

## **St Anthony's Girls' Catholic Academy**

### **SEND Information Report 2021-22**

This report will be reviewed, evaluated and ratified by the governing body annually.

The key legislation relating to special educational needs is set out in the:

- Special Educational Needs and Disabilities Regulations (2014)
- Special Educational Needs and Disability Code of Practice: 0-25 years (2015)
- Children and Families Act (2014)
- Equality Act (2010)
- Disability Discrimination Act (2005).

### **What is the Local Authority Local Offer?**

From September 2014 Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEND) aged 0-25. This is called the '**Local Offer**'.

The intention of the Local Offer is to improve choice for families and be an important resource for parents/carers in understanding the range of services and provision in the local area.

The current link to the LA Local Offer website can be found at:

<https://www.togetherforchildren.org.uk/professionals/send-local-offer>

### **General information, school ethos & approach**

The ethos of St Anthony's Girls' Catholic Academy is built around our mission as a Catholic Academy based in a Mercy mission. Through following Gospel values in everything we do, we aim to ensure all members of our community are individually provided with the care, respect and compassion that all unique individuals deserve. Our community must be characterised by supportiveness, a welcoming approach, a caring ethos with justice given to all within it. We shall strive to provide opportunities and an environment in which all pupils develop according to their full potential. We must seek to ensure that all members of our community experience and find hope, joy and fulfilment and a sense of their own worth and that of others by participating as fully as possible in Academy life. Every teacher at St Anthony's Girls' Catholic Academy is a teacher of every child, including those with SEND. The coordinator of SEND provision at St Anthony's Girls' Catholic Academy is Mrs Catherine Dugdale

## **Aim & Objectives**

### **AIM**

Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in school and lead happy and fulfilled lives. We value all our pupils. We believe that all children have an equal right to an education, which enables them to fully develop their personal, social and intellectual potential. At St Anthony's Academy we have a commitment to high achievement and strive to provide all our children with a quality education, appropriately matched to their particular needs.

### **OBJECTIVES**

1. That our school philosophy as outlined above underpins all of our actions and is actively promoted by all members of the school community.
2. That all children, whatever their gender, ability, ethnic origin, social background or disability, have access to a broad, balanced, relevant and differentiated curriculum.
3. That we have high expectations of all children in all areas of school life.
4. That we promote positive partnerships with:
  - Parents - involving them in children's learning programmes and achievements,
  - Children - so that wherever possible they are aware of their personal targets, are fully involved in evaluation and review of outcomes and receive positive reinforcement.
5. That our policy (see SEN policy on the Academy website) and procedures for special educational needs and disabilities are known, understood and followed by all members of staff in order that: we have in place a consistently applied framework for identifying those children whose individual needs will require intervention/additional support, we always strive to produce a consistent, high level of relevant education for all children.
6. To provide relevant staff training.
7. To provide the SEN coordinator (SENDCo) with time to monitor the children's progress, especially in relation to teaching and learning, annual reviews, SEN support plans and EHC plans.
8. To offer a system of assessment, recording and reporting which is easily managed, accessible and clearly linked to the SEN policy.

9. To provide a clear structure for the management of specialist support and curriculum intervention strategies (e.g. timetables, working guidance for support staff).

10. To produce SEN Support Plans, and EHC plans which are consistently formulated, manageable and implemented as an integral part of short term planning and teaching.

**Within SEND there are four broad areas of SEND, these are:**

- **Cognition and Learning:** This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties
- **Communication and Interaction:** This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs
- **Social, Emotional and Mental Health Difficulties:** This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn
- **Sensory and/or Physical Difficulties:** This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

SEND provision within St Anthony's Girls' Catholic Academy sits alongside other policies and information documents such as:

- School Admissions Policies (Main School and Sixth Form)
- SEND Provision – SEND policy
- Child Protection/Safeguarding/Prevent Duty Policy
- Attendance policy
- Behaviour and Discipline Policy
- Able and Talented Policy
- Assessment, recording and reporting policy
- Curriculum policy
- English as an Additional Language
- Supporting Pupils with Medical Conditions

### **School Admissions**

We are committed to meeting the needs of all children including those with Special Educational Needs and Disabilities. We liaise with parents/carers and previous education providers prior to the pupil starting St Anthony's Girls' Catholic Academy, in order to discuss the identified needs, allowing for the planning and implementation of appropriate intervention. Advice from the LA or other agencies may be requested to ensure the school can meet any needs appropriately. Please consult the admission policy for St Anthony's Girls' Catholic Academy for further details.

## **Applying for a school place if your child has an Education, Health and Care Plan**

Children and young people with an Education, Health and Care Plan follow a different admission and transfer process for a new school. Please complete a Council parental preference form, as part of the admission process to a new school. You continue to have a right to request a particular school and this will be considered alongside the information that we have about your child's special educational needs. Guidance regarding school preference would have been provided as part of the Education, Health and Care assessment process or the following review meetings.

## **Staffing and any Specialist Qualifications/Expertise**

At St Anthony's Girls' Catholic Academy we have a committed SEND team who are passionate about working with young people with SEND allowing them to reach their full potential:

- Mrs Catherine Dugdale (SENDCo)
- Mrs Kath Richardson- Dunn (Director of Pupil Support)
- Mrs Anne Perrett (HLTA working in the Pupil Support Unit)
- Mrs Joanne Bolton (HLTA)
- Mrs Tracey Giles (TA/Learning Support)
- Mrs Pamela Hartley (HLTA)
- Mrs Alison Young (TA/Learning Support)
- Mrs Lauren Kennerley (TA/Learning Support)

## **Contacts**

The following are the main contacts for Special Educational Needs and Disability at St Anthony's Girl's Catholic Academy

Mr Brendon Tapping – Chief Executive Officer (Bishop Chadwick Catholic Education Trust)

Mrs Monica Shepherd – Chief Executive Officer (St Anthony's Girls' Catholic Academy)

Mrs Marie Lanaghan – Deputy Headteacher (Pastoral/Safeguarding)

Mrs Angela Bashton is our designated SEN Governor

Mrs C Dugdale is the designated Special Educational Needs and Disabilities Coordinator. It is the SENDCO's job to:

1. Oversee the day-to-day operation of the school's SEND policy
2. Liaise with the relevant Designated Teachers where a looked after pupil has SEND
3. Advise teachers on using a graduated approach to providing SEND support
4. Liaise with parents/carers of pupils with SEND
5. Liaise with and be a key point of contact for external agencies

## 6. Ensure that the school keeps the records of all SEND pupils up to date

Work with the head teacher and school governors to ensure that the school meets its responsibilities with regard to reasonable adjustments and access arrangements

### **Statement of Intent for Promoting Equality**

At St Anthony's Girls' Catholic Academy we are committed to promoting equality in line with the principles outlined in the Equality Act (2010). We believe that all children have an equal right to an education, which enables them to fully develop their personal, social and intellectual potential no matter what their needs. Our School is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all of the activities of the school

St Anthony's Girls' Catholic Academy is proud to be inclusive and will endeavour to support every child regardless of their level of need. All pupils follow a broad and balanced curriculum (National Curriculum) at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate and with consultation with parents/carers and students, modifications to the curriculum may be implemented.

To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Pupils to gain in confidence and improve their self-esteem.
- To work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.

- To promote self worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child the entitlement to a sense of achievement.
- To regularly review the policy and practice in order to achieve best practice.

### **Pastoral, Medical and Social Support**

Pupils attending St Anthony's Girls' Catholic academy follow a broad PHSE, Careers and Guidance curriculum covering topics such as personal health, finance, careers, independent living in addition to study skills. Parent views are welcomed by Year Leaders and the Senior Leadership Team during formal meetings and parents' evenings.

Our Pupil Support Team and Pastoral Teams work closely with the SENDCo to ensure the wellbeing of all our pupils. Where needed additional pastoral support can be put in place to ensure the views of children and young people are heard and measures can be put in place to support mental health and prevent bullying.

Detailed medical support plans are written in conjunction with families and health care professionals where appropriate. The following SEND support staff are trained to administer medications. Administration of medicine procedures follows guidelines from the local authority and Department of Education *Supporting pupils at school with medical conditions* (DFE) 2104.

- Mrs Anne Perret (HLTA, pupil support)

### **Types of SEND at St Anthony's Girls' Catholic Academy**

At St Anthony's Girls Catholic Academy, we have experience of supporting children and young people with a wide range of need including:

- Specific learning difficulties
- ASD
- ADHD
- Speech, language and communication needs
- Hearing impairment
- Visual impairment
- Physical difficulties
- Social, emotional and mental health

### **Headline figures for 2021-22**

113 Students currently on the SEN register (7 students with an EHCP, 106 SEN Support)

### **Numbers according to Year Group**

Year 7	26
Year 8	19
Year 9	14
Year 10	23
Year 11	14
Year 12	9 (4 girls and 5 boys)
Year 13	8 (5 girls and 3 boys)

### **Numbers according to Primary SEN Needs**

Cognition and Learning	72
SEMH	11
Communication and Interaction (ASD)	17
Physical/Medical	9
Hearing Impairment	4
Visual Impairment	0

**The school provides data on the levels and types of need to the Local Authority. This is collected through the school census.**

### **Consultation with Children and Young People with SEND**

Teachers/SENDCo and Support Staff will work with children and young people to identify the support needed to meet agreed outcomes. The provision is planned and interventions are allocated to individual needs. The children take an active role with setting their targets, discussing them with the class teacher/SENCO.

The children have regular meetings with support staff to discuss their progress and support.

All SEND pupils have a SEN support plan where views are collected from the young person and parents/carers. Pupil and parent voice are collected as part of the review invite where they are requested to complete a questionnaire prior to attending the meeting. Pupils are also encouraged to participate in extra curricular activities and involve themselves in the wider school community.

### **Consultation with parents and carers of children and young people with SEND**

At St Anthony's Girls' Catholic Academy we are committed to working with parents and carers to identify their child's needs and support in order to meet agreed outcomes. Parents and carers will be involved throughout the process.

There is a range of ways this can be done, for example:

- Ongoing informal and formal discussions with a class teacher and/or SENCO;
- An 'open-door' policy, where parents and carers are welcome to call and/or arrange meetings to come into school to discuss any concerns they may have;
- Through termly reviews of a child's SEND Support Plan or the Annual Review of their EHC Plan.
- Parent voice is collected as part of the review invite where they are requested to complete a questionnaire prior to attending the meeting. Provision is planned and interventions allocated on individual needs with pupils actively involved in setting their outcomes.

### **Finance**

The budget allocation is agreed between our school and the Local Authority at the beginning of each financial year. Detail of how this money is used to support children and young people with SEND is shown below. This is monitored each term by the Governing Body.

This is used to support children and young people with SEND by:

- Staffing - We have five dedicated learning support assistants who work in and out of the classroom
- Pastoral and SENDCo support
- Nurture group teaching
- Literacy interventions
- Numeracy interventions
- Reading Interventions
- Handwriting Interventions
- Preparation for Adulthood intervention
- Supported revision sessions
- Social skills groups
- Emotional Resilience/Mindfulness sessions



- Pupil Support Unit
- SEND specific resources
- Differentiated curriculum
- Referral and support from external specialists
- Disabled facilities

If a child has complex special educational needs, we could also receive additional top up funding from the Local Authority to meet the agreed outcomes. A Costed Provision Map will be developed in liaison with the child, young person, parent or carer.

### **Teaching, Learning and the Curriculum**

At St Anthony's Girls' Catholic Academy we believe that inclusive education means providing all pupils with appropriate education and support alongside their peers. The Curriculum is all planned activities that the school organises in order to promote learning, personal growth and development. Staff development and CPD is ongoing to ensure our staff have the training and expertise needed to meet the individual needs of our SEND students. Our SENDCo is available to support all staff in meeting the needs of all of our students.

It includes not only the formal requirements of the National Curriculum, but also the range of additional opportunities that the school organises in order to enrich the experiences of our children. Our curriculum also includes the social aspects that are essential for life-long learning and preparation for adulthood. Pupils with additional SEND needs regularly are invited to attend external sporting events in addition to all other extracurricular activities with independence encouraged at all age and ability levels.

### **How we identify and assess children with special educational needs**

Most children and young people will have their special educational needs met in mainstream schools through excellent classroom practice. This is called **Quality First Teaching**.

At St Anthony's Girls' Catholic Academy we follow a graduated support approach which is called "**Assess, Plan, Do, Review**". This means that we will:

- ❖ **Assess** a child's special educational needs
- ❖ **Plan** the provision to meet your child's aspirations and agreed outcomes
- ❖ **Do** put the provision in place to meet those outcomes
- ❖ **Review** the support and progress

Quality First Teaching (QFT):

- Ensures that the teacher has the highest possible expectations for each child in their class.

- Ensures all teaching is based on what your child already knows, can do and understands in order to help them progress.
- Involves various ways of teaching so that your child is fully involved in learning in class.
- Requires constant assessment and planning from the assessment so progress is made and the needs of each child are met.

Identification of needs is conducted through class observations, teacher, parent and pupil feedback in addition to information from assessment tools in addition to information received from outside agencies.

As part of this approach, we will produce a SEND Support Plan, where necessary, that describes the provision that we will make to meet a child's special educational needs and agreed outcomes. Parents and carers will be fully involved in this process and will be invited into school to discuss the support plan.

A small percentage of children and young people with significant learning difficulties may need an assessment that could lead to an Education, Health and Care Plan.

You can find details of how we adapt the curriculum and make it more accessible for pupils with SEND below:

- Quality First Teaching – most needs will be met in the classroom with the subject teacher. We expect teachers to plan and use direct differentiated activities to ensure all pupils can access a challenging curriculum which is tailored to their needs and progress.
- Staff members are trained and use competently, a range of teaching and learning styles to ensure all pupils can access both home and class work.
- Specific group work is integral to directed differentiation and targeted intervention groups. Pupils may be grouped on ability or skill strength. They are academically and socially challenged.
- An innovative and supportive curriculum is often needed at KS4 where specific individual support for children whose learning needs are severe, complex and lifelong is required.
- Vulnerable pupils are offered a staff mentor who will support the student on a daily basis. If there is a specific need for targeted emotional support students are referred to the schools pupil support services.
- Extra support to assist learning outside the classroom is offered in a broad range of extra-curricular activities such as active lunch sports clubs, safe social spaces, homework club and the use of IT equipment in the library before, during lunchtimes and after school.
- Social skill sessions and mindfulness sessions are held weekly to build social confidence, emotional understanding and turn taking.

- Specialist professionals from outside agencies support pupils such as educational psychologists and the emotional resilience team. Other specialists will be called upon if and when necessary. Advice from outside agencies is used to inform SEN support plans and ensure QFT to meet the needs of our SEND students.

At St Anthony's Girls' Catholic Academy there is a robust monitoring system for all students and tailoring support where necessary. Progress is collected after every term and reported home. If the pupil has additional needs specific support will be given as appropriate. The effectiveness of the support is closely monitored and altered accordingly.

### **External Agencies and Partnerships**

The school enjoys good working relationships with a wide range of people who provide services to children with SEND and their families, particularly when a child is demonstrating further cause for concern or their learning need is more complex and persistent. The external specialists may:

- Act in an advisory capacity for example preview audio materials or visual material and access to other reading material in an accessible form
- Extend expertise of school staff
- Provide additional assessment
- Support a child directly for example counselling/CAHMS/CYPS/SALT
- Educational Psychologist (Nicola Lynch, Together for Children)
- Provide individual, small group and whole class direct intervention and support
- Suggest statutory assessment is advisable
- Consult with all parties involved with the child

### **How we evaluate the effectiveness of SEN provision**

At St Anthony's Girls' Catholic Academy there is a robust monitoring system to continuously ensure the provision has a positive impact on the outcomes for all pupils, including but not exclusive to:

- Book/work scrutiny
- Learning walks
- Evaluation of policy and practice
- Pupil and parent voice
- Performance management

## **Transition Arrangements**

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. How we will support children with SEND when they are moving on to another class or leaving this school:

- For students in year 6 moving into Year 7 we have a designated transition co-ordinator. The transition co-ordinator and/or the SENCO will visit primary feeder schools. They meet with Year 6 teachers or leaders to gain as much information as possible about these students, including SEND information. For students with SEND, the SENCO receives all relevant Year 6 information, including SEND files and SEND Support plans. Parents/carers of students with SEND are also invited into school in the summer term prior to starting in order to build relationships and reduce potential anxiety around support.
- All Year 6 students who will be attending St Anthony's Girl's Catholic Academy are invited to attend transition days in the summer term. Some students with SEND needs are invited for extra sessions to introduce them to the school.
- Pupils moving between key stages within school will be given support and guidance with their subject choices.
- SEND Students moving from Year 11 to other establishments and employment will have a planning meeting in order to establish appropriate pathways are discussed with their needs met to support the transition into adulthood and independent living. As young people prepare for adulthood outcomes should reflect their ambitions, which include higher education, independent living and participation in society. We also liaise with their next provider to ensure that they understand a student's support needs by providing a transition plan created in conjunction with students, families, careers advisors and SEND caseworkers if necessary.

## **Compliments and Complaints**

Compliments are always greatly received and can be passed on either directly to staff and the SENCO, or formally recorded via our regular questionnaires to parents/carers or in the form of a letter to the Head Teacher.

We hope that complaints about our SEND provision will be rare, however, if there should be a concern the process outlined in the school Complaints Policy should be followed.

Sunderland Special Educational Needs and Disability Information Advice and Support Service (Sunderland SENDIAS, Sunderland Carers Centre, Thompson Road, SR5 1SF, 0191 5205553) are also able to assist parents/carers of children with special educational needs.

If the concern is directly related to decisions around an EHC Assessment or EHCP this will be managed directly by the Sunderland Statutory Casework Team (Together for Children). Parents/carers will be contacted directly by the team to receive information about the mediation services and other action parents/carer may consider.

### **Feedback**

We are always seeking to improve the quality of education we provide for children with SEND and are keen to hear from parents/carer about their child's experience.

### **Additional Help**

Further information is available using the local offer page where other relevant provision e.g. leisure activities, home to school transport, careers advice can be found on the Together for Children Website.

<https://www.togetherforchildren.org.uk/professionals/send-local-offer>