



SEND Information Report (Autumn 2024)

Introduction

At St Anselm's Catholic Primary School, we provide access to a Catholic Education for all children. As a mainstream school, we recognise that every child is an individual with individual needs. We work hard with the Local Authority to ensure that all pupils, regardless of their specific need, make the best possible progress in our school. (See "what is the local offer?" link below)

Definition of Special Educational Needs and Disability (SEND)

The SEND Code of Practice (2015: 15) states that 'a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.' It further defines learning difficulty or disability as a child who:

- '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'

SEND Code of Practice (2015: 16)

What is the Local Authority's Local Offer?

- The Children and Families Act (2014) – Local Authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The Ealing Local Offer can be accessed at:

<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/localoffer.page?localofferchannelnew=0>

Our Designated SENCO is **Mrs Sarrah Gissing**

Our Nominate SEN Governor: **To be appointed in Full Governing Body Meeting (2024)**



What is the SEND Information Report?

The SEND Information Report uses the LA Local Offer to meet the needs of pupils with SEND as determined by school policy, and the provision that the school is able to meet.

What types of SEND does the school provide for?

The SEND Code of Practice (2015) highlights four broad areas of SEND:

- **Communication and Interaction:** Children and young people with speech, language, and communication needs (SLCN) who have difficulty understanding and communicating with others. This may include those with ASD, including Asperger Syndrome and Autism.
- **Cognition and Learning:** Children and young people who learn at a slower pace than their peers, and those with Specific Learning Difficulties (SpLD). For example dyslexia, dyscalculia, and dyspraxia.
- **Social, Emotional and Mental Health Difficulties:** Children who may be withdrawn or isolated, as well as those displaying challenging, disruptive or disturbing behaviours. The code states these behaviours may reflect underlying mental health difficulties. For example, anxiety or depression, self-harming or physical symptoms that are medically unexplained.
- **Sensory and/or Physical Needs:** This includes children with a disability that prevents or hinders them from making full use of general educational facilities. For example, those with visual or hearing impairments, multi-sensory impairments, and/or physical disabilities.

Who are the best people to talk to about my child's difficulties with learning/ SEND?

Class Teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and communicating any concerns with the SENCO.
- Writing SEND Learning Plans and creating individual targets for your child. These are reviewed termly and, if appropriate, new targets are set.
- Communicating individualised targets and reviewing targets with you (as parents/ carers) to involve you in supporting your child's learning.
- Personalised teaching and learning for your child as identified on their SEND Learning Plan.



- Ensuring that the school's SEND Policy is followed in their classroom.

SENCO: Mrs Sarrah Gissing – office@st-anselms.ealing.sch.uk

Responsible for:

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with SEND.
- Providing the specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.
- Ensuring that you, as parents/ carers are:
 - Involved in supporting your child's learning
 - Kept informed about the support your child is getting
 - Involved in reviewing how they are doing
- Liaising with specialist who may be coming in to school to support your child (e.g Speech and Language Therapist, Educational Psychologist)
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept updated.

Head Teacher: Miss Kathleen Coll – office@st-anselms.ealing.sch.uk

Responsible for:

- The day to day management of all aspects of the school; this includes the support for children with SEND.
- They will give responsibility to the SENCO and class teachers
- They must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor – office@st-anselms.ealing.sch.uk

Responsible for:

- Making sure that the necessary support is given for all children with SEND.
- The review of the SEND policy.

School contact telephone number: 020 8574 3906



How are children with SEND identified and assessed?

At St Anselm's Catholic Primary School, children are identified as having SEND through a variety of ways such as:

- Liaising with the previous educational setting
- Tracking information – is the child working below age expected levels?
- School based assessments carried out by the class teacher
- Concern raised by parents
- Concern raised by school staff
- Concern raised by pupil
- Liaison with external agencies (e.g Speech and Language Therapist, Educational Psychologist etc.)
- Health diagnosis

What are the different types of support available for children with SEND in our school?

a) Class teacher input, through targeted classroom teaching (Quality First Teaching).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching builds on what your child already knows can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using learning that is more practical.
- That specific strategies (which may be suggested by the SENCO) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding or their learning and needs some extra support to help them make the best possible progress.

Specific group work

If your child has been assessed to have a gap or gaps in their learning, they may receive an intervention programme, which may be:

- Run in the classroom or in another room in the school
- Run by a teacher or a teaching assistant (TA)



- Run 1:1 or in small groups

b) Specialist groups run by outside agencies, e.g. Speech and Language therapy

This means a pupil has been identified by the SENCO or class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority services
- Health services such as Occupational Therapists, Speech and Language Therapists
- Sensory support services such hearing or visual impairment specialist teachers.
- Outside agencies such as the Education Psychologist Service

What could happen:

- You will be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help you and the school to understand your child's particular needs better and be able to support them more effectively in school.
- If appropriate, the specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

c) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individualised provision. If successful, the EHCP will be there to support your child from 0 to 25 years.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school, which may include any agency that is listed in this document.



For your child this would mean:

- The school (or you) can request that Local Authority Services carry out a statutory assessment or Education, Health and Care assessment of your child's needs. This is a legal process, which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you, as well as all professionals involved with your child, to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After all the reports have been received, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the amount of funding the school will receive from the LA to support your child. It will also outline how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. Other resources may also be secured through this funding but this is a collaborative decision involving education or health care professionals and yourself.

How can I let the school know that I am concerned about my child's progress in school?

- If you have any concern about your child's progress or their learning, you should speak to your child's class teacher initially.
- If you continue to be concerned about your child's progress or learning and you feel that they are not making progress, you may speak to the SENCO.
- The school SEND Governor can also be contacted via the school for support. .



How will the school let me know if they have concerns about my child's progress in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have
- Plan any additional support your child may need
- Discuss with you any referrals to outside professionals to support your child.

How is extra support allocated to children and how do they progress in their learning?

The school budget includes money for supporting children with SEND.

- The Head Teacher decides on the deployment of resources for SEND, in consultation with the school governors based on needs in the school.
- The school identifies the needs of SEND pupils and lays out all support given within school. Support is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

Who are the other people providing services to children with SEND in our school?

School provision

- Higher Level Teaching Assistant (HLTA), Teaching Assistants working with either individual children or small groups.

Local Authority Provision delivered in school

- Educational Psychology Service
- SENS Team (Hearing Impairment)
- SALT (Speech and Language Therapy)

Health Provision delivered in school

- School Nurse
- Occupational Therapy



How are teachers in the school helped to work with children with SEND, and what training do members of staff have?

The SENCO's role is to support the class teacher in planning for children with SEND.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- TA's receive a range of training as part of their ongoing CPD and to respond to the needs of the individual children they are working with.

How will the teaching be adapted for my child with SEND?

Class teachers adapt teaching for all children through First Quality Teaching. Class teachers plan lessons, differentiate their planning according to the specific needs of all groups of children in their class to ensure that your child's needs are met

- Support staff, under the direction of the class teacher, can support children and adapt activities to the needs of your child when necessary.
- Specific resources and strategies will be used to support your child individually or in groups.
- Planning (including that for specific intervention programmes) and teaching will be adapted to meet your child's learning needs.

How will we measure the progress of your child in school?

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally with members of the senior leadership team every term in reading, writing and numeracy, through pupil progress meetings.
- If your child is in Year 1 or above and working below National Curriculum Level 1, a more sensitive assessment tool can be used, which shows children's attainment in more detail – breaking learning down into smaller steps.
- At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.



- Where necessary, children will have a SEND Learning Plan based on targets agreed by teachers, parents, the SENCO and/or external agencies who gives targets specific to a child's needs. Targets will be designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.
- The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- Regular book scrutinies and lesson observations will be carried out by members of the Senior Leadership Team to ensure that the needs of all children are met, as well as ensuring that the quality of teaching and learning continues to be high.
- For all children with an Educational Health Care Plan (EHCP), an annual review will take place with all adults and relevant professionals involved with the child to review the needs and current level of support they are receiving.

What support do we have for you as a parent or carer of a child with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used in both settings. In addition, we support parents by:

- The SENCO being available to meet with parents to discuss progress or any concerns/worries they may have.
- All information from outside professionals will be discussed with parents.
- SEND Learning Plans will be reviewed with parental involvement every term.
- Hold an Annual Review for any child with an EHC plan which includes the child's and the parents' views on how they would like to be supported.
- The Parent Partnership Service is available to give further impartial advice and support should parents need it. Their website address is: <https://www.facebook.com/pages/category/Nonprofit-Organization/ContinYou-Ealing-Parent-Partnership-Service-85633877800/>

How do we enable children with SEN/Disability to make decisions about their education?

We encourage all children, including those with SEND, to make decisions about their education. All children are expected to evaluate their own learning success and discuss their needs with their teacher. We do this in school through:



- Asking questions in lessons
- Asking questions in books
- Children setting personal targets
- Use of resources and visuals to support

In addition, children with SEND have a plan that outlines the support needed to achieve additional agreed outcomes (SEND Learning Plan). The outcomes and the additional support needed to help the children achieve them are recorded termly. These Learning Plans are reviewed at the end of each term.

How is school accessible to children with SEND?

Most areas of our ground floor building and playgrounds are wheelchair accessible, however some areas require a ramp. Currently, our school does not have a lift to access the upper floors of the School.

How will we support your child when they are joining the school? Leaving the school? Or moving to another class?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

Before any child moves to our school, we try to find out as much about them as possible to help them settle in quickly. All our new children have the opportunity to come and visit the school, so that they know what to expect.

Once we know that a child has SEND, we will meet with parents to decide on the desired outcomes we are all working towards and develop a Learning Plan to support each child to achieve these aims. A copy of this plan will be shared with parents as soon as possible after the meeting. If needed, some plans may detail a “transition plan” to help a child settle into school easily and happily. This transition should only take a short amount of time and will be decided upon during the initial meeting.

If your child is moving to another school:

Whenever any child moves to another school we pass on school records to the new school.

If your child has SEND, we also:

- Pass on SEND records to the new school including SEND support plans or EHC plans.



- Liaise with the SENCO/ year group leader of the new school to clarify any information necessary.
- If needed, we can include ways to support a child to have a settled move to a new school through their SEND support plan or EHC plan. For example, we may organise some extra visits to the school or do some work to help prepare them for the transition.
- Have transition meeting with the child to discuss the change of school and provide transition sheets and social stories to support.
- We always invite the SENCO from new school to the last annual review of a child with an EHC plan for a transition plan to be set up as part of the meeting.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All Learning Plans will be shared with the new teacher.
- Your child will have 'Visit Your New Class' sessions.
- If your child would be helped by a book to support them understand moving on, then it will be made with them.
- A meeting with the Class teacher and the SENCO will take place at the beginning of the new academic year.

How will we support your child's emotional and social development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and struggling to communicate effectively.

All classes follow a structured PSHE (Personal, Social, Health and Citizenship Education) curriculum to support this development. However, for those children who find aspects of this difficult we offer:

- Social skills groups to develop emotional language and literacy, and the skills needed to initiate friendships and interact socially with their peers.
- Worry Box/ Worry monsters to help them communicate their concerns
- Zones of Regulation, which support regulation of emotions.
- Lunchtime and playtime support
- Counsellor through the Catholic Children Society
- Mental Health Lead: Mrs Eileen Dhak



Some children might still need additional support for their social and emotional development. When a child is still having social and emotional difficulties in or out of school and interventions have not had a positive effect, a referral may be made to CAMHS (Child and Adolescent Mental Health Services). This is done in conjunction with the child's parent/guardians.

Looked After Children

Children who are being accommodated, or who have been taken into care, by a local authority are legally defined as being 'looked after' by the local authority. Around 70% of looked after children have some form of SEN, and it is likely that a significant proportion of them will have an Education, Health and Care plan. For Looked After children, we would meet with the carers regularly to ensure all the correct provisions are in place.