SEND Information Report: 2026-27

These pages set out information about our provision for children and young people with special educational needs and disabilities (SEND).

About our school

St. Antony's Catholic Primary School is a mainstream school and part of the Our Lady Of Grace MAT, with Ofsted status in 2025 good overall quality and leadership rating, who's inclusive ethos ensures that pupils with special educational needs are quickly identified and addressed. Leaders work with families and external agencies to plan and get extra support where this is needed. Staff adapt and adjust activities effectively so that pupils with SEND are able to learn well alongside their peers.

- **Communication and interaction needs;** including children who have speech language and communication difficulties and/or autistic spectrum conditions
- **Cognition and Learning needs**; including children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia
- **Social, Emotional and Mental Health needs**
- **Sensory and/or Physical needs**; this includes children who have visual or hearing needs, or a physical disability that affects their learning

About our SENCo

Our Special Educational Needs Co-ordinator (SENCo) is Miss J. Baptiste. She is a qualified teacher and fully accredited SENCo, and has the National Award for SEND Coordination. She works closely with senior leaders to oversee the provision and monitoring of children's learning and progress throughout the school, as well as supporting the families of those children with special educational needs.

Our SENCo also works closely with the MAT's Inclusion Lead (Sarah Fowler HMI) and Team as well as the Local Authority Inclusion Team and attends termly Inclusion briefing meetings to keep up to date with and share any new initiatives.

Our SENCo can be contacted by calling the school office:
Phone: 0208 552 3670
E-mail: info@st-antonys.olog.org.uk

Our Governor with responsibility for SEND is Mrs Sharlene Plant

Our SEND Policy, Equality Information, and Accessibility Plan can be found on the school's website.

How do we identify and give extra help to children and young people with SEND?

The school uses Oxfordshire County Council's 'Guidance for Special Educational Needs (SEN) Support' to assess potential barriers to learning and plan for reasonable adjustments, before amending and delivering appropriate provision and reviewing progress.

The guidance sets out in detail:

- **How we identify if a child or young person has a special educational need**
- **How we assess children and plan for their special educational needs, and how we adapt our teaching**
- **Ways in which we can adapt our school environment to meet each child's needs**
- **How we review progress and agree outcomes and involve you and your child in this**

This guidance can be located on the SEND page on our website.

How do we work with parents, children/young people?

The partnership between school and home is always important to us at St. Antony's. We will always contact parents if we have a concern that a child or young person may have a special educational need and no child goes on to the school's Special Educational Needs Register without the consent of the child's parent or guardian.

We work closely with children with SEND and their parents to agree outcomes and plan how we will all work towards these, and then to review progress.

This communication happens in a variety of ways:

- Each child on the SEND Register has an Individual Support Plan which puts them at the heart of the assess, plan, do and review process
- Individual Support Plans are reviewed 3 times a year - during parent's evenings and at the end of the summer term
- Parents are always welcome to speak to class teachers and should contact them directly, through the school class dojo.
- Appointments can be made to see the SENCo by leaving a message at the main reception office.

There are also opportunities for parents and children to contribute to our Equality Policy. We do this through survey feedback, parent, teacher, friends association, school council, and parent governors.

Adapting the curriculum

We offer a broad and balanced curriculum for all children and young people including those with SEND. There is further information on our school website about the stimulating and engaging curriculum that we offer.

Teachers are responsible for the progress of all learners within their classroom and lessons are always carefully adjusted and adapted to ensure success and progress for all our SEND and pupils with a range of learning needs inclusive of our highest attainders'.

We are committed to encouraging all children to become independent learners and to have a growth mind-set with an **'I can'** attitude to learning. A variety of resources are used in each lesson and throughout each classroom provision to scaffold learning and encourage independence relevant to individual pupils' and groups' needs.

There are opportunities for all children in the school to take up learning challenges and we work with other primary and secondary schools to experience first-hand activities such organisations as: maths hubs, Reading workshops, RWI phonics workshops, music and dance as well as Cheerleading and STEM Projects with our Secondary School Partners. All children are encouraged to join extra-curricular clubs after school.

We also use many intervention programmes which offer support, in addition to quality first teaching, to boost and support children's learning. These interventions are delivered by a trained TA or teacher, and are monitored by the SENCo and year group leaders. Interventions may target a specific subject area such as comprehension, reading or number skills but there are also social interventions to support and develop children's communication and social skills.

Interventions include:

Read Write Inc: A phonics-based reading intervention with a focus on developing accurate decoding and fluency in reading.
Read Write Inc. Fresh Start: A systematic synthetic phonics intervention for struggling readers aged 9 to 11, developing their reading accuracy, fluency and stamina.
Toe by Toe: A highly structured reading intervention for those with dyslexic tendencies who struggle to decode.
Colourful Semantics: Supports children to develop understanding of grammar through the meaning of words.
SALT: Assesses, treats, and supports children who have difficulties with speech, language and communication.
Mental Health Practitioner: Supports children with their emotional and psychological wellbeing

Drama Therapy: Our qualified Drama Therapist supports children in understanding and better contending with their world and helping them deal with emotional distress and trauma through role play, movement and drama.

These interventions are designed to support children with developing strong coping skills as well as learning child friendly, accessible strategies aimed at closing the attainment gap for pupils. Interventions are closely monitored, assessed and reviewed for effectiveness, relevance and outcomes by analysing the data (qualitative or quantitative) that they generate to ensure that the support being given to our children is as effective and purposeful as possible. Most interventions run for a period of 6 or 12 weeks and we expect to see positive impact during this time frame.

What expertise can we offer?

Pastoral and Professional Team

SENCo: Miss Jenella Baptiste

SEND Support Teacher: Mr Caleb Ho

SALT (Speech and Language Therapist): Mr Marcus Truin-Hadrill

LA Mental Health Practitioner: Miss Soroya Roach-Mclean

School Learning Mentor: Miss Juliana Johnrose

School Drama Therapist: Mr Christopher Sackey

Inclusion Team

Inclusion Team Lead: Miss Jenella Baptiste (SENDCo/DSL/SLT) **Inclusion Staff Lead**: Caleb Ho

Inclusion Support/ Intervention Staff :
Sonia Carver, Maila Romero, Effe Mascarenhas, Julina Johnrose, Kristina Setkauski, Samantha Elmes, Satinder Panesar, Minal Radia and Clinton Hodges

Staff training is directly linked to meeting the needs of the children to ensure provision and support provided are appropriate and effective. The training needs of staff are viewed as part of the CPD process school wide and training includes attending external courses (virtually or in person) as well as attending in-house training run by the SENCo, Our Lady of grace MAT, SALT, Mental Health Practitioner, NHS Team or other specialists and partners across the borough and wider community.

We also have access to a range of **specialist support services** including:

- Special Educational Needs Support Services (SENSS)
- Child and Adolescent Mental Health Services (CAMHS)
- Early Intervention Children's Social Care

Information about these services and what they offer can be found on the London Borough of Newham – Newham Families pages: https://families.newham.gov.uk/kb5/newham/directory/localoffer.page?localofferchannel=0

We always discuss the involvement of specialist SEND services with parents first. With the family's permission, we also work with other services and organisations that are involved with a family.

How do we know if SEND provision is effective?

The progress of all children/young people is tracked throughout the school through our assessment programme which is monitored closely by the SENCo, and DHT, who reports to the Head Teacher and the governing body. This is also analysed during half-termly pupil progress meetings with Class Teachers and the Head Teacher. The SENCo also liaises with Class Teachers so that interventions are put in place to support specific challenges identified and consolidate knowledge and understanding. This provision is tracked and monitored by the SENCo, SLT and Phase Leads.

Information about how the governing body evaluates the success of the education that is provided for pupils with SEND is contained in the Governors' Annual SEND report, as well as the SENCO and link SEN Governor reports generated from half-termly Link-Governor meetings.

How are children and young people with SEND helped to access activities outside of the classroom?

All children and young people at St Antony's are included in all school activities within or outside the classroom inclusive of: trips , residential, programmes, performances and events. Risk Assessments are applied where needed and in accordance with duties under the Equalities Act 2010. We consult with parents and young people when planning trips so that everyone is clear about what the requirements to support the specific needs of all involved.

There is information about activities and events for disabled children and those with SEN in Newham in the Family Information Directory: https://families.newham.gov.uk/kb5/newham/directory/advice.page?id=jWQWo5inKt4

Newham's accessibility strategy can be read at:
https://www.newham.gov.uk/downloads/file/6878/newham-send-strategy

What do we do to support the wellbeing of children/young people with SEND?

All children have the opportunity to share their views through their school council representatives as well as Pupil Voice which is a standard part of any process at St Antony's. We listen to the views of children with SEND during their participation in provision groups and give all opportunities to voice opinions on programmes. Children are also encouraged to talk to their class teacher if they have a problem. Children on the SEND register will have the opportunity to contribute to their learning plans 3 times yearly when these are being reviewed by class teachers, in partnership with parents or carers.

Bullying in any form is not tolerated, and we help to prevent bullying through our School's Values and Mission focus.

Teaching children to be safe on the internet is a priority and staff have attended E-safety training by ChildNet. This has also been delivered to parents.

Joining the school and moving on

We encourage all new children to visit the school before starting, so that they can familiarise themselves with the environment, and so that the school can plan support effectively. We endeavour to ensure every child makes a smooth transition between school settings through sharing information, meetings and visits.

We begin to prepare young people for transition into the next stage of their education or training by close liaison and partnerships with feeder schools, extra transition visits for the most vulnerable pupils and via consistent communication with the SENCo of the receiving school.

Who to contact?

If you are concerned about your child, we would always encourage parents to first speak directly to the Class Teachers before contacting the SENDCO or Head Teacher.

If you'd like to provide feedback, including compliments and suggestions about SEND provision, communicate with the SENDCO in the first instance, then the Head Teacher. We aim to respond to any feedback as soon as possible.

If you'd like impartial advice from Newham's SENDIASS Service contact:
https://families.newham.gov.uk/kb5/newham/directory/localoffer.page?localofferchannel=0

If you'd like to know more about opportunities for children and young people with SEN and their families, support groups or information about SEN these are listed in the Family Information Directory: e
https://families.newham.gov.uk/kb5/newham/directory/localoffer.page?localofferchannel=0

Newham's Local Offer contains lots of information for parents. Click here to see it:
https://families.newham.gov.uk/kb5/newham/directory/localoffer.page?localofferchannel=0