



Special Educational Needs and Disability Information Report

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 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.

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

St Antony's Roman Catholic School aims to provide an inclusive learning environment. We currently support pupils with:

- Moderate and Specific Learning Difficulties
- Autistic Spectrum Disorder and associated learning difficulties
- Emotional, Social and Mental Health concerns (Formally BESD)
- Speech Language and Communication Needs
- Visual or Hearing Impairments
- Physical Disabilities and specific Medical Conditions
- English as an Additional Language

We strive to improve and adapt our provisions to ensure that pupil's needs are met.

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?

We review data following data drops to look for any concerns that may be evident. We also do annual reading and comprehension testing for all pupils in the school to help us to identify any difficulties.

We work closely with our teaching and support staff to identify areas of need. Staff have received training in the identification of Special Educational Needs and Disabilities, and we have a process in school for them to report these to the Special Educational Needs Coordinator (SENDCO). If you have any concerns you can contact the SENCO, one of our Learning Support Assistant's (LSA's) or your child's form tutor.

Following concerns raised by parents or staff we will gather information from parents, the pupil, teaching staff and any external services or professions that may be currently, or previously, involved with them. We then may utilise some of our internal and/or external methods of assessment, such as:

- Reading and comprehension testing
- Dyslexia screening
- Educational Psychologist Assessment

If we identify your child as having SEND, they will be added to the school's SEND Register and a Pupil Passport will be created for them containing information around their needs and strategies to enable teachers to support them.

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

For all pupils a full school report will be sent home annually, plus two interim reports. Your child will have a parent's evening each year when you can discuss their progress with subject teachers. If your child has an EHCP, we will invite you in yearly for a meeting to discuss their plan and their progress towards targets within this.

If your child is on our SEND Register, they'll have an assigned keyworker who can keep you updated with how your child is doing in school.

We have introduced a termly SEND Coffee Morning which offers you an opportunity to discuss specific areas of SEND and ask questions within an informal environment.

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

Staff have been trained to use scaffolding techniques to enable pupils who may struggle to access the curriculum, the ability to do so, alongside their peers. Curriculum leaders have created Knowledge Organisers for each topic in their subject, so that pupils can have easy access to core essential knowledge. Our new curriculum has been mapped out to provide opportunities to revisit previous essential knowledge to support in embedding this in to their long-term memory. Homework is also linked to the retrieval of prior learning.

Pupils on our SEND Register have a Pupil Passport which contains information around their areas of need, and strategies to support them in class. Pupil Passports are accessible to all staff.

We have a large focus on in class support and a high proportion of our classes have a Learning Support Assistant in in them to offer shared support amongst our pupils with SEND.

Pupils with identified low reading and comprehension skills, may be enrolled on to our Fresh Start Phonics program which is highly successful in enabling pupils to make accelerated progress in these areas.

5. How will school staff support my child?

Every teacher at St. Antony's is a teacher of pupils with special educational needs and/or disabilities; and they are directly accountable for the progress of all pupils in their classes. They will adapt and scaffold their curriculums to enable pupils with SEND to access them effectively as part of their 'Quality-First' teaching. Our SENCO will support and advise teachers as part of the management of SEND provision, and facilitate regular training. Teachers will have access to Pupil Passports so that they are equipped with a range of strategies to support your child.

We have a team of dedicated Learning Support Assistant's, who have a range of experience and expertise. The team of LSAs are managed and supported by the SENCO, who is in turn managed and guided by our Deputy Headteacher. We also have a school governor who specifically oversees our SEND provision.

Pupils on our SEND Register will be allocated a Key Worker who will be the point of contact for both pupils and families.

Where required, we will have pupils assessed for Access Arrangements for their exams at the beginning of Year 10 so that any required adaptations in exams, are in place for the mock exam windows.

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

Pupils with an Education Health Care Plan will have bespoke support which is set out by the Local Authority and reviewed annually. This support varies dependant on the pupils needs.

Pupils on our SEND Register as 'SEN Support' will receive a graduated approach to their support. This will be reviewed termly dependant on their needs and progress. Their Pupil Passport will be updated throughout the year where necessary, to ensure that it reflects up to date information and supports the pupils needs.

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

At St. Antony's Catholic School, inclusion is of the utmost importance. We offer a wide and diverse range of extra-curricular activities and all pupils are encouraged to become involved.

We have a new SEND area called 'The Hive' which is a calming space that can be accessed during lunchtime, and is supervised by one of our Learning Support Assistant's.

All pupils 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. The safety and well-being of all pupils who take part in extra-curricular activities and school trips is considered, and a risk assessment put in to place if required.

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

The wellbeing of our pupils is a priority and any concerns should be reported to your child's form tutor or Key Worker, if they have one assigned. Pupils have Personal Development lessons built in to their curriculum to support them with their personal wellbeing and safety.

We are a very busy school environment therefore during lunchtime we have 'The Hive' open for pupils who would like a calm and quiet space.

We have an Education Welfare Officer (EWO) who monitors the attendance and punctuality of pupils, offering support to families when needed.

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 pupils 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.

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

We work closely with a range of services available to support our pupils. Some of these are:

- Educational Psychologist
- Assessor of Learning Difficulties
- Trafford Special Educational Needs Advisory Service (SENAS)
- Special Educational Needs and Disability Information, Advice and Support Service (SENDIAS)
- Trafford Thrive Service
- School Nursing Team

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

Staff have a 'SEND Snippet' in our staff meeting briefly. This could be around a particular pupil or a particular area of need. Our INSET program will include some training around SEND.

As part of our new staff induction program, there will be a session on how to support our pupils in school to ensure that they are aware of all our procedures, policies and where important information is located.

Our Learning Support team have a range of qualifications/training, such as:

- Level 2 in Safeguarding
- Level 2 in Prevent
- Level 2 Teaching Assistant
- Online Safety Training
- Mental Health Awareness Training
- Autism Awareness Training

11. How accessible is the school environment?

At St. Antony's, 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 put in place. 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 also have disabled parking available.

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

We are keen to ensure that parental partnerships are strong. We do this by:

- The home/school agreement signed by all parents/carers and pupils
- Parents can attend annual parent's evenings
- Parents are invited to a termly Coffee Morning/Afternoon
- Parents/Carers are invited to our Parent Forums
- Parent governors are elected to work on the governing body when vacancies arise
- Our SEND link governor is involved in visits and meetings with the SENDCo and reports are presented to the governors termly

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

We are proud to work closely with a range of external agencies. We seek advice and support from them to meet the needs of our pupils. The wide range of services that we refer to are:

- The Early Help Team
- Healthy Young Minds
- The School Nurse
- Education Welfare Officer
- Trafford Special Educational Needs Advisory Service (SENAS)
- Educational Psychologist
- Trafford Thrive Service

14. Who can I contact for further information?

Trafford SEND Advisory Team— 0161 911 8683

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?

The SENDCo or member of the Learning Support team will meet with the primary school staff to gather information about the pupils. Our enhanced transition program includes:

- Year 6 induction evening for Parents
- Year 6 SEND induction day—for pupils with an EHCP
- Year 6 Friendship day – if they are coming from a school alone, or with only one peer
- Peer mentoring scheme where appropriate
- Year 7 classes are constructed taking pupils SEND in to consideration
- Pupil Passports are constructed containing areas of the pupils needs, and strategies to support them

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, as files are often not transferred to us by the previous school until pupils are on our roll in September.

If your child is already at secondary school and is transferring to St. Antony's, a member of the SEND or pastoral team will arrange a tour of the school with you. There will be a meeting with the Head of Year and SENDCO in preparation for transition. If your child is transferring from St. Antony's to a new setting, we will liaise with them and pass on all relevant information to ensure a smooth transition.

At the end of Key Stage 4 there is a comprehensive package of transition that links with colleges and training providers through the Connexions Service. The SENDCo will coordinate the annual review meeting for any pupils with an EHCP to target the pupils' next stages of life, and will invite the Key Stage 5 setting wherever possible.

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