

Autumn 2025

St Anthony's School



Learning Together

“This is a very special school where my ‘special’ child has started to develop a love for learning.”

Questions	School Response
1 How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have additional needs?	<ul style="list-style-type: none">• All pupils attending the school have an Education Health and Care Plan (EHCP), which identifies the school as the most appropriate provision for the pupil. This also identifies the pupil's primary and where appropriate additional needs. The annual review of the Education Health Care Plan ensures that they reflect the pupil's current needs. The primary needs of pupils attending St Anthony's School are moderate to complex learning difficulties. This incorporates a range of needs, such as Speech, Language and Communication Needs, Autism and Specific Learning Difficulties.• The progress of all pupils is monitored termly by class/subject teachers and the senior leadership team so that if a pupil is not making expected progress in a particular area of learning, the school can identify the need for additional support. Intervention plans are drawn up to ensure that staff and parents are aware of the area of need to be focussed on. This is monitored regularly to ensure it makes a difference. Plans will then be discussed with parents/carers at individual pupil progress meetings and, if appropriate, with the pupil concerned.
2 How will the school staff support my child /young person?	<ul style="list-style-type: none">• Every child starting at our school will have an Education, Health and Care Plan. This document outlines the particular needs of your child and recommends the resources, teaching programmes and multi-agency involvement related to meeting those needs.• Every child has a class teacher or tutor who oversees the implementation of the plan or statement. The class teacher, in consultation with parents at the Annual Review

meeting will set targets for your child and these will be outlined in their Individual Targets (Primary) or individual subject targets (Secondary), which is shared with you as the parent/carer and with all the staff who are working with your child, as well as with your child, where appropriate.

- Individual Targets/ Subject Targets are evaluated regularly(Termly) to assess the effectiveness and impact of the planned provision.

3 How will the curriculum be matched to my child's/young person's needs?

- Your child will follow the National Curriculum which is adapted to their needs and their learning. It will be differentiated to enable them to make progress.
- Throughout the school pupils are grouped according to their needs, abilities, and age. The level of support will depend on your child's needs, as identified in their Education Health Care Plan.
- A broad and balanced curriculum is in place to ensure high levels of interest and engagement whilst covering all areas required.
- Pupils in the secondary department will have the opportunity to access a wide range of opportunities to develop as young people. These may include independent living, life skills and community learning as well as the more 'academic' subjects, dependant on ability and individual needs. All the learning programmes in Key Stage 4 are accredited.

4 How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

- We will discuss progression routes for your child during consultation evenings and annual review meetings in school. Progress against targets and resources to meet need are reported back to the Local Authority for their consideration.
- We offer an open door policy and if at any point you wish to discuss your pupil's progress, an appointment can be made to meet with the class teacher/tutor or a member of the Senior Leadership team. Staff in school can offer advice and practical ways that you can help your child at home. Meetings can also take place with the Medical or Pastoral Managers in school to support your child's needs.

5 What support will there be for my child's/young person's overall well-being?

- We are committed to multi-agency working to ensure that the needs of the whole child are met.
- Where appropriate pupils have a care plan which identifies their care needs including personal care needs and the administration of medication when required. It also identifies emergency procedures to be followed, where appropriate.
- Professionals from other agencies including Speech and Language Therapy, Physiotherapy, Occupational Therapy, Sensory Support, Health and Child and Adolescent Mental Health Services (CAMHS) visit the school as appropriate. As well as supporting individual pupils these professionals advise staff around strategies and offer training.
- The pastoral manager in liaison with the class teacher ensures that the pastoral needs of pupils from across the school are met.

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

- Specialist services are assessed, provided and managed by Health through their local provider. These services can be specified in the EHCP or may form part of the core offer to the school. These services include: Speech & Language Therapy, Occupational Therapy, and Physiotherapy.
- In addition we liaise closely with other agencies who work collaboratively with school staff in meeting the wider range of pupils' needs: Social workers, CAMHS, Portage workers, Primary Mental Health Worker and Social Care. The school has a Transition manager, Speech and Language Therapist, Dance Movement Therapist and an attached Educational Psychologist and NHS Speech and Language Therapy provision.

7 What training are the staff supporting children and young people with SEND had or are having?

- All our staff receive training and support to meet your child's education, social and health needs.
- Teaching staff, teaching assistants and curriculum leaders have accessed targeted programmes of Continuing Professional Development to develop their skills which typically includes a range of specialist training, such as Speech and Language Therapy, the use of Picture Exchange Communication System, Treatment and

Education of Autistic and Related Children (TEACCH) and Makaton as well as individual learning styles and programmes.

- Specific staff receive Team Teach training in order to develop their positive behaviour management skills. Staff who provide personal care receive moving and handling, eating and drinking, and medical training as appropriate.

8 How will my child/young person be included in activities outside the classroom including school trips?

- Our off-site visits are designed to enhance curricular and recreational opportunities for all our pupils. They provide a wider range of experiences for our pupils than could not be provided on the school site alone, as well as promoting the independence of our children as learners.
- We run after school activities twice a week in Primary and four times a week in Secondary. These could include sports activities, Swimming, Arts and Crafts, Cookery, ICT, Dance and Drama.
- We also afford students the opportunity to take part in a wide range of residential activities appropriate to their individual SEND. All visits and activities are risk assessed to ensure they are appropriate for individual pupils.
- Parents /carers take an active part in discussions around residential visits and these are discussed both formally at parent meetings/annual review meetings.
- Our curriculum in the secondary department promotes the transition of skills into the community including strong links to the local Further Education College and specialist providers in the adult community.

9 How accessible is the school environment?

- The building is wheelchair accessible. There are a full range of toilet and changing facilities, some of which are accessible.
- There is a soft play area, sensory room and dance movement therapy room.
- There is a wide range of specialist practical rooms for computing, music, art, science, food studies, Physical Education and swimming.

10 How will the school prepare and support my child/young person to join the school, transfer

- Admissions to the school are determined by the Local Authority and it is their responsibility to ensure that the provision meets the needs of your child as identified in the ECHP. Parents are encouraged to visit the school as part of this process.

to a new setting / school / college or the next stage of education and life?

- Your child will be invited to access transition opportunities, such as visiting the class, or a phased introduction to the school.
- The school provides a specific 'transition booklet' for new pupils joining the school at the start of the year, so that the pupil and family have some idea of what to expect when they start in their new class.
- Transition planning is a vital part of the annual review process from year nine onwards. Parents and pupils have the opportunity to meet with key staff to look at post-16 options. All students have the opportunity at the end of year eleven, to benefit from a transition package college links or specialist adult providers in order that pupils can familiarise themselves with the settings.

11 How are the school's resources allocated and matched to children's/young people's special educational needs?

- The school is resourced by the Department of Education and the Local Authority to provide small class sizes and levels of staffing to meet your child's needs as identified in the EHCP.
- The use of additional money through Pupil Premium, Primary Sports funding, COVID Catch up funding is targeted at these specific groups and the impact of this on pupil achievement is reported.
- The school have a proactive "Friends of St Anthony's" who meet half termly. They organise a variety of events to raise money to support the school.

12 How is the decision made about what type and how much support my child/young person will receive?

- The pupils' EHCP identifies the pupils' current needs. This is agreed through discussion between the school and the Local Authority.

**13 How are parents involved in the school?
How can I be involved?**

- We believe that a pupil's education is a partnership between parents and teachers; therefore we are committed to developing strong communication with parents and carers and communicate regularly. This could be through telephone, emails, letters and face to face contact.
- Parents and carers are invited to all review meetings and a number of parents evenings each year.
- There is a Parents and Friends Association as well as parent representation on the Governing Body.
- Family and friends are regularly invited to join in special school days, attend performances, special assemblies and a range of social functions.
- Specific training courses are run to support parents; these could include Speech and Language, Makaton, transition and symbol use.

14 Who can I contact for further information?

- For parents/carers the first point of contact is your child's tutor/ teacher.
- If you need more general information about the school contact the school leader in the specific areas:
 - EYFS & Primary: Ruth Aspden DHT, Sally Kayworth/Linda Appleton(Senior Leaders)
 - Secondary KS3 & 4: Lynne Seabrook AHT, Sally Davies (Senior Leader)
 - Inclusive curriculum and support : Lucy Summerfield AHT
- If you are considering your child joining the school, the first person to talk to is Mary Hogg, Personal Assistant to Helen Ball, Head teacher who will arrange a meeting with either the Head teacher or Deputy Head teacher with all prospective parents to introduce them to our school. Information about the school can also be found on the school website. www.st-ants.org