

ST ANSELM'S CATHOLIC PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS AND DISABILITY
INFORMATION REPORT 2023-2024

Learning and growing together through prayer, belief and love



Our Commitment and Aspirations

At St Anselm's, the spiritual development, wellbeing, learning, achievements and attitudes of every child is important. We are a fully inclusive school and we seek to ensure that all pupils achieve their personal potential personally, socially, emotionally, and academically (regardless of gender, ethnicity, social background, religion or sexual identity). This document is intended to give you information regarding the ways in which we ensure we support all of our children, including those with Special Educational Needs and disabilities (SEND), in order that each pupil achieves their full potential to be the best that they can be. It may not list every skill, resource and technique that we employ, in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements of individual children.

During ongoing assessment and monitoring of all children's progress and development, children may be identified as having SEND by class teachers in consultation with the Special Educational Needs and Disabilities Coordinator (SENCO), and parents or carers. This is identified either in Reception or if their progress has slowed or stopped, and the interventions and resources put in place do not enable improvement, because of the nature of the child's additional needs.

A graduated approach is employed to support children with SEND. Support and interventions are then provided to children with SEND to help them to meet the outcomes identified in collaboration with parents, the child and the school. The outcomes or targets, and the support and interventions we are providing, are documented in termly SEN Support plans. The effectiveness of support and interventions is regularly reviewed. We ensure continuing effective communication with parents and carers, in order to work collaboratively and secure the best possible outcomes for all our children. The children's views are sought regularly, to ensure the right provision to meet their needs. We aim to ensure that children at St Anselm's with SEND make good progress and achieve in line with other schools nationally. We work hard to make sure that reasonable adjustments are made to overcome barriers to learning. We ensure that children with SEND have the opportunity to engage in all school activities alongside pupils who do not have SEND.

We have good relationships with outside agencies that assess and provide support to children with SEND and advice to parents and the school. The school works with the Local Authority's Virtual School to provide support for children who are looked after by the Local Authority.

We provide support to children with SEND and their parents in planning and preparing for transitions between key stages and educational settings as appropriate.

Other useful documents such as our Inclusion and SEND Policy and the Accessibility Plan are available on our website. The school contributes to the Local Authority's Local Offer which can be found at the following website; <http://www.harlow.gov.uk/localoffer/> If you would like further information about what we offer at St Anselm's, then please do not hesitate to contact the school directly.

Children or parents who have any comments or complaints in respect of the SEN provision are invited to contact the head teacher.

Who are the best people at school to talk to about my child's SEN?

1. The child's class teacher who is responsible for planning the curriculum and adapting it to meet your child's needs and assessing your child's progress. Communication with the class teacher through the link book is your first point of reference on a day-to-day basis.
2. The SENCO, who at St Anselm's is Mrs Jackson. She is responsible for coordinating all the support and intervention in the school, keeping parents informed, holding SEN reviews and liaising with all agencies involved with your child. Additional pastoral arrangements are coordinated by the SENCO to ensure that the views of children with SEN are listened to and taken into account and that there are measures in place to prevent bullying. Communication with Mrs Jackson should be through the school office email office@st-anselms.org or phone number (0208 422 1600).
3. The Head teacher Mrs O'Connell, has responsibility for the day to day aspects of the school and all arrangements for children with SEN. The Head teacher reports to the Governing Body on all aspects of SEN in the school. Communication with Mrs O'Connell should be through the school office email office@st-anselms.org or phone number (0208 422 1600).
4. The SEN Governor, Karina de Souza is responsible for oversight of the school's arrangements for every child with SEN or disability who attends St Anselm's.
5. Other people who you may wish to speak to include welfare staff in the medical room and, the Learning and Behaviour Mentor.
6. The class teacher and teaching assistants give support in respect of emotional and social development during class room activities including PHSE, RHE and RE lessons and circle time. The SENCO can also arrange for support to be given by the Learning and Behaviour Mentor or the School Counsellor / Play Therapist. The SENCO also liaises with parents and makes referrals for support from other therapists.

Leadership of SEND Provision

Mrs Jackson coordinates provision for SEND, and ensures that this is made in accordance with the SEN and Disability Code of Practice.

The code sets out the following expectations:

- *High quality teaching that is differentiated for individual pupils and should be available to the whole class.*
- *Class teachers being responsible for planning the curriculum and assessing your child's progress, including if they have additional needs.*
- *High quality teaching, which includes effective assessment and target setting, will identify pupils making less than expected progress.*
- *Where progress continues to be less than expected, the class teacher working with the SENCO will assess whether the child has SEN.*

- *Where a Special Educational Need is established, the school, in partnership with parents/carers and pupil, will work through a four-step graduated response: assess, plan, do, review, which is cyclical – termly or timely reviews, as discussed with all stakeholders are carried out, leading to revisions in plans and interventions*
- *Where a pupil with SEND is reaching a point of transition (from primary to secondary school, or secondary to Further Education) the school will work with the parents and pupil to ensure a smooth and successful transition.*
- *Most pupils with SEND have their needs met as part of the high-quality teaching at our school. Where there is sufficient evidence that a pupil's needs are still not being met through the graduated response and school's own resources (including funding), a decision may be reached to request a Local Authority assessment for an Education and Health Care Plan (EHCP)*

Education Health and Care Plan (EHCP):

- *Education Health and Care Plans (EHCP) are integrated support plans for children with Special Educational Need and Disability (SEND), from 0-25. This is issued by the Local Authority where necessary and are used by the school to plan SEN provision for children with severe and complex needs. The EHCP Plan is focused on achieving outcomes and helping children make a positive transition to adulthood, including paid employment and independent living.*

The EHCP includes:

- *a detailed profile of the child, their strengths and aspirations for the future*
- *any education, health and care needs they have*
- *the goals or outcomes for the pupil agreed by the family and professionals for the next phase of their education*
- *any education, health and social care provision in place to meet their needs*
- *The EHCP includes a detailed annual support plan/action plan. This plan sets out the goals for the pupil for the next year, and the activities that everyone supporting the child will put in place to support them*
- *The school will annually monitor and evaluate the effectiveness of its provision for pupils with SEND*

How will I know how well my child is doing at school?

In our school we have:

- An open-door policy – parents and carers are welcome to make an appointment with an appropriate member of staff to discuss routine matters and we will seek to make a member of staff available to quickly address urgent matters.
- A strong partnership between parents, carers, pupils and teachers. Communication will be on a regular and an 'as-needed' basis through the following:
 - Home school link book (where needed) to ensure that comments can be responded to.

- Termly reports and regular parent teacher meetings
- Meetings with SENCO and review of SEND support plan with the teacher (within an agreed timescale).
- If your child has an EHC plan there will also be formal meetings (Annual Reviews) where progress is reported on, and a report written made available

The different type of support that may be available for children at this school is set out below:

The school budget includes funding for supporting children with SEND. The headteacher decides on the budget allocation for special educational needs and disabilities in consultation with the school governors, on the basis of needs in the school. The head teacher and the SENCO discuss all the information they have about SEND in the school, including:

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.

All resources/training and support are reviewed regularly and changes made as needed. Funding is used for:

- Highly trained Teaching Assistants (e.g. relevant NVQs)
- Additional Speech and Language Therapy input to provide a higher level of service to the school.
- Resources, interventions, specified adaptations and equipment that will help to support pupils with SEND.

School funds are also allocated to pay from external professional support. The following outside agencies are some of the partners who work with the school and offer: support programs, advice, strategies and recommendations which are delivered in school:

- Educational Psychology Service (EPS)
- Teacher of the Deaf and Hearing-Impaired Service
- Speech and Language Therapy
- Occupational Therapist
- Sensory & Communication Team (Hearing & Visual Impairment)
- CAMHs
- Harrow Horizons
- Catholic Children's Society
- Physiotherapy

- Wizard Theatre Group
- School Nurse
- Paediatric Services Harrow
- Autism Specialist teachers (Harrow)
- Harrow Partnership for Disabled Children (H4PDC)

This list is by no means definitive.

3 Wave System of Support

Wave 1 is provision which all children benefit from throughout the school and includes good quality, inclusive teaching which takes into account the learning needs of **all the children** in the classroom. This includes providing adapted work and creating an inclusive learning environment.

Wave 2 is specific, additional and time-limited intervention provided for **some pupils** who need support to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs but are at times carried out on a personalised level as 1:1

Wave 3 is targeted provision for **a small minority of pupils** where it is necessary to provide a highly tailored intervention to accelerate progress or enable pupils to achieve their potential. This may include 1:1 intervention or specialist interventions. This is for children who may or may not have an EHC.

Mapping Provision for Special Educational Needs and Disabilities at St Anselm's

Area of Need	Wave 1 (whole school practice)	Wave 2 (Additional Focused Provision)	Wave 3 (SEN Support and or EHCP for children with significant or specific needs)
<p style="text-align: center;">Social, Mental, Emotional Health Needs</p> <p>May have difficulties with social and emotional development which may lead to or stem from</p> <ul style="list-style-type: none"> • social isolation • behaviour difficulties • attention difficulties (ADHD) • anxiety and depression • attachment disorders • low self esteem • issues with self-image • toileting or sleep difficulties • attachment difficulties 	<ul style="list-style-type: none"> ✓ School Mission Statement ✓ Consistent application of the school's Behaviour Management Policy. ✓ Class Charters ✓ System of Buddies ✓ RHE Curriculum taught in all classes. ✓ Caring, nurturing and positive environment ✓ Record keeping and sharing information to ensure care and safety of pupils. ✓ Ongoing CPD for all staff ✓ Effective transition arrangements between education phases ✓ Zones of Regulation teaching ✓ Well-being Connected Programme ✓ Active 30:30 Programme/movement breaks ✓ Visual timetables ✓ Circle time ✓ School Council ✓ School "GIFT" (chaplaincy) team ✓ Wizard Theatre ✓ Ten-Ten RHE resources ✓ Staff training re RHE and SEMH issues from CCS and other agencies 	<ul style="list-style-type: none"> ✓ Early Identification and assessment in school ✓ Additional advice and support from outside agencies ✓ Adaptations to the curriculum to secure engagement and prior warning of changes in routine ✓ Buddies to support to build relationships and engage in play ✓ Trained Learning and Wellbeing Mentor to support children in overcoming barriers to social inclusion ✓ small group intervention (eg) self-regulation, friendship skills ✓ 1:1 emotional literacy ✓ Calming down areas provided ✓ Lunch time Clubs such as Running Club, Chess Club ✓ SEMH monitoring list. ✓ Key Stage 2 Talkabout groups to help social communication and children's self esteem ✓ Learning mentors ✓ Sensory circuit ✓ Key Stage 1 sharing, attention and communication groups ✓ Visual and First/Next Timetables 	<ul style="list-style-type: none"> ✓ Individual access arrangements for SATs ✓ Individual Emotional Support Programme e.g. Anger Management, 'Talkabout' ✓ Individual Contract, Daily Comments Book and / or Reward System ✓ Behaviour Support Team (HT, DHT, Wellbeing Coordinator, SENCO) – individual intervention ✓ TA 1:1 support – used to support and monitor targets. ✓ Close surveillance at break time ✓ Peer mentoring ✓ Teacher time (daily, quantified) ✓ School Counsellor/Play Therapist ✓ Additional planning and arrangements for transition times ✓ Support from outside agencies (Advisory Teachers, CAMHS) ✓ Pastoral Support Plan ✓ Risk Assessments ✓ Behaviour Management Plan ✓ Structured lunchtime plans ✓ Common Assessment Form

	<ul style="list-style-type: none"> ✓ Partner and Group social activities 	<ul style="list-style-type: none"> ✓ SEN support resources e.g. chewellery, squeeze toys and blue tac. ✓ Access to movement breaks 	<ul style="list-style-type: none"> ✓ Referral of families to Early Help. ✓ Assessment and support from Educational Psychologist ✓ Referral to outside agencies as appropriate e.g. Harrow Horizons, CAMHS etc ✓ Sensory circuits ✓ Social stories
<p style="text-align: center;">Speech, Language, Communication and Interaction</p> <ul style="list-style-type: none"> • Children may have a delay or disorder in one or more of the following areas: • Attention / Interaction skills: May have difficulties ignoring distractions. May be self-led and have difficulty following instructions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation. May have difficulty sharing. • Understanding / Receptive Language: May need visual support to understand or process spoken language. May need augmented communication systems. Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding. • Speech / Expressive Language: May use simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar / phonological awareness still fairly poor • Autistic Spectrum Disorder: <i>'A lifelong developmental disability that affects how a person communicates with, and relates to, other</i> 	<ul style="list-style-type: none"> ✓ Whole school training and INSET schedule for staff to meet the diversity of Speech & Language skills needed. ✓ Strong emphasis in phonics teaching on speaking and listening ✓ Communication friendly environment ✓ Positive Behaviour management ✓ Visual timetables and resources ✓ Visual aids and prompts ✓ Displays and explicit teaching of key words /vocabulary and word banks ✓ ICT e.g. voice recorders, laptops, ✓ Pre-teaching, and consolidation/gap filling teaching on a real time basis using a mastery approach ✓ Talk partners ✓ Drama / Role play ✓ Adapted work ✓ Structured school and class routines ✓ Interactive whiteboards in all classes to aid the teacher's presentation and provide visual 	<ul style="list-style-type: none"> ✓ Small group phonic support ✓ Personalised support within the class. ✓ Speech and Language Therapy interventions delivered by Teaching Assistant. ✓ Comic Strip conversations ✓ Speech and Language Communication Groups ✓ Access to laptops in class for word processing ✓ Peer led daily 'Talk Time' ✓ Listen, Remember, Do intervention in Key Stage 1 ✓ EYFS Speech and Language groups ✓ Key Stage 2 Talkabout groups to help social communication and children's self esteem ✓ Bucket time and sensory circuit ✓ Appropriate ASD resources as needed – visual timetables, Now/Next timetables, workstations, social stories 	<ul style="list-style-type: none"> ✓ Speech and Language Therapy ✓ Work stations with individualised tasks working towards targets. ✓ Individualised visual timetables ✓ Social stories ✓ Earlybird / Earlybird + ✓ Use of P.E.C.S ✓ Individual support from Advisory Teacher for ASD ✓ Assessment, recommendations and support from Educational Psychologist ✓ Group and 1:1 sessions and mentoring led by SLT and SENCO ✓ Sensory circuit

<p><i>people. It also affects how they make sense of the world around them.’ The National Autistic Society</i></p> <ul style="list-style-type: none"> • Limited language or selective mutism • Eating difficulties 	<p>stimulus e.g. mind maps, PowerPoint, charts and tables</p> <ul style="list-style-type: none"> ✓ Effective transition arrangements between education phases ✓ Partner and Group sharing and communication activities ✓ Use of stem sentences and Pie Corbett sentence building techniques ✓ Modelling ✓ Targeted and differentiated questioning. 		
<p>Cognitive and Learning / Moderate Learning Difficulties</p> <p>May have difficulties with the skills needed for effective learning such as use of:</p> <ul style="list-style-type: none"> • language, memory and reasoning skills • sequencing and organisational skills • an understanding of number • problem-solving and concept development skills • fine and gross motor skills <p>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.</p>	<ul style="list-style-type: none"> ✓ Use of multi-sensory and adapted approaches to teaching ✓ New whole school phonics approach including whole school staff training and purchase of new materials to use school wide ✓ Good use of visual and practical learning ✓ Visual and non-verbal scaffolding materials and resources used ✓ checking of understanding and real time marking ✓ Supportive and interactive learning environment ✓ Adapted curriculum and teaching and questioning ✓ Diverse curriculum to encourage and enhance participation and equal opportunity ✓ Use of Sharepoint to disseminate spelling and homework to facilitate access to materials for use at home. 	<ul style="list-style-type: none"> ✓ TA support for Literacy and Numeracy ✓ HLTA /TA/SLT/SENCO led Booster for Literacy and Numeracy ✓ Targeted group support from HLTA and / or TA. ✓ Phonic Catch-up group ✓ Daily Reading ✓ Peer and TA/SENCO led daily ‘Talk Time’ Number Chums ✓ Daily Focused Homework ✓ Homework Booster Class ✓ Listen, Remember, Do intervention in Key Stage 1 ✓ Nessy Reading and Spelling Programme ✓ Homework clubs (upper KS2) ✓ Preschool reading interventions and other booster sessions 	<ul style="list-style-type: none"> ✓ 1:1 support for Literacy and Numeracy ✓ Highly adapted curriculum for children with statements or EHC plans ✓ Educational Psychologist assessment and support where necessary ✓ Speech and Language Therapy ✓ Appropriately differentiated access arrangements for pupil assessment at each Key Stage ✓ SAT’s Booster Class for KS1 & KS2 ✓ Toe by Toe / Word Wasp ✓ Stairway to Spelling ✓ 1:1 Precision Teaching ✓ 1:1 Reading Recovery ✓ Early Morning Classes ✓ Individualised White Rose programme for children needing a modified Maths curriculum

	<ul style="list-style-type: none"> ✓ Accessible and appropriate teaching resources including use of ICT ✓ Graded Reading Scheme ✓ Interactive whiteboards in all classes to aid the teacher’s presentation and provide visual stimulus e.g. mind maps ✓ Themed days / weeks ✓ Educational Visits ✓ Effective transition arrangements between education phases ✓ Mastery teaching – teacher and TA led timely intervention same day or same week. ✓ Whole school training re SEN e.g. ASD, Accommodating Sensory Needs. ✓ Timestables Rockstars 		<ul style="list-style-type: none"> ✓ Power of One and Power of Two maths interventions ✓ Sensory Circuit
<p>Sensory and Physical Needs eg Hearing, Visual Impairment, Multi-sensory, Physical and Medical needs</p> <p>May have medical or genetic conditions that lead to difficulties with:</p> <ul style="list-style-type: none"> • Specific medical conditions • Gross / fine motor skills • Visual / hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building(s) or equipment. • Over sensitivity to noise / smells / light / touch / taste. • Toileting / self-care. 	<ul style="list-style-type: none"> ✓ Whole school approach including training in diabetes, asthma, allergies ✓ Wheel chair access to the building via the front door ✓ Disabled toilet facility ✓ Medical Room with medical couch ✓ Seating plan for class ✓ Interactive whiteboards in all classes to aid the teacher’s presentation and provide visual stimulus e.g. mind maps ✓ Effective transition arrangements between education phases 	<ul style="list-style-type: none"> ✓ Flexible teaching arrangements. ✓ Writing implements provided ✓ Laptop computers ✓ Referral to Harrow Children’s Sensory Team for Hearing Impaired or Visual Impairment support ✓ Adaptation of curriculum ✓ Specialised equipment as required, e.g. microphone, sensory cushion, coloured overlays, sloping boards, pencil grips, lab weights and blankets, sensory fidget toys, overlays. ✓ Adapted resources 	<ul style="list-style-type: none"> ✓ Intimate Care Plans ✓ Medical Needs Plan ✓ Medical Intervention by trained staff ✓ Risk Assessments ✓ 1:1 TA support ✓ Occupational Therapy programmes ✓ Adapted ICT programs and equipment as needed ✓ Individualised support with the curriculum or with an adapted curriculum (if EHC obtained or in progress/needed). ✓ Flexible timetable and reduced timetable or school day as needed. ✓ PECs

		<ul style="list-style-type: none"> ✓ Time out and movement breaks ✓ Exam access arrangements ✓ Fine motor and gross motor skills interventions including access to touch typing programs ✓ Medical support as needed ✓ Specialist seating 	<ul style="list-style-type: none"> ✓ Individual work stations ✓ Sensory circuit ✓ Reduced timetable/ school day
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What happens if my child with SEND makes very little progress at school?

- Your child's progress is continually monitored by all involved in their education.
- His/her progress is reviewed formally termly.
- From this data, the class teacher meets with the Senior leadership team about the data and discusses the progress made by the children in pupil progress meetings.
- Children at SEND Support will have a SEND support plan which will be reviewed with your involvement, every term (or sooner if needed) and the plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed at an annual review with all adults involved with the child's education invited to attend.
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.
- Parents are encouraged to have ongoing contact with class teacher, SENCO and any other professionals, if they have concerns about attainment, achievement, progress or happiness in school.

This is part of a graduated approach to assessing progress against very specific targets.

- If there are concerns about your child's progress, early intervention is crucial therefore additional support and intervention will be implemented at the earliest possible opportunity. Your child's progress will be monitored closely.

Where a child with SEND does not make progress over time, despite planned support including support and advice from outside agencies and there is evidence that the child has severe and complex needs that cannot be met through the school resources, further assessment may be required. We will ask the Local Authority to undertake a statutory assessment of the child's SEND either as set out in the SEN Code of Practice or through a request for an Education Health and Care Plan (EHCP).

Governor Involvement: All schools have a designated SEND Governor responsible for making sure the necessary support is available for every child who attends the school.

How does the school help with transition?

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

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

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 SEND support plans will be shared with the new teacher.
- The children, who we think may have additional worries and concerns, will take part in transition work during the summer term. This will enable the children to receive additional support to help to prepare them for transition.

In Year 6:

- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions
- We will prepare transition booklets with children if transition is potentially going to be difficult.
- When children are preparing to leave us for a new school, we arrange additional visits. Our 'feeder' school often run a programme specifically tailored to aid transition for the more vulnerable pupils.

- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has an EHC Plan an annual review will be planned as a transition and staff from your child's new school will be invited

Where can I find information about the Harrow Local Offer?

The Harrow Local Offer sets out the services and support available in Harrow for children and young adults under the age of 25 with special educational needs and those who are disabled. It also provides information about a young person's transition into adulthood. You can find it by clicking on the link below: <http://www.harrow.gov.uk/localoffer/>

You will find:

- One place to find information about the support available
- Details about how to access services
- Clear and easy to understand information

If you need to complain

Parents are encouraged to have ongoing contact with the class teacher, SENCO or Headteacher if they have concerns about attainment, achievement, progress or the emotional wellbeing of their child in school.

Governor Involvement:

All schools have a designated SEND Governor responsible for making sure the necessary support is available for every child who attends the school. The governor responsible for SEND and Inclusion is **Mrs Karina De Souza** who can be contacted via the school office on **0208 422 1600**.

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

- The school or LA complaints procedure
- An appeal to The SEN and Disability Tribunal (LA decision)
- A claim against the responsible body (Governing Body or LA) for disability
- Appeal to the SEN and Disability Tribunal for discrimination
- A complaint to the LA Ombudsman (Schools and LAs) If you require any of this information in another language please contact the school office via email – office@st-anselms.org or Tel no: 0208 422 1600

