

How does St Anthony's Girls' Catholic Academy organise support for children with SEN?

At St Anthony's Girls' Catholic Academy we have adopted a whole-school approach to SEN policy and practice. Pupils identified as having SEN are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of academy life. The main methods of provision made by the academy are:

- Full time education in classes, with additional help and support by class teacher/subject teachers through a relevant, differentiated curriculum.
- Periods of withdrawal to work with a support teacher (where appropriate).
- In-class support provided by adult assistance.
- Support from other professionals within class or as part of a withdrawal programme. The SENDCO in collaboration with subject teachers will decide the action required to help the pupil progress. Based on the results of previous assessments, the action might be:
 - Deployment of extra staff to work with the pupil.
 - Provision of alternative learning materials/special equipment etc.
 - Small group support.
 - Additional intervention groups e.g. 1:1 reading intervention, social skills groups etc.
 - Provision of additional adult time in devising interventions and monitoring their effectiveness.
 - Staff development/training to undertake more effective strategies.
- Access to educational psychology, speech and language therapy, CAMHS or other outside agencies for advice on strategies, equipment or staff training. The strategies for a pupils' progress will be recorded in an SEN Support Plan containing information on:
 - Specific needs of the child
 - Relevant medical information (if appropriate)
 - Short-term targets
 - Teaching strategies
 - Provision made for the child
 - Relevant updates resulting from a review of their SEN