



St. Anthony's Catholic Primary School

SEND Information Report

APPROVED BY: Josh Hanton

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DATE:

NEXT REVIEW DATE DUE BY: September 2025

1. Introduction to SEND Information Report

St. Anthony's Catholic Primary School and Nursery is a fully inclusive institution committed to ensuring that all pupils, regardless of gender, ethnicity, social background, religion, sexual identity, or physical and educational needs, are given the opportunity to achieve their full potential. We work diligently to support our pupils in their personal, social, emotional, and academic development across all areas of the curriculum.

As a school within the local authority of Slough, we adhere to the graduated approach outlined in the Special Educational Needs and Disability (SEND) Code of Practice: 0-25 Years. Our commitment to supporting pupils with Special Educational Needs and Disabilities is central to our ethos, and we continually strive to meet the needs of every child through carefully tailored interventions and provisions.

The annual Information Report will provide detailed insight into the ways in which we support our SEND pupils, ensuring that they are able to reach their full potential. Please note that this report is not exhaustive and may not enumerate every strategy, resource, or technique we utilise. These methods are continually reviewed and adapted in response to the evolving needs of individual pupils, reflecting our ongoing commitment to providing a dynamic and responsive learning environment.

2. Definition of SEND and Special Educational Provision

A pupil is considered to have Special Educational Needs and Disabilities (SEND) if they experience a learning difficulty that necessitates special educational provision, which exceeds the level of support provided to their peers. A pupil may have a learning difficulty or disability if they meet one or more of the following criteria:

- They experience significantly greater difficulty in learning than the majority of children of the same age.
- They have a disability that prevents or hinders them from making use of the facilities generally available to children of the same age in a mainstream school.

Special educational provision refers to educational or training support that is additional to, or different from, that which is typically provided to other children or young people in a mainstream school. Upon entry, we will assess each pupil's current skills and levels of attainment, building upon their prior experiences and previous educational settings, including Key Stages where relevant. Class teachers will regularly assess the progress of all pupils, identifying those whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or exceed the child's previous rate of progress;
- Does not narrow the attainment gap between the pupil and their peers;
- Results in the widening of the attainment gap.

This ongoing assessment process ensures that pupils requiring additional support are promptly identified and provided with the necessary interventions to address their individual learning needs.

3. Identification of SEND and Support

Progress may be assessed not only in terms of academic attainment but also across other areas, such as social development. It is important to note that slow progress and low attainment do not automatically signify that a pupil has Special Educational Needs and Disabilities (SEND). When determining whether special educational provision is required, we begin by considering the desired outcomes, including the expected progress and attainment, as well as the views and wishes of the pupil and their parents. This information, alongside the graduated approach, will guide the identification of SEND.

If a pupil is making less than expected progress—whether academically or socially—our initial response will be to implement high-quality teaching strategies that target the identified area(s) of weakness. In line with the graduated approach, we engage in discussions with the pupil, consult with key adults involved in their education (including their family), and liaise with middle or senior leaders responsible for both academic and pastoral progress, such as the phase leader.

If a pupil continues to make insufficient progress despite consistent provision aimed at addressing the identified areas of need, the class teacher and Special Educational Needs Coordinator (SENCO) will work collaboratively to review the pupil's progress. This review may include exploring additional support and/or guidance that may be required. The SENCO will support a more in-depth assessment of the pupil's strengths and areas for development. This may involve further observations and/or assessments, which are designed to gain a deeper understanding of the pupil's specific needs and to inform the most effective course of action moving forward.

The Special Educational Needs Coordinator (SENCO) can also assist in developing additional provision tailored to meet the individual needs of a learner and provide guidance on the effective implementation of such provisions. This process will help determine the appropriate level of support required, assessing whether this can be achieved by adapting our core offer, or whether alternative and additional support is necessary.

We identify pupils with SEND through regular pupil progress meetings, where the class teacher reviews the progress, each pupil is making alongside their current levels of attainment. These discussions enable us to monitor and assess the specific needs of each pupil, ensuring that any necessary interventions or adjustments are implemented in a timely and effective manner.

We use data analysis to identify gaps in learning, then provide additional support within class to address these gaps. If this does not move the child's progress on wave 2, interventions take place. After wave 2 interventions, if gaps are still identified assessments take place to identify the area of weakness. These are then addressed through targeted interventions and a differentiated curriculum in wave 3 support. The Graduated approach is then implemented with the school, of Assess, Plan,

Do, Review is then put into place to accelerate progress. In addition to this, the SENDCo completes in class observations on children to support the class teacher with any concerns they may have. SEND is also identified when the children's progress is significantly below National Expectations and/or progress has slowed or stopped after Quality First Teaching Strategies have been adopted.

4. SEND within St. Anthony's Catholic Primary School

Currently 16% of children in school have been identified as having SEND. Overall looking across all subject areas, SEND children make progress in relation to their starting points. Other useful documents such as the SEND and Disability Accessibility Plan are available on the school website. If you would like further information about what we offer please contact the school office.

The school currently provides Special Educational Needs for children with:

- Speech and Language Needs
- Global Development Delay
- Autistic Spectrum Disorder
- Moderate Learning difficulties
- Hearing Impairments
- Social Interaction Difficulties
- Social, Emotional and Mental Health Difficulties

To judge the impact of whether the support has an impact we will follow the graduated approach and the four-part cycle of assess, plan, do and review.

Children on the SEND register have their own personalised targets. This will draw on:

- The teacher's assessment and experience of a pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison of their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant.

The assessment will be completed regularly. A review is completed once a term with all the adults who work with the child to assess if they have been met and what interventions are working and what the child may benefit from moving onto next. A meeting is then held with the parents and child to discuss the review and also to then work together to prepare the next targets. Here the pupil's voice is heard and both the child and the parent work with the class teacher to form their next targets. Interventions that happen in school are also reviewed at their finishing points and fully evaluated. These are then looked at for planning of funds and effectiveness of the intervention. Children may be taken off the SEND register when they have made sufficient progress against national expectations. If the child does, then later fall back behind national expectations they may be placed back onto the SEND register at a later date. If targets are not met, then the support is changed and the Graduated Approach is followed.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teacher strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions and the impact they are having upon pupil progress.

We evaluate the effectiveness of the provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of the interventions at key points (dependent on the intervention)
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress and cost
- Holding termly reviews and annual review with EHCP children.

If you have any concerns with your child's progress you should first speak to the class teacher. If you are still concerned, then you should contact the SENDCO or the Head teacher. If you still have concerns, you should then speak to the SEND Governor.

The SENDCo can be contacted on e-mail by: SEND@stanthonys.slough.sch.uk

5. Parent and Student Voice

We strongly believe that parents should play an active role in their education and welcome the opportunity to discuss their progress. Parents are welcomed into school as additional readers to both read stories in their home language as well as hear children read (again this is completed in both home language and English). Parents are invited into school for school trips and all the concerts and assemblies.

The child's voice is very important to us. The children are involved in the review and setting of their targets as well as in their annual review. A child's views document is then completed in these meetings prior to circulate the attending professionals. The children also complete their own questionnaire in school. In addition, the school has a school counsellor that provides pupils with a safe place to talk about any problems or worries.

Each full term you will have a SEND review meeting with the class teacher or SENDCO and if the child holds an EHCP/Statement this will include the annual review. If you wish to speak to us in addition to these please feel free to make an appointment with the Class Teacher or SENDCO.

On identifying a SEND provision, we will have an early discussion with the pupil and the parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupils' areas of strength and difficulty
- We take account of parent's concerns
- Everyone understands the agreed targets sought for the child
- Everyone is clear on what the next steps are.

6. School Transfers and Transitions

We understand that transitions are very challenging for many children especially children with SEND. We therefore take steps to ensure that a smooth transition takes place as possible.

If your child is transferring into our school from another setting, we will arrange a transition meeting with the SENDCo and Key worker where we can meet your child in a setting, they are happy with. From the school the SENDCO and possibly the class teacher will attend. We ask that the current setting complete the transition passport and share the child's strengths and interests with us to aid transition.

We will provide the child with photographs of key areas both inside and outside the school including classroom, toilets hall and playground to make them more aware of the school before starting. When moving to secondary education, the SENDCo will personally speak to the SENDCO of the secondary school of where all the SEND children are attending. ALL EHCP children, when completing their annual review is timey, an invitation will be sent out for the secondary SENDCO to attend. For all EHCP children (if required), we also offer an extended offer where in school time (if possible), the support staff in school will complete the journey to the secondary school and take pictures on the journey to create a book to help them on their journey if this is deemed necessary. If they are transferring out (to another primary school), we will arrange a meeting with the school SENDCo to ensure they are aware of the child's needs and what are the best strategies to support them to ensure progress is maintained. We will also try and sort transition sessions where the child can attend their new setting with their supporting adult if necessary.

7. Support Available for Children within St. Anthony's

St. Anthony's has developed expertise in supporting children with SEND by a comprehensive provision map that incorporates support across each of the four categories of SEND:

Communication and Interaction

- Speech and Language Assessments from a trained Speech and Language Therapist.
- Speech and Language sessions from a member of staff following the recommendations on the SALT Report.
- Use of Widgit (PEC Symbols) throughout the school to support children's learning with appropriate visual aids.
- Alternative and Augmentative Forms of Communication available if required or needed by non-verbal children or children with speech and language difficulties.
- IdentiPlay interventions within our Early Years to facilitate positive interactions between peers during play activities.
- Structured Lunchtime clubs for identified children to focus on positive interactions in KS1 and 2.
- Learning Support Assistants deployed with non-verbal children to help facilitate language and communication for the children when required.

Cognition and Learning

- Phonics Interventions across the school to support children to develop their early reading skills.
- Literacy and Mathematics Interventions across year groups delivered by class teachers to support pre-teaching new skills and addressing misconceptions.
- Learning Support Assistants deployed within classrooms to facilitate support for children working towards and below to access learning in a positive way within their classrooms.
- Scaffolded tasks and activities planned and delivered by the class teacher within their classrooms.

- Visual Aids and a multi-sensory support for children to access their learning as independently as possible within all subjects.

Social, Emotional and Mental Health

- Positive Behaviour Policy
- Two trained ELSA members of Staff to support developing children's emotional Literacy.
- Close liaisons with the Slough MHST to support children with anxiety and other mental health difficulties.
- A well-rounded PHSE curriculum to support development of children's social, emotional and mental health understanding and development of new skills.
- Targeted Interventions to promote social skills and emotional resilience.
- Monitoring during unstructured time (e.g., Lunch and Break times)
- One trained Pastoral support member of staff to have regular meetings with identified children.
- Close liaisons with SEBDOS to support children with SEMH difficulties.

Sensory and/or Physical Needs

- Referrals to the Slough hearing impaired service if required for individual students.
- Curriculum is adapted and scaffolded relevant to the student's individual needs.
- OT Referrals to CAMHs.
- Adaptations to the physical environments.
- Disabled Toilet Facilities.
- Assistive Technology (hearing aids etc.)
- Delivery of OT Therapy plans according to the individual student's report.

Parents have the following rights of redress, should the school, Governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

If you have a complaint about the SEND process or arrangements, firstly contact the SENDCo to discuss your complaint. Then please see our complaints policy for further steps after speaking to the SENDCo.

- They should follow the school Complaints Policy.
- If not resolved then the LA's complaints procedure
- The disagreement resolution service (for disagreements between parents/YP and the LA or parents/YP and the educational provider)
- An appeal to the SEND First-Tier Tribunal about EHC assessments/plans and/or disability discrimination. This must follow mediation, unless it is a complaint over the naming of a school placement.
- A complaint to the LA Ombudsman (for complaints against LAs if not resolved through the LA complaints procedure) Complaint to the Secretary of State (against schools or LAs)