

St. Antony's Catholic College: Special Educational Needs and Disabilities School Information Report 2018-2019

The full local offer of services available in Trafford can be found at www.trafford.gov.uk/localoffer or by contacting the Family Information Service on 0161 912 1053 or fis@trafford.gov.uk.

ST. ANTONY'S CATHOLIC COLLEGE

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

INFORMATION REPORT 2018-2019



Welcome to St. Antony's Catholic College SEND Information Report, which contains our contribution to Trafford's Local Offer.

The intention of Trafford's local offer is to improve choice and transparency for families. All schools and academies in Trafford are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen. Trafford's Graduated Approach provides guidance on expectations of what should usually be available within school's resources.

St. Antony's is a Roman Catholic High School. Inspired by the teachings and values of the Gospels, it endeavours to provide an environment in which the members of the school community can develop spiritually, individually, socially and educationally to their full potential. Our mission is to guide, assist and encourage each member to make a positive contribution to the life of the school, the Church and society as a whole.

I hope you find that our SEND information report suitably reflects this mission statement.

Ms L Weinberg (SEND Coordinator)

1. What kinds of Special Educational Needs and Disabilities does the school provide for?

St. Antony's Catholic College aims to provide an inclusive learning environment. We currently support students with:

- Cognition and learning needs, such as dyslexia and dyspraxia;
- Communication and interaction needs, such as Autistic Spectrum Condition (ASC);
- Sensory needs, such as hearing and sight impairments;
- Physical disabilities;
- Social, emotional and mental health needs, such as Attention Deficit Hyperactivity Disorder (ADHD) and anxiety;
- Medical needs which may be considered SEND due to their impact on learning and provision, such as Type 1 Diabetes.

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2. How does the school know if my child needs extra help and what should I do if I think my child may have special educational needs?

St. Antony's Catholic College welcomes parents/carers to contact the SEND Coordinator or their child's Progress Leader if they feel they have special educational needs and/or disabilities. Members of teaching staff have received training in the identification of Special Educational Needs and Disabilities and know to inform the SEND Coordinator or appropriate Progress Leader of any concerns. We may receive information from your child's previous school (where needs have already been identified); however, we ask that you do not assume this has happened and that you speak with us directly. Your child may disclose a concern to a member of staff directly, who will then pass the information on to the SEND Coordinator.

Moreover, literacy skills are assessed upon entry into Year 7; all of our Year 7 pupils will take a computerised test that will assess their reading age and reading level. Personalised advice sheets will be distributed to students where needed by their English teachers. This information may be used in conjunction with other evidence and data to identify learning difficulties.

Once a concern has been raised, the SEND Coordinator will collect information from you, your child, their teachers and any external services/professionals who have previously been involved in supporting them. This may involve analysis of samples of work or lesson observations. Based upon the information obtained, there may be no further action required or 'light-touch' support strategies may be agreed. Equally, we may screen for learning difficulties, or request that our designated Educational Psychologist or Specialist Assessor of Learning Difficulties carries out a formal assessment of your child's needs. We adopt a graduated approach to SEND support.

If your child is found to have SEND, they will be added to the school's Record of SEND Support and an Individual Education Plan (IEP) will be created for them in order to assist teachers in removing their barriers to learning. Students are invited to communicate about their needs and support via One-Page-Profiles. Through the 'Assess, Plan, Do, Review' cycle, SEND support is reviewed and refined to ensure students are making progress and securing positive outcomes.

St. Antony's Catholic College strives to communicate efficiently with parents/carers, students and staff throughout these initial stages and thereafter. We believe it is of the utmost importance that the voices of parents/carers and students are heard.

3. How will both you and I know how my child is doing?

The progress of all students is monitored regularly and effectively. Subject teachers report on effort and attainment frequently. Furthermore, intermediate and full reports are sent home. Parents and carers will receive one full written report per year and two interim reports. In addition, a Parents/carers Evening takes place once a year for each year group. Parents and carers may request individual information at other points of the year if the need arises. Your child's Form Tutor oversees their pastoral needs and well-being, with the support of a Progress Leader.

The SEND Coordinator or Progress Leader will contact you directly to discuss your child's progress and well-being. The information they discuss with you will be obtained from their Form Tutor, subject teachers, any external agencies/professionals who may be involved and through one to one meetings with students

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themselves. Annual coffee mornings for the parents/carers of students with SEND are held by the Learning Support department for discussions to take place with the SENDCO, Learning Support Assistants and other parents/carers in a more informal context.

For students with Statements of SEND or Education, Health and Care Plans, annual review meetings are held, where their holistic progress over the year is reviewed. Your child's needs, provision and outcomes are discussed and changes are made or applied for where needed.

4. How will the curriculum and assessment systems be matched to my child's needs?

St. Antony's Catholic College makes every effort to achieve inclusion and integration of students with SEND. All students are taught in mainstream classes, which may be mixed ability or streamed into sets.

The first step in matching the curriculum to your child's needs is to make sure all relevant members of staff are suitably apprised of what their needs are. Teachers may then be offered advice and training to help them make provision for your child when planning lessons, teaching the class and assessing progress. Members of teaching staff at St. Antony's Catholic College fully understand the importance of differentiating for the students in their care; this is a key feature of 'Quality-First' teaching. Open channels of communication exist between teaching staff and the SEND Coordinator should they need support.

Additionally, the school SEND Coordinator may provide your child with resources to assist them in accessing the curriculum independently. For example, coloured acetates to combat visual stress or use of an SEND laptop where handwriting presents significant difficulty. Where your child has a Statement of SEND or an Education Health and Care Plan (EHCP), they may be supported by a Learning Support Assistant (LSA) in an agreed number of lessons.

Your child may also benefit from receiving one to one or small group instruction from a member of teaching staff, a LSA or an external tutor from a company we are affiliated with called YIPIYAP. If considered appropriate, this may take the form of withdrawal for certain lessons or curriculum areas, or this may be offered during recreational time. The school also offers mentoring systems to meet students' social and emotional needs, which in turn positively impact on their ability to access their curriculum.

Students requiring special educational provision will have individual arrangements for school and public examinations tailored to their needs, in line with the Equality Act 2010. Applications will be made on behalf of the candidate to awarding bodies for reasonable adjustments in line with their needs.

Other methods of intervention and support may be available; provision is considered on an individual basis and is communicated via IEPs.

5. How will school staff support my child?

Every teacher at St. Antony's Catholic College is a teacher of students with special educational needs and/or disabilities; they are directly accountable for the progress of all students in their care. They will differentiate their curriculums to enable students with SEND to access them effectively as part of their 'Quality-First' teaching. They will encourage your child to communicate with them about their needs and support, and will also welcome contributions from families.

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Our teachers are knowledgeable, sensitive and understanding of the process of learning. The SEND Coordinator will support and advise teachers as part of the management of SEND provision.

We have a team of dedicated LSAs, who boast a range of experience and expertise. They support students with Statements of SEND and EHCPs inside the classroom, and support other students with SEND through mentoring and literacy intervention outside the classroom. The LSAs run a SEND homework club most evenings to ensure the independent learning set by teachers does not overwhelm students. The team of LSAs are managed and supported by the SEND Coordinator, who is in turn managed and guided by our Assistant Headteacher. We also have a school governor who specifically oversees SEND provision.

Through effective communication and mutual respect, we work collaboratively to decipher effective support strategies and form positive working relationships. These support strategies are implemented, evaluated and adapted as necessary. All staff at St. Antony's Catholic College respect individual differences and maintain high expectations for all students, including those with SEND.

6. How is the decision made about what type and how much support my child will receive?

Effective provision at St. Antony's Catholic College is characterised by high aspirations regarding the achievement and well-being of all students. The level and type of support offered is based on a careful analysis of need and close monitoring of progress.

We endeavour to act on the recommendations outlined in Statements of SEND and EHCPs, as well as other professional reports. Decisions regarding support take account of the views of your child, parents/carers and school staff. Where appropriate, the recommendations of Specialist Assessors, Educational Psychologists and other external agencies will also be incorporated. The SEND Coordinator will organise the agreed support, oversee its implementation, assess its effectiveness and adapt it when necessary. Decisions regarding the level and type of support are reviewed regularly in consultation with all involved parties, and IEPs are amended accordingly.

The impact of support is assessed via feedback from students, parents/carers, teachers and LSAs, as well as through monitoring levels of effort and attainment. If any associated party is unhappy with decisions surrounding support, they should contact the SEND Coordinator.

7. How will my child be included in activities outside the classroom including physical activities and school trips?

At St. Antony's Catholic College, inclusion is of the utmost importance. We offer a wide and diverse range of extra-curricular activities and all students are encouraged to become involved. Where appropriate, students will be supported in doing so.

All students have equal access to school trips, regardless of ability or need. If parental input is required to ensure the wellbeing and safety of your child, this would be discussed with the trip leader in advance of the trip.

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The safety and well-being of all students who take part in extra-curricular activities and school trips is considered through the creation of risk assessments. Where applicable, potential risks to students with special educational needs and disabilities are considered on an individual basis. For pupils with more specific needs, a trained member of staff will accompany them to ensure their needs are met.

8. What support will there be for my child's overall wellbeing?

At St. Antony's Catholic College, we seek to nurture the whole person and celebrate the individuality of all students. We have a range of pastoral systems in place to ensure that your child is healthy and safe.

For students joining our community in Year 7, we aim to make their transition as successful as possible. We have a programme of transition, which includes two Year 7 induction days at the beginning of July. Students with SEND are invited to both days, with the full year group being invited on the second day. Students take part in lessons, complete their 'One-Page-Profiles' and begin to make new friends. There is an induction evening for parents to join us, gain more information about the academic year ahead and meet their child's Form Tutor and Progress Leader. We also arrange a welcome quiz night with a DJ host to welcome families to the school, which is a successful and enjoyable night for all. Further arrangements for successful transition can be made in consultation with the SENDCO and Year 7 Progress Leader where necessary.

During your child's time at St. Antony's Catholic College, they will have a Form Tutor and a Progress Leader, who are responsible for their day-to-day wellbeing. Our Progress Leaders are managed and supported by the Assistant Headteacher. Your child will also be supported by their named LSA; all students with SEND are assigned to a LSA, who meets with their students on a termly basis to discuss their academic progress and emotional wellbeing in relation to their SEND. Our LSAs are managed and supported by the SEND Coordinator.

Furthermore, our Education Welfare Officer (EWO) monitors the attendance and punctuality of students, offering compassionate support to families when needed. Since September 2014, we have had a practitioner from the Child and Adolescent Mental Health Service (CAMHS) working with the school on a weekly basis; their role is to support our more vulnerable young people and make referrals for further assessment as and when necessary. Our Connexions representative will also support your child from Year 9 onwards as they consider their future aspirations and prepare for adulthood.

If your child has medical needs, their wellbeing will be supported by our team of First Aiders, the SEND Coordinator and our dedicated school office staff. The school office will manage Individual Healthcare Plans (IHPs), created for students with long-term and substantial medical conditions, as well as medications where relevant. Please ensure your child's medical needs are clearly stated on the data collection form and inform us of any changes as soon as possible so that we are able to meet their needs.

In September 2014, we implemented a new behaviour policy, which the Progress Leaders and Senior Leadership Team oversee. This whole school approach is designed to engage students in their learning and promote positive behaviour. Children identified as being at risk of exclusion will be highlighted. Our internal exclusion system provides a further strategy to avoid fixed term exclusions wherever possible. Sanctions, where possible, are immediate and at the end of the school day, allowing for a restorative process to take place between teacher and student in order to facilitate a positive learning climate.

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Your child's wellbeing is also supported via the curriculum we offer, in addition to the three PSHE days we provide each year. Form times promote literacy development three days per week as part of our 'Let's read' programme. This encourages students to develop their reading ages through silent reading. One form time a week is offered over to developing the wellbeing of students. Our learning Mentor, Mrs Harris, has developed a wide range of resources that focus each month on developing a better understanding of the areas that surround this topic.

9. What specialist services and expertise are available at or accessed by the school?

We have a designated Education Welfare Officer, who monitors the attendance of students and support families as needed. To safeguard students with medical conditions, we work collaboratively with our designated school nurse and other Trafford consultants, such as Occupational Therapists. Our Connexions representatives support students in exploring ideas about their futures.

When Child Protection concerns become apparent, we work alongside MARAT. To promote good social, emotional and mental health, we liaise regularly with Educational Psychologists and work jointly with the Child and Adolescent Mental Health Service (CAMHS), as well as other organisations such as 42nd Street and Phoenix Futures.

We also work with Specialist Assessors of Learning Difficulties, both in terms of arranging assessments for students, and benefitting from their expertise when exploring how to support students already on our 'Record of SEND Support' most effectively. The school works closely with the Trafford SEN Advisory Service (who have dyslexia and ASC experts available to provide advice and deliver staff training), the Trafford Sensory Impairment Support Service and Speech and Language Therapists.

We can also direct families to other services where appropriate through the Trafford Family Information Service. A dedicated Community Board in the central reception allows us to signpost to services on offer through Trafford. The Designated Safeguarding Lead and her deputy are always happy to offer support and advice to parents/carers of our vulnerable students.

10. What training have the staff supporting children/young people with SEND had?

Relevant Special Educational Needs and Disabilities training takes place through our INSET Programme. All staff participate in training on Safeguarding and Child Protection. Staff have received training on how to identify SEND and support students with SEND, led by the SEND Coordinator. We have a team of experienced LSAs, who have received training through the inclusion development programme and CPD. Moreover, all staff attend training on how to administer auto-injector pens for students with allergies.

We access training from specialist support services in order to address individual needs on a case by case basis. Some staff members are completing a university course at MMU to enable them to better support pupils with specific learning difficulties.

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11. How accessible is the school environment?

At St. Antony's Catholic College, we make reasonable adjustments for the admission of disabled pupils and take steps to prevent disabled pupils from being treated less favourably. If a classroom is not fully wheelchair accessible, alternative classroom arrangements are arranged and there is access to the Learning Support room. Some changing and toilet facilities are accessible. If your child requires the use of specialist equipment and/or facilities to support their SEND, or improvements in the auditory and visual environment, you can liaise with the SEND Coordinator. We can communicate with families whose first language is not English and, if necessary, we have access to translators. Further details are available upon request.

12. How are the parents/carers and students themselves involved in the School?

At St. Antony's Catholic College, we endeavour to work in partnership with families and young people.

We involve parents/carers in decision-making with regards to their child's day-to-day provision; a copy of your child's IEP is available upon request. Any changes to support will be discussed with parents/carers. We encourage families to contact their child's Form Tutor and subject teachers of non-urgent matters through the use of their planner. Our teachers are keen to take direct responsibility for their area of the curriculum, and are happy for you to contact them directly. For more urgent matters, we invite parents/carers to contact us by letter, telephone or email. Parents/carers may be invited into school by the SEND Coordinator, a member of our Senior Leadership Team or their child's Progress Leader, and parents/carers are also invited to attend Parents' Evenings annually. The purposes of such meetings are to explain professional reports, review provision, discuss concerns and advise you on how you can support your child at home. If your child receives in-class support from an LSA, you can arrange to keep in regular contact with this member of staff via e-mail. Prior to annual review meetings, parents/carers of students with Statements of EHC Plans will be asked to submit written feedback, so that their voice is heard as part of this process.

We also adopt pupil-centred approaches to engage students in discussing their needs and provision. Our LSAs meet with students each term to gather their views in relation to their holistic progress. Moreover, students will be invited to complete 'One-Page-Profiles', which will then be read by their teachers; these documents provide an opportunity for students to explain their strengths, areas for development, how best to support them and what is important to them. Prior to annual review meetings, students with Statements or EHC Plans will be asked to submit a contribution, the format of which will be discussed with the SEND Coordinator in advance.

13. How do you involve other agencies in meeting the needs of students with SEND and in supporting families?

We are proud at St. Antony's Catholic College to work collaboratively with outside agencies. We consult with them regularly regarding how best to meet pupil needs and support families. These agencies include: CAMHS, school nurses, diabetic nurses, speech and language therapists, occupational therapists, Educational Psychologists, Specialist Assessors of Learning Difficulties, members of the Trafford Sensory Impairment Support Service (TSISS), members of Trafford SENAS and MARAT.

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14. Who can I contact for further information?

For pastoral information/concerns, please contact:

- Your child's Form Tutor.
- Your child's Progress Leader.

For SEND information/concerns, please contact:

- Ms Laura Weinberg: SEND Coordinator.
- Your child's named LSA.

For curriculum information/concerns, please contact:

- The relevant subject teacher.
- The Head of Department.

For other information/concerns, please contact:

- Mr Kevin Speake: Assistant Headteacher with responsibility for personal development, behaviour and welfare.
- Mrs Abi Harris: Assistant Headteacher with responsibility for teaching and learning.
- Mr Paul Giblin: Deputy Headteacher with responsibility for assessment and curriculum.
- Mrs Karen Rothwell: Headteacher's Personal Assistant.
- Mrs Fiona Wright: Headteacher.

Please contact us via use of your child's planner, letter, telephone (0161 911 8001) or e-mail (e.g. l.weinberg@st-antony.com).

15. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

At St. Antony's Catholic College, we have a primary school liaison programme where our teachers visit children and meet with the primary SEND Coordinator and Year 6 teachers. These children are also invited to experience life at St. Antony's whilst they are in Year 6 through our two taster days. Primary Schools often provide us with SEND information, however, we ask that you do not assume this has happened and speak with us directly. We welcome any existing documentation you may have.

If your child is already at secondary school and is transferring to St. Antony's Catholic College, we will arrange a tour of the school and meetings with the Progress Leader and SEND Coordinator in preparation for transition. If your child is transferring from St. Antony's to a new secondary school, then all the relevant information regarding learning support is provided and we liaise with the new school to ensure a smooth transition where your child's needs can continue to be met.

In Key Stage Four, we thoroughly prepare our students to move on to their next stage of education and life. We work closely with Connexions, and our LSAs and Form Tutors support pupils with applications and interviews for further education. At St Antony's, pupils with SEND take part in 1:1 sessions, group work and mentoring (where appropriate) to receive additional support in building confidence and social skills in preparation for further education and working life.

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16. What other support is available?

Find out more about the local offer of support which is available for children / young people with SEND on the Trafford Service Directory www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service:

- Telephone: 0161 912 1053 Monday to Friday, 8.30am until 5pm;
- Email: fis@trafford.gov.uk;
- Twitter: @traffordfis;
- Facebook: www.facebook.com/traffordfis.