

# St Anselm's Catholic Primary School



## Special Educational Needs and Disability

### Information Report 2019-2020

*'Learning and growing together through prayer, belief and love'*

## **Our Commitment and Aspirations**

At St Anselm's, the spiritual development, learning, achievements, attitudes, and wellbeing of every child is important. Children with special educational needs and disabilities are valued and enjoy the same rights as all children under Article 2 of the United Nations Convention on the Rights of Children. 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, 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 SEN by class teachers in consultation with the SENCO, and parents or carers. This is identified 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 SEN. Support and intervention is planned, then provided to children with SEN to help them to meet the outcomes identified in collaboration with parents, the child and the school. 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 SEN 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 SEN have the opportunity to engage in all school activities alongside pupils who do not have SEN.

We have good relationships with outside agencies that assess and provide support to children with SEN 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 SEN and their parents in planning and preparing for transitions between key stages and educational settings as appropriate.

Other useful documents such as our SEN 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; [harrow.gov.uk/local offer](http://harrow.gov.uk/local-offer). 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 differentiating it to meet your child's needs and assessing your child's progress.
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 that there are measures in place to prevent bullying.
3. The Head teacher Mrs Monahan and Deputy Headteacher, Mrs O'Connell who share 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.
4. The SEN Governor, Carmel Farrell who is responsible for oversight of the schools 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, the Learning and Behaviour Mentor and the team of support staff who work in classes supporting children with SEN and deliver interventions.
6. The class teacher and teaching assistants give support in respect of emotional and social development during class room activities including PHSCE 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.

### 3 Wave System of Support

**Wave 1** is good quality, inclusive teaching which takes into account the learning needs of **all the children** in the classroom. This includes providing differentiated 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 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

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

Area of Need	Wave 1 (whole school practice)	Wave 2 (Additional Catch-Up Provision)	Wave 3 (SEN Support and or EHCP)
<p style="text-align: center;"><b>Social, Mental, Emotional Health Needs</b></p> <p>May have difficulties with social and emotional development which may lead to or stem from</p> <ul style="list-style-type: none"> <li>• social isolation</li> <li>• behaviour difficulties</li> <li>• attention difficulties (ADHD)</li> <li>• anxiety and depression</li> <li>• attachment disorders</li> <li>• low self esteem</li> <li>• issues with self-image</li> </ul>	<ul style="list-style-type: none"> <li>✓ School Mission Statement</li> <li>✓ Consistent application of the school's Behaviour Management Policy.</li> <li>✓ Rights Respecting Charters</li> <li>✓ System of Buddies</li> <li>✓ PSHE Curriculum taught in all classes.</li> <li>✓ Caring, nurturing and positive environment</li> <li>✓ Record keeping and sharing information to ensure care and safety of pupils.</li> <li>✓ SEAL delivered as part of the PSHCE Curriculum</li> <li>✓ Ongoing CPD for all staff</li> <li>✓ Effective transition arrangements between education phases</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identification and assessment in school</li> <li>✓ Additional advice and support from outside agencies</li> <li>✓ Adaptations to the curriculum to secure engagement</li> <li>✓ Buddies to support to build relationships and engage in play</li> <li>✓ Trained Learning and Wellbeing Mentor to support children in overcoming barriers to social inclusion</li> <li>✓ small group intervention (eg) self-regulation, friendship skills</li> <li>✓ 1:1 emotional literacy</li> <li>✓ Calming down areas provided</li> <li>✓ Lunch time Clubs such as Running Club, Chess Club</li> </ul>	<ul style="list-style-type: none"> <li>✓ Individual access arrangements for SATs</li> <li>✓ Individual Emotional Support Programme e.g. Anger Management, 'Talkabout' or 'Rainbows'</li> <li>✓ Individual Contract, Daily Comments Book and / or Reward System</li> <li>✓ Behaviour Support Team ( HT, DHT, Wellbeing Coordinator) – individual intervention</li> <li>✓ TA 1:1 support – used to support and monitor targets.</li> <li>✓ Close surveillance at break time</li> <li>✓ Peer mentoring</li> <li>✓ Teacher time (daily, quantified)</li> <li>✓ School Counsellor/Play Therapist</li> <li>✓ Additional planning and arrangements for transition times</li> <li>✓ Support from outside agencies (Advisory Teachers, CAMHS)</li> <li>✓ Pastoral Support Plan</li> <li>✓ Risk Assessments</li> <li>✓ Behaviour Management Plan</li> <li>✓ Structured lunchtime plans</li> <li>✓ Common Assessment Form</li> <li>✓ Assessment and support from Educational Psychologist</li> </ul>

## Speech, Language, Communication and Interaction

- Children may have a delay or disorder in one or more of the following areas:
- **Attention / Interaction skills:** May have difficulties ignoring distractions. 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.
- **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:** *'A lifelong developmental disability that affects how a person communicates with, and relates to, other people. It also affects how they make sense of the world around them.'* The National Autistic Society
- **Asperger Syndrome:** *'A form of autism. People with Asperger syndrome are often of average or above average intelligence. They have fewer problems with speech but may still have difficulties with understanding and processing language'.*  
The National Autistic Society

- ✓ Whole school training and INSET schedule for staff includes Speech & Language skills
- ✓ Emphasis in phonics teaching on speaking and listening
- ✓ Communication friendly environment
- ✓ Visual timetables and resources
- ✓ ICT eg voice recorders, laptops,
- ✓ Talk partners
- ✓ Drama / Role play
- ✓ Differentiated work
- ✓ Structured school and class routines
- ✓ Interactive whiteboards in all classes to aid the teacher's presentation and provide visual stimulus e.g. mind maps, Powerpoint, charts and tables
- ✓ Effective transition arrangements between education phases

- ✓ Small group phonic support
- ✓ Personalised support within the class.
- ✓ Speech and Language Therapy interventions delivered by Teaching Assistant.
- ✓ Comic Strip conversations
- ✓ ICT- Clicker 6, Purple Mash
- ✓ Boardmaker symbols
- ✓ Speech and Language Communication Groups
- ✓ Access to laptops in class for word processing
- ✓ Peer led daily 'Talk Time' Club

- ✓ 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



<p><b>Cognitive and Learning / moderate Learning Difficulties</b></p> <p>May have difficulties with the skills needed for effective learning such as use of:</p> <ul style="list-style-type: none"> <li>• language, memory and reasoning skills</li> <li>• sequencing and organisational skills</li> <li>• an understanding of number</li> <li>• problem-solving and concept development skills</li> <li>• fine and gross motor skills</li> </ul> <p>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.</p>	<ul style="list-style-type: none"> <li>✓ Use of multi-sensory approaches to teaching</li> <li>✓ Good use of visual and practical learning</li> <li>✓ Supportive and interactive learning environment</li> <li>✓ Differentiated curriculum and teaching</li> <li>✓ Accessible and appropriate teaching resources</li> <li>✓ Graded Reading Scheme</li> <li>✓ Interactive whiteboards in all classes to aid the teacher's presentation and provide visual stimulus e.g. mind maps</li> <li>✓ Themed days / weeks</li> <li>✓ Educational Visits</li> <li>✓ Effective transition arrangements between education phases</li> </ul>	<ul style="list-style-type: none"> <li>✓ TA support for Literacy and Numeracy</li> <li>✓ HLTA and /or TA led Booster for Literacy and Numeracy</li> <li>✓ Targeted group support from HLTA and / or TA.</li> <li>✓ Phonic Catch-up group</li> <li>✓ Daily Reading</li> <li>✓ Word and Number Shark</li> <li>✓ Peer led daily 'Talk Time' Club, Number Chums</li> <li>✓ Daily Focused Homework</li> <li>✓ Homework Booster Class</li> </ul>	<ul style="list-style-type: none"> <li>✓ 1:1 support for Literacy and Numeracy</li> <li>✓ Highly adapted curriculum for children with statements or EHC plans</li> <li>✓ Educational Psychologist assessment and support where necessary</li> <li>✓ Speech and Language Therapy</li> <li>✓ Appropriately differentiated arrangements for pupil assessment at each Key Stage</li> <li>✓ SAT's Booster Class for KS1 &amp; KS2</li> <li>✓ Toe by Toe</li> <li>✓ Stairway to Spelling</li> <li>✓ 1:1 Precision Teaching</li> <li>✓ 1:1 Reading Recovery</li> <li>✓ Fisher Family Trust</li> <li>✓ 1<sup>st</sup> Class @ number</li> <li>✓ 2<sup>nd</sup> Class @ number</li> <li>✓ Early Morning Classes</li> </ul>
<p><b>Sensory and Physical Needs eg Hearing, Visual Impairment, Multi-sensory, Physical and Medical needs</b></p> <p>May have medical or genetic conditions that lead to difficulties with:</p> <ul style="list-style-type: none"> <li>• Specific medical conditions</li> <li>• Gross / fine motor skills</li> <li>• Visual / hearing impairment</li> <li>• Accessing the curriculum without adaptation</li> <li>• Physically accessing the building(s) or equipment.</li> <li>• Over sensitivity to noise / smells / light / touch / taste.</li> <li>• Toileting / self-care.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Whole school approach including training in diabetes, asthma, allergies</li> <li>✓ Wheel chair access to the building via the front door</li> <li>✓ Disabled toilet facility</li> <li>✓ Medical Room with medical couch</li> <li>✓ Seating plan for class</li> <li>✓ Interactive whiteboards in all classes to aid the teacher's presentation and provide visual stimulus e.g. mind maps</li> <li>✓ Effective transition arrangements between education phases</li> </ul>	<ul style="list-style-type: none"> <li>✓ Flexible teaching arrangements.</li> <li>✓ Writing implements provided</li> <li>✓ Laptop computers</li> <li>✓ Referral to Harrow Hearing Impaired or Visual Impairment service</li> <li>✓ Adaptation of curriculum</li> <li>✓ Specialised equipment as required, eg microphone, sensory cushion, coloured overlays</li> </ul>	<ul style="list-style-type: none"> <li>✓ Intimate Care Plans</li> <li>✓ Medical Needs Plan</li> <li>✓ Medical Intervention by trained staff</li> <li>✓ Risk Assessments</li> <li>✓ 1:1 TA support</li> <li>✓ Occupational Therapy programmes</li> </ul>

