



SEND OPEN EVENING



Tuesday 5th April 2022

Welcome to St Anthony's

- Mrs Dugdale (SENDSCO)
- Mrs Hammill (Head Teacher)
- Mrs Lanaghan (Deputy Head Teacher Pastoral)
- Mrs Bolton (SEN department)
- Mrs Giles (SEN department)
- Mrs Shyzarsue (SEN department)
- Mrs Vass (SEN department)
- Mrs Young (SEN department)
- Mrs Dugan (SEN department)
- Mrs Richardson – Dunn (Director of Pupil Support)
- Mrs Perrett – (HLTA supporting in the cottage)
- Miss Jackson (literacy co-ordinator)
- Miss Clarke (numeracy co-ordinator)

SEND Provision at St Anthony's

- Every SEND Support Plan is unique and individual to your child.
- Opportunities to discuss support/what is working well/what is not working as well are provided at formal SEN review meetings and parents evenings.
- We encourage parents/carers to get in touch if they have any concerns or require any additional support.



Cognition and Learning

- Use of coloured overlays/coloured paper for handouts where appropriate
- Handouts of notes/PowerPoint slides
- Visual aids to support teaching (diagrams/models to support new concepts/handouts with written instructions)
- Retention opportunities (links between new and prior learning)
- Opportunities for skill re-enforcement/revision/transfer/generalisation
- Multi-sensory learning opportunities
- Thinking skills
- Problem solving
- Opportunities for small group work and flexible groupings

Cognition and Learning

- ❑ Pre-teach specialist vocabulary – in class and in small group intervention where appropriate
- ❑ Adjust pace of lessons. Simplify language
- ❑ Chunking of activities
- ❑ Class teacher/TA to provide small group support/1:1 support if needed
- ❑ Students should be accessing a full curriculum through the use of differentiation and group support
- ❑ Teachers are aware of students SEN targets and can provide support to students which helps to focus on their specific targets (with outcomes closely monitored)

Cognition and Learning

Additional Support

- Access to small group intervention (reading, pre-teaching vocabulary, numeracy, phonics teaching, handwriting)
- Nurture group teaching
- Exam Access Arrangements
- Access to assistive technology
- Alternative curriculum pathways at
- KS4/modified curriculum
- Educational Psychology Involvement for not making expected progress
- Other possible outside agency involvement



Reading Club



Reading Club



Aims of the Program

- Reading club is aimed at raising the reading attainment and the reading self efficacy of students

***Accelerated Reader (AR)
produces an average of
two years' reading age
growth in just one academic
year while promoting
reading for pleasure.***



What does that mean?

- We want your daughters reading age to increase
- We want your daughter to develop an enjoyment of reading



How do we try to do that in school?

- Reading club takes place in the library during form time.
- Students must attend their allocated days
- Students will engage with group guided reading sessions and 1:1 reading support with a reading mentor



To monitor and determine a reading level

- A student's optimal reading level is determined through the STAR Reading assessment, which they sit once a term.
- STAR Reading is an assessment of reading comprehension and skills for independent readers, giving each student a reading level and a range of book levels within which the student will achieve maximum success with their reading which we have transferred into a colour code system
- All of the books in the library are colour coded so that pupils are reading books which are of the correct level, not too difficult or too easy.

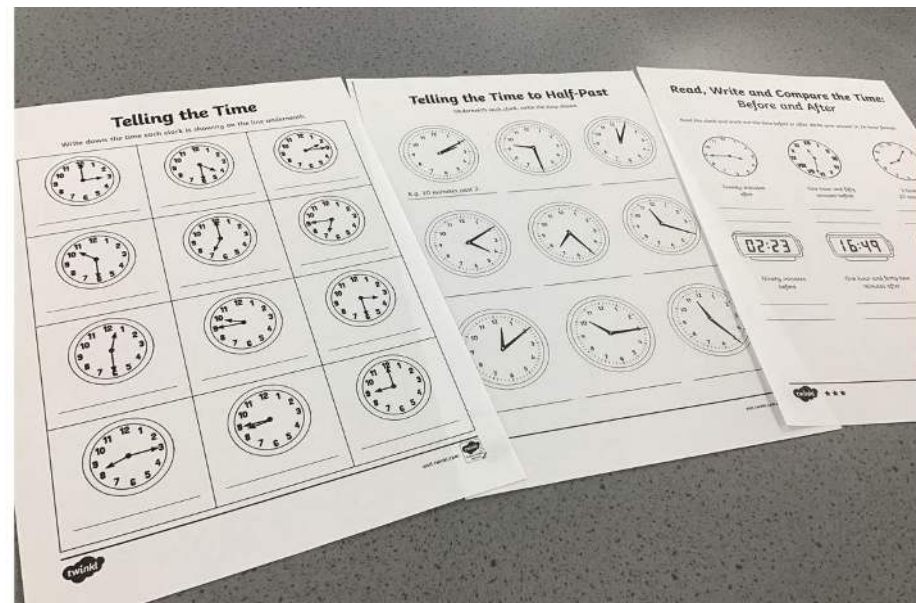
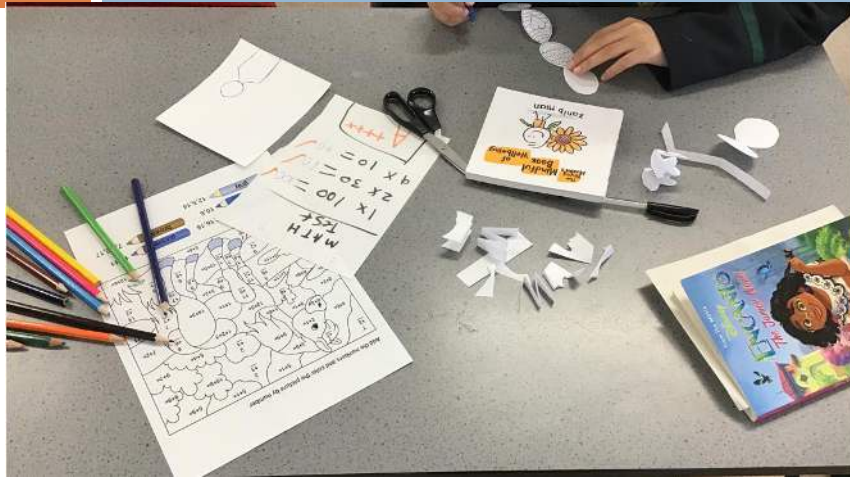


Can you help your daughter at home?

- ❑ Read with her for at least 15 minutes a night
- ❑ Ask her about the book she is reading
- ❑ Read a book together
- ❑ Use the “Home Connect” system to monitor your daughter’s performance
- ❑ Look at the TOPS or the “The Opportunity to Praise” reports your daughter brings home together and discuss any strengths or weaknesses.



Numeracy Intervention



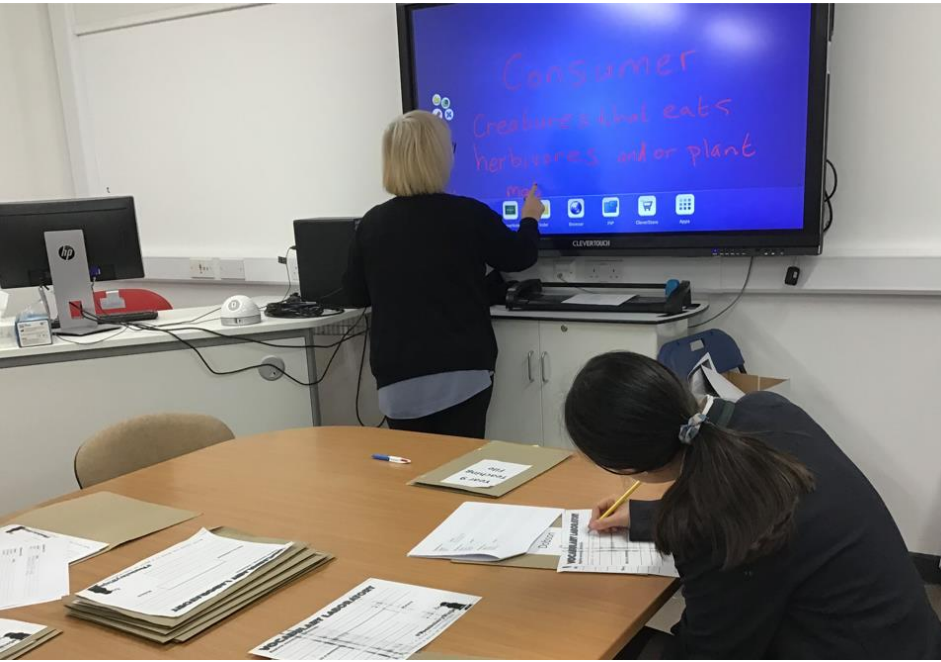
Communication and Interaction

- Students are in a mainstream classroom with attention paid to position in the classroom and acoustics
- Flexible pupil groupings – modifications made to ensure curriculum access
- Planned small group activities focusing on language and communication
- Literacy tasks may require some modification
- Instructions supported by visual and written clues
- Adults to use short instructions with everyday vocabulary and repetition to support pupils in understanding instructions
- Opportunities to develop language across the curriculum

Communication and Interaction

- Flexibility in expectations to follow instructions/record work
- Planning shows opportunities for language based activities
- Teacher to scaffold/model responses to support pupils
- Adults provide encouragement and support to collaborate with peers in curriculum activities
- Teachers to provide pre and post tuition to secure key vocabulary at the start of each new topic.

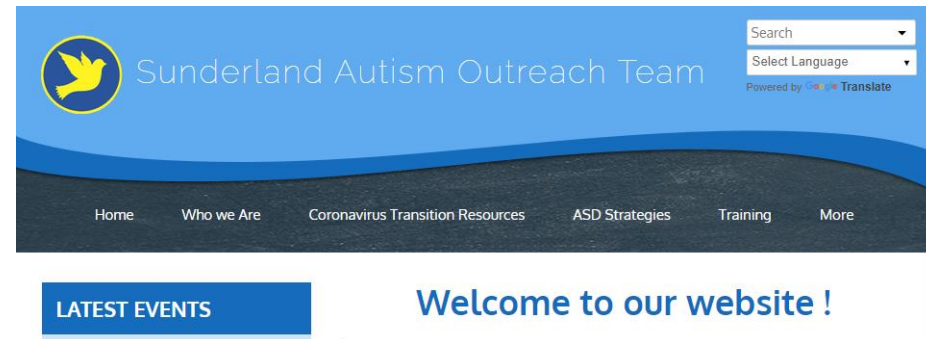
Vocabulary Intervention – Sounds Write Phonics



Communication and Interaction

Additional Support

- ASD champion HLTA's
- Staff mentors
- Outside agency involvement (Autism Outreach Team, SALT, EP)
- Sensory breaks/time out cards
- Support in the cottage
- Reasonable adjustments to support individual student needs



Social, Emotional and Mental Health Support

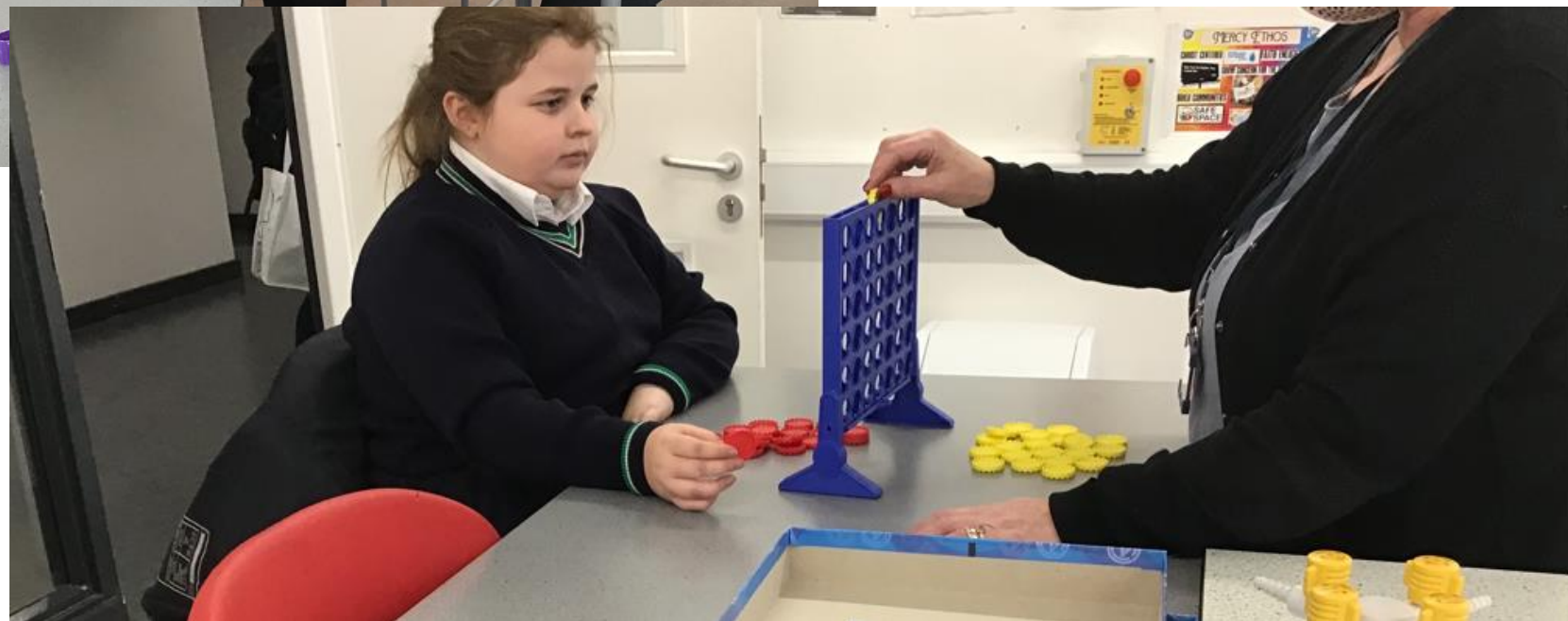
- ❑ Restorative practices (key staff have had Team Teach training)
- ❑ Flexible teaching groups/peer buddy systems/preferred peer partners
- ❑ Peer mentors
- ❑ Pupil Support Services (the cottage)
- ❑ School counsellors
- ❑ Access to quiet areas/sensory breaks
- ❑ Mindfulness and Wellbeing support groups
- ❑ Safe space
- ❑ Social skills and friendship support groups
- ❑ Preparation for Adulthood groups
- ❑ Transition planning
- ❑ Team around the family approach
- ❑ Outside Agency Support (CAHMS, CYPS, Behaviour Support Teams, EP Attendance team)
- ❑ Adapted curriculum (where appropriate)



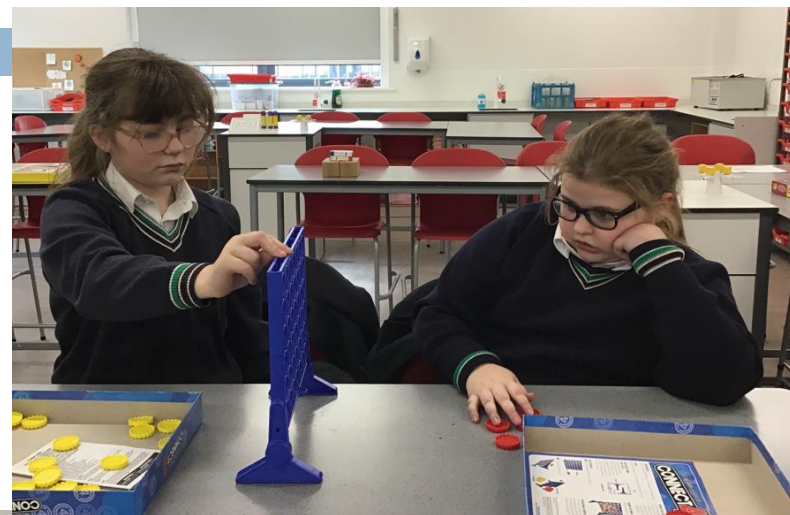
The Cottage



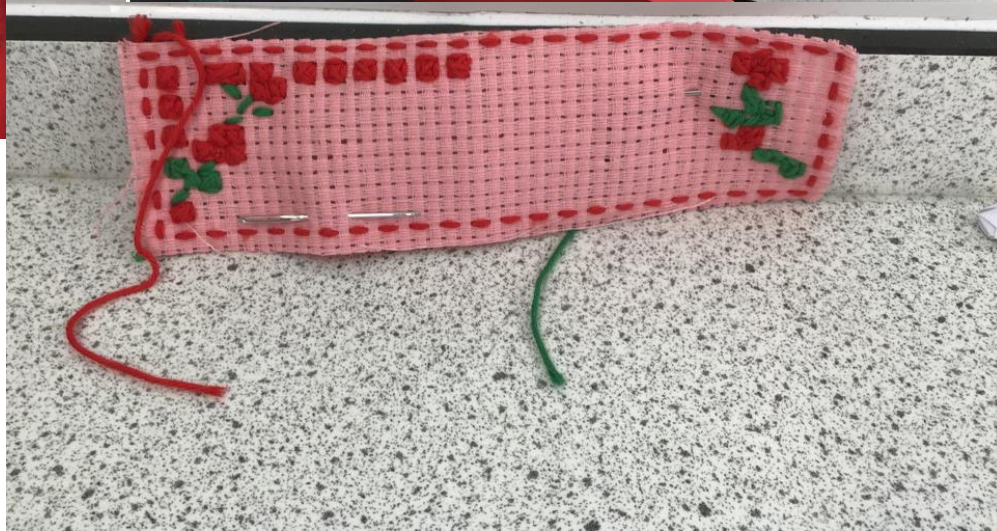
Buddy Club



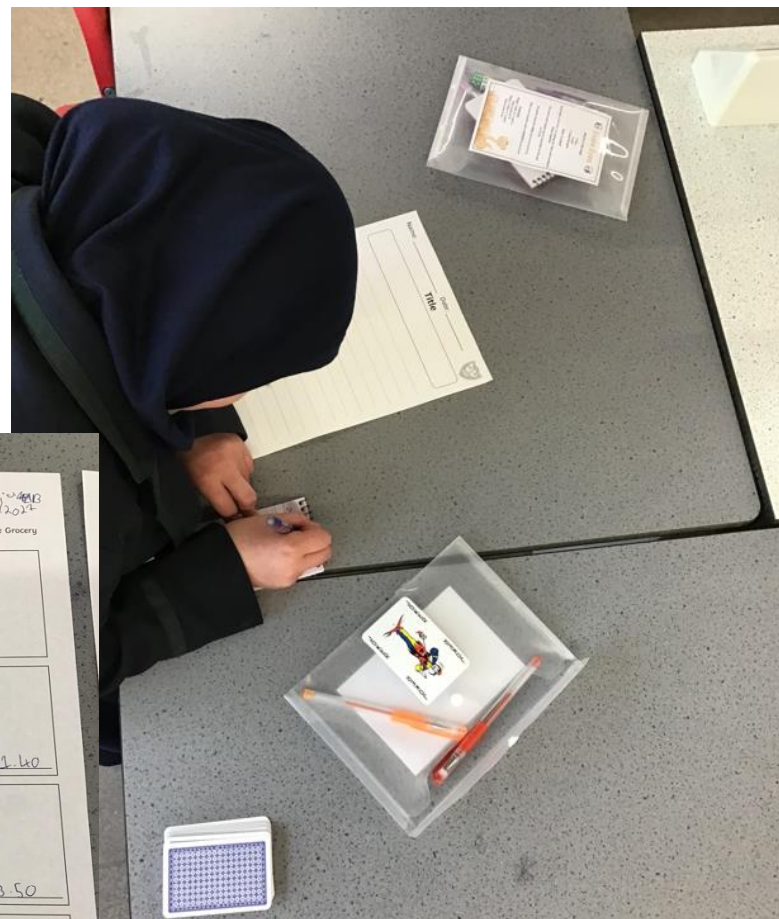
Buddy Club



Buddy Club



Ketchup Club



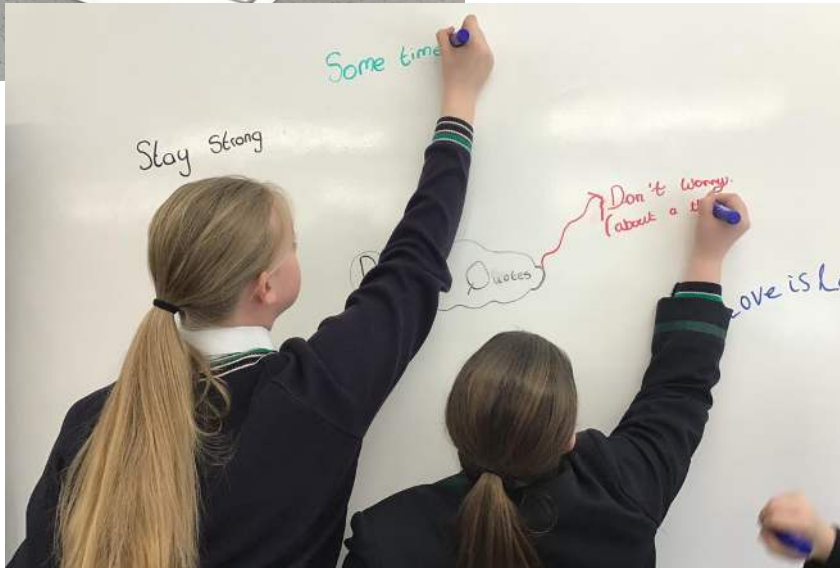
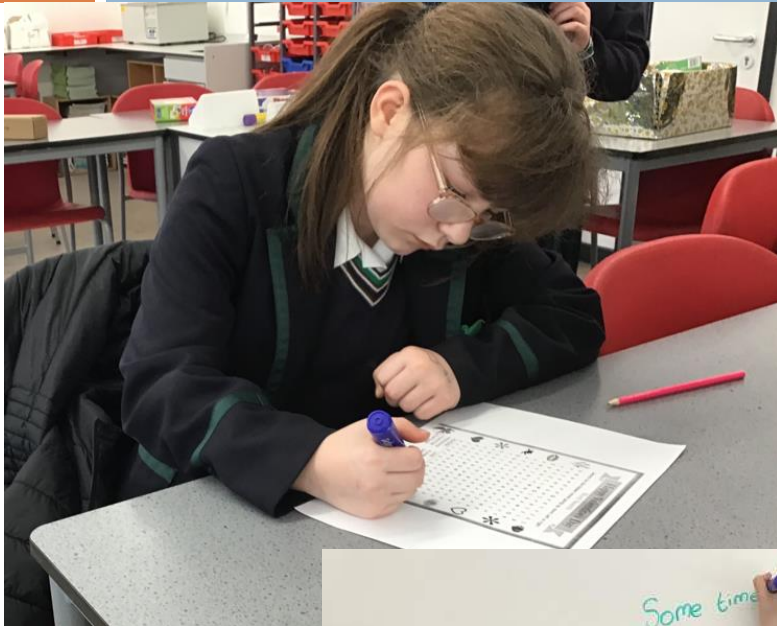
Addition with Money *Amel 15/11/2021*

Find the total cost of the items below. You will find the price of each item from the Grocery Price List. Use the space to show your working.

Grocery Price List:		
box of peaches £2.50	eggs £2.50	
pack of tomatoes 90p	spaghetti £2.30	
milk £2.80	pepper 60p	
cheese £2.90	rice £3.60	
strawberries 80p	chocolate £3.10	


<p>1. $\begin{array}{r} 50p \\ + 40p \\ \hline 90p \end{array}$</p> <p>Total price = 90p</p>	<p>2. $\begin{array}{r} 50p \\ + 50p \\ \hline 1.00 \end{array}$</p> <p>Total price = £1.00</p>
<p>3. $\begin{array}{r} 50p \\ + 80p \\ \hline 1.30 \end{array}$</p> <p>Total price = £1.30</p>	<p>4. $\begin{array}{r} 1.50 \\ + 1.00 \\ \hline 2.50 \end{array}$</p> <p>Total price = £2.50</p>
<p>5. $\begin{array}{r} 50p \\ + 50p \\ \hline 1.00 \end{array}$</p> <p>Total price = £1.00</p>	<p>6. $\begin{array}{r} 50p \\ + 90p \\ \hline 1.40 \end{array}$</p> <p>Total price = £1.40</p>


Preparation for Adulthood





Addition with Money *Ameia Beezer 15/12/2024*


Find the total cost of the items below. Use the space to show your working.



1. 
$$\begin{array}{r} 50 \\ + 40 \\ \hline 90 \end{array}$$
 Total price = 90p

2. 
$$\begin{array}{r} 90 \\ + 50 \\ \hline 140 \end{array}$$
 Total price = £1.40

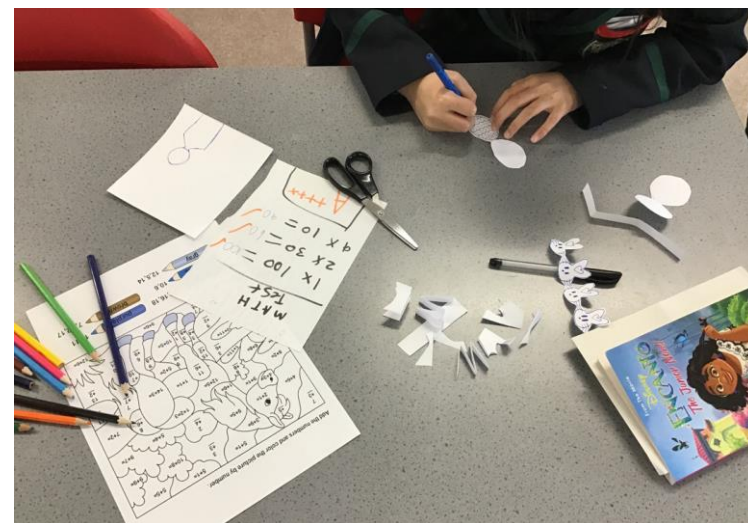
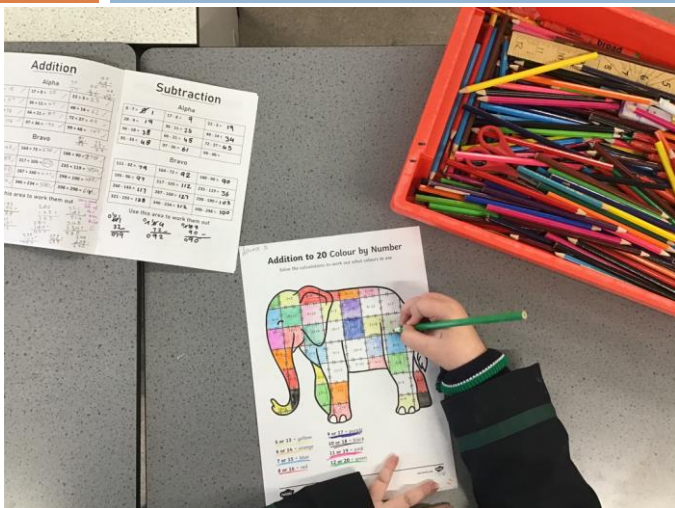
3.  Total price = £0.28

4.  Total price = £3.50

5.  Total price = £1.90

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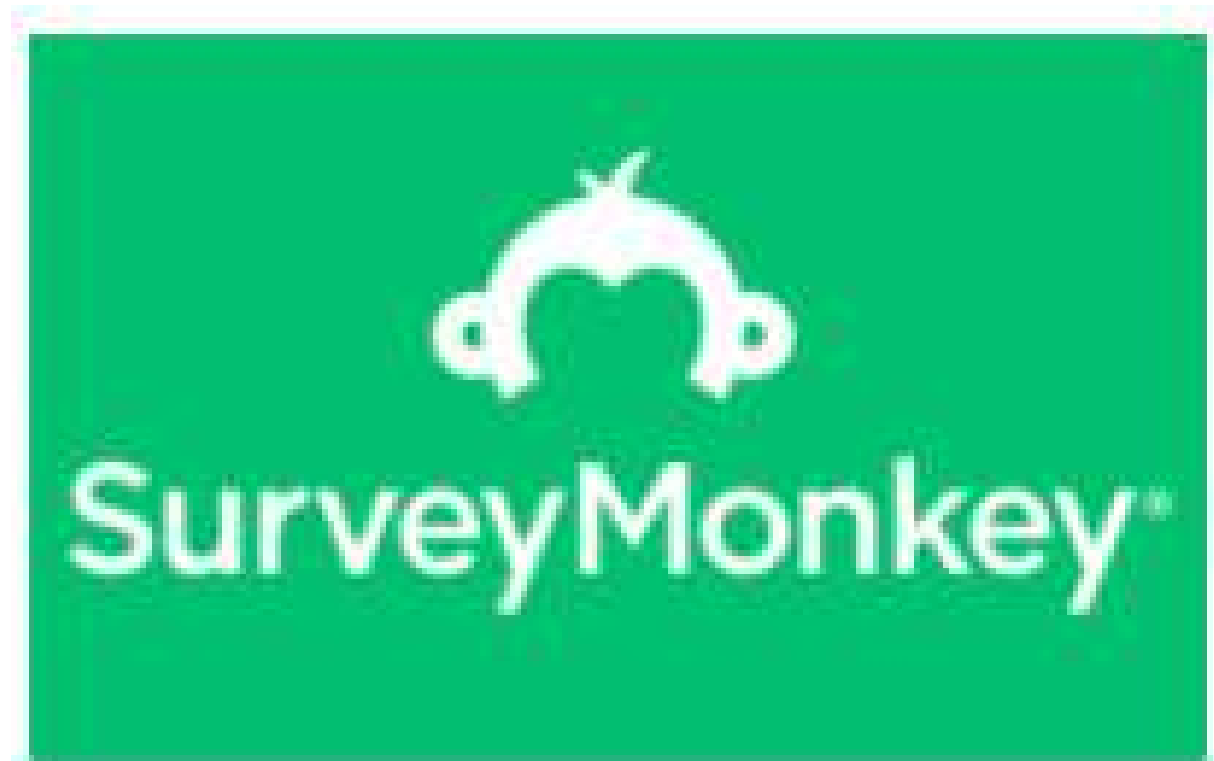
Preparation for Adulthood



Physical, Medical, Sensory Needs

- Individual Health Care Plan
- Assistive technology to support medical needs and disabilities
- Regular contact with outside agencies (medical professionals, occupational therapists, TFC Children's Sensory Team)
- Main provision by classroom teacher, appropriate deployment of additional adults to ensure pupil access
- Appropriate learning materials made available from school including electronic magnification/modified exam papers and resources to support vision impairment
- Opportunities for explanation, clarification and reinforcement of lesson content and language
- Attention to seating, lighting, visual environment and acoustics
- Opportunities for 1:1 and small group work
- Specialist equipment and access arrangements

Survey Monkey



Parent Voice

We welcome any feedback!

