk">www.st-anthonys.lancs.sch.uk</a>
Does the school specialise in meeting the needs of children with a particular type of SEN?	<b>No</b>	Yes	If yes, please give details:	
What age range of pupils does the school cater for?	4-11years Mainstream setting			
Name and contact details of your school's SENCO	<b>Mrs V Berry, SENDCO</b>  <b>Email</b> <a href="mailto:v.berry@st-anthonys.lancs.sch.uk">v.berry@st-anthonys.lancs.sch.uk</a>			

Name of Person/Job Title	Mrs J Barnes, Headteacher		
Contact telephone number	01772 726621	Email	<a href="mailto:head@st-anthonys.lancs.sch.uk">head@st-anthonys.lancs.sch.uk</a>

## Accessibility and Inclusion

### What the school provides

- We support a wide range of children with SEND.
- The majority of the school has wheelchair access. It has accessible parking spaces. An auditory inspection showed the school to be adequate. The school has a good visual environment (steps are clearly marked). There are disabled toilet facilities. Whenever changes are made to the building, these are done in line with the Disability and Discrimination Act. Children with specific needs are met individually as and when required.
- Information for parents is on the website and is also displayed in the parent prospectus and in school. The ability to have information in other formats or languages can be met. School has used interpreters and signers as and when needed.
- School has clearly labelled resources using words and pictures. Bi-lingual signs and technology are used when needed.
- School would always provide specialised equipment whenever required, using the school budget to fund this. An allocated budget is available for this.
- A new medical room with a medical bed was added in Summer 2015.
- Children with an EHC plan which identifies physical needs will also have an individual evacuation plan prepared for them. This is shared with all staff working with the child.

## Teaching and Learning – evaluating the effectiveness of its provision for children with additional needs.

### How will I know my child is making progress?

#### What the school provides

We follow the graduated approach and a cycle of assess, plan, do, review to monitor and evaluate provision. Arrangements to identify and assess children with additional needs are as follows:

- A clear line of communication to SENDCO when the class teacher identifies children with special needs.
- Assessment by SENDCO/or outside agencies as and when required.
- School support and behaviour plans are put in place and monitored at least termly by SENDCO, Senior Leadership team and class teacher. Parents are involved in all stages.
- Children's progress is carefully tracked and monitored at least termly. Interventions are brought in as quickly as possible and these are in turn evaluated as to the child's progress.
- Additional support is provided. This can take the form of TA support/specific resources/support from additional teachers. Support can be offered to groups or individuals depending on need. Outside agencies are valued for their advice and strategies.

- Each year there is a training focus for all staff. Teachers and TAs are given training appropriate to meet the needs of children with special needs. TAs are trained to develop specialisms to meet the needs of the children.
- Arrangements are made as and when appropriate for children doing tests and SATs.
- The school's provision map clearly shows the range and level of support and interventions. The school's SEND provision was recognised by Ofsted as a strength within the school.

## Identification and assessment of children with SEND - Reviewing and Evaluating Outcomes

Early identification and support are vital. The class teacher and SENCO work closely with parents in meeting need in accordance with the SEN Code of Practice (2014).

### What the school provides

- Children with Education, Health and Care Plans (EHC) follow LEA guidelines and are reviewed at least annually.
- All children with additional needs are reviewed internally at least termly.
- The effectiveness of the school's provision is made via tracking and is reported to the governors. The leadership team monitor standards through external data such as LSIP and Raise on Line (closing the gap).
- The SEND policy can be found on the school website.

## Keeping Children Safe

### What the school provides

- Risk assessments are regularly updated for curriculum and for the premises. Specific risk assessments are made for EYFS and for children with specific disabilities. These are carried out by Subject Leaders, Head teachers and Governors. Risk assessments are carried out prior to any educational visit using Evolve.
- There is a car park adjacent to the school with clearly marked areas for children to cross.
- Where appropriate, children with additional needs have an allocated TA for breaks, lunchtimes, etc.
- Relevant risk assessments are completed and shared with all persons involved for children with additional needs for PE and school visits.
- Parents can obtain copies of the Anti-Bullying Policy from school. This is also available on the school website.
- An environmental Audit is undertaken for any new starters with accessibility needs identified in their Educational Health Care Plan.

## Health (including Emotional Health and Wellbeing)

### **What the school provides**

- All parents complete a request to administer medication form in accordance with LEA guidelines. Medications are kept in a safe place away from children and are refrigerated where necessary. Persons administering medicines sign to say it has been done to avoid the possibility of duplication.
- In the case of a medical emergency for a child with a care plan, these instructions would be followed. Most staff are trained in first aid. First aiders are clearly identified in public places. Should it be required, emergency services would be called and parents would be informed.
- Staff are trained by relevant external agencies to deal with a child's medical needs.
- Speech and Language Therapists, Physiotherapists, Occupational Therapists, Clinical and Educational Psychologists, hearing impaired and visual impaired support and counselling can be accessed as and when required. We work closely with these teams and act upon any advice they offer.

## **Communication with Parents**

### **What the school provides**

- The school prospectus outlines clearly roles and responsibilities of staff, so that parents are clear about these roles. Parents are welcome in school to discuss any concerns they may have about their child.
- School has an open door policy. Parents are encouraged to share concerns. Parents' Evenings are also used to facilitate good communication.
- Should parents have concerns or likewise should staff have concerns; contact can be made as and when the need arises.
- School has an Open Day for new parents in November.
- Parents are encouraged to give verbal feedback at any time.
- The SENDCO liaise with parents as and when needed.
- The Chair of Governors attends most Parents' Evenings. The school carries out annual questionnaires and parents are directed to Parent View.

## **Working Together**

### **What the school provides**

- Opportunities for children to have their say are given via school council. There is a "worry box" available at all times. Children with special needs are encouraged to be involved in their annual reviews and children are encouraged to talk to the teaching staff and Head teacher about anything.

- The school has an open door policy and parents are encouraged to communicate with staff. There are regular reviews including: EHC Annual Review, TAFs, Parents' Evenings and our Children's Reports also have a section for parents to respond.
- Parents are encouraged to be involved in school events such as assemblies, Masses, sports days.
- The school has a Friends Association - FOSTA (PTA) in which parents are welcome to be involved.
- Parents can be nominated by the Priest to be a Foundation Governor or can be voted on to the Governing Body by parental nomination.
- School buys in the services of outside agencies including: SEND Traded Services (IDSS); Educational Psychologist; Counselling; etc wherever appropriate. Parents are supported wherever it is needed and can be directed to Parent Partnership for further support.

### **What help and support is available for the family?**

#### **What the school provides**

- School is happy to offer help with completing forms. Any of the staff, in particular the Head teacher, Deputy Head teacher or SENDCO, would provide any support needed to complete paperwork for anyone who has difficulties. Parents are encouraged to ask for help when necessary.
- Parents are signposted to relevant agencies as and when necessary. All staff are involved in this.
- Should it be required, parents will be signposted to relevant bodies for support or advice on travel to school.

### **Transition to Secondary School**

#### **What the school provides**

- The school has close links to Our Lady's Catholic High School where the majority of pupils transfer. A Transition meeting is held between the Year 7 head of year and the Year 6 teachers in the Summer term.
- During the Summer term the SENDCO will meet with the High school SENDCOs and pass on SEND information.
- Extra visits/liaison with special needs staff at OLCHS or other secondary schools is organised as and when necessary for children with additional needs. The SENDCO from the high school will be invited to annual reviews for children in Year 6. A bespoke transition package will be created to support the child through this process.

### **Extra Curricular Activities**

**What the school provides**

- The school has before and after school facilities for those children who require it.
- School offers a range of inclusive after school clubs and activities. There is a policy of helping financially any children who have difficulties in affording these activities.
- The school has an induction programme in which children are observed and friendship patterns are encouraged and supported. New children are supported to make friends and develop social relationships. Children who struggle in this area can be involved in the Socially Speaking programme which helps to give them good strategies to develop friendships.

**Lancashire County Council Local Offer**

- Further information can be found at: -

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>