



SEN INFORMATION REPORT - September 2025

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Our Mission Statement

St. Antony's School is part of the Roman Catholic community of the Holy Family, where Jesus Christ is our inspiration as we raise standards and aspirations for all of our children.

INCLUSION STATEMENT

In this school, we are educating our children to:

- know who they are - a special and unique gift from God
- know why they are here - we all have a purpose and responsibility to look after God's world
- work hard and aim high for their future- find and use their God given talents to be what God intended them to be.

We are a Catholic community where everyone is equal. The most loving and merciful Jesus Christ is our role model, and He welcomed everyone. All children are welcome in our school, and they and their families become part of our St. Antony's family. We will love and nurture them, and do our best to help them, on their faith and learning journeys, to become what God wants them to be.

St Antony's is a mainstream Roman Catholic Primary School. At our school parents/carer's are viewed as partners in their child's education and are kept informed about this at all times. St Antony's places the child at the centre of their approach, meeting their needs collaboratively and spiritually. St Antony's aim to be as inclusive as possible with pupils with a Special Educational Need/s and or disabilities being met through adapted lesson. Targeted interventions, specific programmes, 1-1 support or small group support. School operates an open door policy where parents are encouraged to request the opportunity for formal discussions or an organisational meeting at an convenient time. Meetings can include the SENDCo (Ms A Wildy) who will ensure parents are fully aware and understand what we are doing in school to pinpoint what is causing their child's difficulty, and what strategies can be put into place to make sure they continue to make progress with their education.

Who are we?

St Antony's Roman Catholic Primary School serves the Catholic population of the northern half of Blackburn. The Catholic Faith is at the heart of all that the Governors and staff provide at Antony's. There is an expectation that the school will seek to develop the whole child-academically, socially, physically and spiritually. St Antony's also strives to nurture children within a secure and loving environment built on Gospel values of forgiveness and reconciliation. Furthermore, the Governors expressly require the children to have the opportunity to develop their relationships with God, through learning about the Catholic Faith and worshipping in the Catholic tradition.

2.How do we know what progress your child is making and how will we keep you informed?

The monitoring of your child's progress is an essential part of teaching and leadership at our school. Progress is monitored using termly assessment. If a child has a PIVATs profile, their progress will be assessed half-termly. Any concerns will be picked up through monitoring or through the systems in place above.

If your child is involved in any intervention, the impact is monitored at the end of the intervention. Assessments are carried out before and after the intervention (where a numerical starting point can be established). The impact is then measured and the next steps for your child will be planned accordingly. Interventions and the target your child is aiming for will be included will be evaluated regularly, and shared with parents.

All progress is monitored by the SLT, Head teacher and Governors and any issues are highlighted. We have an open door policy which will provide you with the opportunity for face-to-face or telephone conversations. Two parent's evenings, and an end-of-year report (with an opportunity for discussion if necessary) will inform you of your child's progress. Reviews are also held annually for pupils with an Education, Health and Care Plans /IPRAs. If your child is on the SEND register, you will be able to provide a written view of their needs etc at the two parents' evenings and again in the Summer term of each year.

We also know that you know your children best and would encourage you to share with school any strategies you have found useful in supporting your child at home. This can then be implemented in school where appropriate.

Additionally, we know that children themselves have a good understanding of what helps them learn and what their potential barriers are. If your child is on the SEND register, they will be able to provide a view of their needs etc before the two parents' evenings and again in the Summer term of each year.

3.How will our school support your child and how will the teaching be adapted to meet their needs?

Children make progress at different rates and have different ways in which they learn best. When planning lessons based around the NC14, your child's teacher will take account of this, by looking carefully at how they organise their lessons, classroom, resources and additional aids/equipment. The teacher will then employ suitable ways to help your child learn from a range of activities (often described as adapting the curriculum and making reasonable adjustments). Consideration will be made about how the learning environment may affect children with SEND and changes will be made where appropriate. For example, some children find bright colours and hanging displays distracting and these would be removed should we find this to be the case for a particular child in our school. Your child's class teacher will inform you of any initial concerns or difficulties your child maybe experiencing (this may be an informal discussion).

If your child is having particular difficulties in one area, they may work with the class teacher or the support assistant in class more frequently or be involved in an intervention to meet their particular needs.

4.How are decisions made about the type and how much support my child will receive?

Through our monitoring processes (for more information please refer to our S.E.N.D policy), children who require support are identified. The support received will depend upon the need of your child. This support may be at a class level, with teacher identifying specific targets for a child to work upon providing opportunities for the child to meet this target (by working with a Teaching Assistant or the Class Teacher one-to-one or as part of a small group until the target has been achieved). The support may be involvement in an intervention that is timetabled and delivered by a trained member of staff, for a specific number of weeks. The SENDCO, Advisory Teacher, Educational Psychologist or a Health Professional for school to put into place may suggest support. For some children,

additional provision that requires funding from the Local Authority will be necessary. This type of support is provided through an Education, Health and Care Plan (please refer to [S.E.N.D Policy](#) for more information).

5. How will our school help you to support your child's learning?

Your child will have an Individual Education Plan and a Learning Passport detailing your child's needs, evaluated strategies, targets and both you and your child's view on their education. Both views are important and may be used either to inform the strategies we use or the targets we set for your child. You will be informed of the targets your child is working on through copies of their Assess-Plan-Do-Review document. The strategies detailed in the document will often be suitable for use at home and can be used in any work you complete with your child.

Homework will be adapted for your child. Home Reading books also match your child's ability and are to be enjoyed, allowing your child to experience success when reading; and your child's class teacher may also send home specific learning to be reinforced for child. For example, practising number formation. School also have some places on a computer based programme called IDL which is a systematic personalised learning programme to support reading, maths and Social, Emotional Mental Health. This can be accessed both at home and school.

6. What specialist services and expertise are available or accessible through our school?

We are fortunate at St. Antony's to have access to a wide range of services. These include:

Child Psychology- Clinical psychologists aim to reduce psychological distress and enhance and promote psychological well-being. They work with people with mental or physical health problems - which might include anxiety and depression, serious and enduring mental illness, adjustment to physical illness, neurological disorders, addictive behaviours, childhood behaviour disorders, personal and family relationships.

School is unable to make a direct referral to Clinical Psychology services (through East Lancashire Child and Adolescence Services). A referral will be made by the Educational Psychologist (after they have been involved with your child and with your consent) or your G.P. (after discussions with school).

Educational Psychologist

The Educational Psychologist will consider: how your child plays and learns; how they grow and develop skills; how they behave and relate to one another; and how they learn about and manage their feelings.

Our current Educational Psychologist is Michael Humphreys

SENDS Support Service. This service involves advisory teachers and specialists who observe and assess a child in the child's school setting. They consider the work of other agencies who have been involved with your child (including other teams within SENDs) and provide strategies for school to use.

The specialist teams within SENDs include

- Speech, language and communication
- Social and Emotional difficulties
- Physical Difficulties (including motor skills)
- Visual Impairments
- Hearing Impairments
- Cognition and Learning (used when barriers to learning are not obvious)
- Autistic Spectrum and Social Communication Difficulties
- SEMH Social, Emotional and Mental Health
- DLD team (Developmental Language Disorder)

Paediatrician If you believe your child's needs to be of a physical, cognitive or social, communication difficulty, then your G.P could make a referral to a paediatrician, who will liaise with both yourself and school to gain a rounded picture of your child. It is possible that the SENDCo can refer to the paediatrician and attend these appointments with you if you feel this is necessary or makes you feel more relaxed.

Speech and Language- Although the SENDs Support Service can provide strategies to support children with Speech and Language difficulties in the classroom, sometimes it is necessary to refer to the N.H.S Speech and Language therapy service. Speech therapy involves support with how your child speaks, whereas language therapy involves support with how your child understands language. The therapy can be at a clinic and the therapist will also send resources home and to school to reinforce learning.

Physiotherapy- We cannot refer to this service but we work closely with the teams involved, following any G.P referral. They visit school regularly and train appropriate members of staff in delivering any exercises both safely and confidently.

Occupational Health- We can refer to this team through an NHS referral route.

Family Support Worker- School has employed a Family Support Worker for five days a week to give emotional and practical help and advice to families that are having long or short-term difficulties.

7.How are the staff in school supported to work with children with special educational needs and what training do they have?

Our teachers receive regular updates about strategies to use for different types of special educational needs. They also develop their knowledge and understanding of different needs through staff meetings/INSET workshops delivered by the SENCo or advisory teachers and through accessing the PINS project. The content of these sessions is driven by findings from assessments and monitoring. In addition to this, teaching can also be adapted and teachers supported following advice from advisory teachers, if a referral is made to the SENDs or other professionals (Educational Psychologist, Speech and Language therapists, Physiotherapists, Clinical Psychologists).

If your child is having particular difficulties in one area, they may work with the class teacher or the Teaching Assistant in class more frequently or be involved in an intervention to meet their particular needs. The Teaching Assistant delivering any intervention will be trained to deliver that particular program and evaluations and assessments are regularly monitored.

All staff undertake training in relation to safeguarding and part of the induction schedule for new teachers includes a session about S.E.N.D systems in our school. **How does our school know if your child needs extra help?** Please see our [S.E.N.D policy](#) for more information.

8.How will our school ensure that your child is included in activities outside the classroom, including physical activities and school trips?

Activities outside of the classroom and school trips are available to all children in our school.

A risk assessment is always carried out for the whole-class, for any trip, and with your input (and the child's where appropriate), procedures or adjustments will be put in place to ensure that your child can participate.

All staff have an overview of each child; and a brief description of their needs and strategies to use outside of the classroom. For example, at break times and lunchtimes. We also have a range of clubs that take place at lunchtimes and after school, which your child is welcome to join. Please see our website for more details.

9.How will our school support your child's overall wellbeing?

We are a Catholic school and as such, see everyone as created equally in the image of God. The spiritual, moral, social and cultural development of our children is paramount and permeates all that we do. This includes that all children, including those with SEND, feel valued, included and equal.

We have a clear anti-bullying policy and every year in the Autumn Term we have an anti-bullying day. This ensures that all children are aware of what bullying behaviour is, how to report any concerns and the elements of the policy which relate to them. Pupil voice is very important to us - Children are regularly interviewed by staff such as school leaders and subject co-ordinators so that their views on teaching, learning and school life can help to shape policies and procedures; SEND children are always included in this questioning.

The wellbeing of your child is at the heart of our school. Our open- door policy, careful monitoring and pro-active approach to identifying children's needs enables St. Antony's to provide a happy, safe and caring environment for your child. In school we employ a Family support worker (Mrs Linley and Ms Ali) to help support both you and your child - please contact them via the school office if you have any concerns or queries regarding your child's emotional wellbeing.

If your child has a medical need, then a care plan will be prepared in consultation with you and the appropriate medical practitioners. All of our staff are trained in first aid and have where required have successfully completed the 'Level 2 Award in Paediatric Emergency First Aid'.

All staff have also completed 'Working Together to Safe-guard Children' and "Keep Children Safe in Education" training from Multi-Agency Learning and Development delivered by BWD authority Co-ordinator for Child protection.

10. How accessible is our school both indoors and outdoors for children with special educational needs?

St. Antony's is on two levels and your child will be included in activities around the school with ease. At EYFS, KS1 and KS2 entrances School have ramps for wheelchair access and have sloped edges. We have facilities available for children with physical needs such as a disabled parking bays, disabled toilet, changing bed and a lift to the second floor.

11. How will you prepare and support my child/young person during transition?
(Regulation 12)

During the Summer term prior to your child starting school, the Reception class teacher will arrange a home visit/pre-school setting visit and an induction day will be at school and will provide an opportunity for a discussion with your child's class teacher. Appointments can be made if you feel further discussion would be helpful. The class teacher and/or the SENDCo will attend any further meetings that Nursery consider necessary to aid your child's transition. In addition, if your child already has an identified SEND, medical care plan or Education Health and Care Plan, we will meet with any professionals involved in order to put any necessary provision into place for your child when they start school with us.

When moving to a new class or a new phase, all children are involved in a Moving Up period, where children spend a day with their next class teacher. Previous class teachers also share transition information with new teacher. Information on SEND children is passed on together with any medical needs and/or care plans.

When moving up to high school, your child will have the opportunity to visit their new school for up to three days and experience travelling to school (where appropriate). Prior to this, a transition meeting will be held with your child's new school, involving yourself,

all relevant agencies and the SENDCo from the receiving school. Additional support, according to your child's needs will be discussed and organised and transition will be discussed through Local Authority transition meetings. For example, additional days or sessions maybe put into place or any support your child maybe receiving (if a human resource) will visit school and begin to build a relationship with your child. Any appropriate records will be forwarded to the new school and discussed again with the class teacher and Head of Year 7 at their information gathering meeting (held for all children).

If your child has an Education, Health and Care plan a 'Transfer Review' meeting will be held early in the Summer term for all children moving phases.

If a child transfers to St. Antony's from another school, St. Antony's will request the child's personal file which will detail any assessment data, specific needs etc. If the child already has SEND, the SENDCo will liaise with the SENDCo at the school the child is moving from, to ensure effective strategies are shared and that any assessments and reports are shared also. If a child comes to St. Antony's without any information regarding SEND, we will monitor them closely and may use any of the assessment strategies detailed above to identify areas in which they may need further support.

12. Who can you contact for further information? (Regulations 9 and 13)

If you would like to discuss Admissions, please contact our Office Manager Mrs Naomi Saunders on (01254) 54686

If you would like to discuss S.E.N.D or provision for your child, please contact our SENDCo Ms Alexandra Wildy or our Head Teacher Mrs Heather McGowan (01254) 54686.

If you want to discuss any issues or concerns about your child, please contact your child's Class Teacher or the SENDCo.

. Blackburn with Darwen's Local Offer sets out a range of support and services available to you and your child. This can be accessed at www.bwd-localoffer.org.uk

The formal complaints procedure can be accessed on our website.