

SEN information report

Complies with the Special Educational Needs Code of Practice 2014

6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014.

Visits to the school are strongly encouraged if you are thinking of applying for a place for your child. Please be aware that we have very limited wheelchair access.

1. The kinds of special educational needs for which provision is made at the school.

St Vincent's Catholic Primary School is a one form entry mainstream school which covers Nursery to Year 6. It is the aim of the school to include all children, and to enable those with special educational needs to access a broad and balanced curriculum and take part in all aspects of school life. We strive to ensure that all children are safe and healthy, enjoy their education and achieve their potential, recognising the contribution they can make.

2. Information about the school's policies for the identification and assessment of pupils with special educational needs.

Your child's class teacher may initially speak to you at the beginning or the end of a normal school day and arrange a further time to discuss any concerns they might have. The class teacher may also talk to you about any issues at a parent/teacher consultation meeting. The SENCo may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering. With your permission, external agencies and specialists may also review your child's progress and adapt their planning accordingly.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—

(a) How the school evaluates the effectiveness of its provision for such pupils;

St. Vincent's School receives funding from the Education Funding Agency and/or the local authority. These funds include money to support the learning of children with SEN and/or disabilities. The Headteacher, in consultation with the School Governing Body, decides the budget for SEN provision on the basis of the needs of the children in the school. The Head teacher and the SENCo discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs. This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.

(b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

Your child's progress will be assessed both in terms of his/her regular learning within the class and with regard to specific intervention programmes. The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child. You and your child will be kept informed and encouraged to be actively involved at all stages of this support.

(c) The school's approach to teaching pupils with special educational needs;

This really depends upon the nature of your child's needs and difficulties with learning. But our education provisions will match the needs of the four broad areas of need as defined in the SEN Code of Practice 2014;

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or physical needs

At St. Vincent's School we have a 3 tiered approach to supporting a child's learning.

Universal – this is the quality first teaching your child will receive from her/his class teacher and may include some very minor adaptations to match learning needs.

Targeted - it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four part approach of a) assessing your child's needs, b) planning the most effective and appropriate intervention, c) providing this intervention and d) reviewing the impact on your child's progress towards individual learning outcomes.

Specific targeted one to one or small group interventions may be run outside the classroom. These will be limited to a number a weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.

Specialist – it may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, sensory advisory teachers and the child development service. The school may need to prioritise referrals to these services. However, for a very small number of pupils access to these specialists may be through a Statement of SEN or an EHC Plan.

(d) How the school adapts the curriculum and learning environment for pupils with special educational needs;

At St. Vincent's School we believe that your child's learning needs will first be met through the high quality teaching delivered by her/his class teacher. We carefully plan our curriculum to match the age, ability and needs of all children. The class teacher will adapt lesson planning and teaching to match your child's special educational needs and/or disability. It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs. Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning. St. Vincent's School regularly reviews its Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible.

(e) Additional support for learning that is available to pupils with special educational needs;

The class teacher and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach these goals. The learning plan, strategies and progress will be reviewed termly. External agencies and specialists may also review your child's progress and adapt their planning accordingly.

(f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and

St. Vincent's School is an inclusive school and committed to providing equal opportunities for all children. School clubs, educational visits and residential trips are available to all children. When necessary the school will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities. You should also feel free to contact your child's class teacher and/or the SENco if you have any concerns.

(g) Support that is available for improving the emotional, mental and social development of pupils with special educational needs.

At St. Vincent's School we believe that the happiness and well-being of all our pupils is paramount. All members of staff take this aspect of school life very seriously. You can be confident that in particular your child's class teacher, the teaching assistants, Learning Mentor and the SENco are available to provide support to match your child's needs. You should also feel free to contact your child's class teacher and/or the SENco if you have any concerns.

4. The name and contact details of the SEN co-ordinator.

Danielle Duffy

02076416110

office@stvincentsprimary.org.uk

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

At St. Vincent's School we believe that your child's learning needs will first be met through the high quality teaching delivered by her/his class teacher. We regularly review the school training schedule and professional development for all teaching and support staff to ensure there is the appropriate expertise to support children with special educational needs. The school is able to access training programmes from different organisations including the Triborough Training and Outreach team based at QE2 School. Individual training can also be arranged when necessary.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

We are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against pupils with SEND.

7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

At St. Vincent's School we believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions. We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning. You will be able to share your views and discuss your child's progress at regular meetings with the class teacher and others.

If your child has an identified special educational need you will be invited to a termly meeting with the class teacher and SENCo to discuss current progress, support strategies being used and expected outcomes. If your child has a *Statement* of special educational need or an *Education, Health and Care plan* (EHCP) you and your child will be able to share your views at the Annual Review.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

The class teacher and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach these goals. The learning plan, strategies and progress will be reviewed termly.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Initially speak with your child's teacher and/or the SENCo. Hopefully they will be able to address your concerns. You can then contact the Head teacher, who may direct you to the school's Complaints Policy and procedure.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

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11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

SEND Code of Practice

Link: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Parent and Carer Forum:

Link: <https://www.wppg.org.uk/>

SEND Information, Advice and Support Service:

Link: <http://www.westminsteriass.co.uk/>

12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education.

We liaise closely with the school or nursery your child is transferring from. We are able to discuss with the relevant teachers any individual needs and how best to support your child in school. While at St. Vincent's School we take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils needs, learning progress and best support strategies. St. Vincent's School makes arrangements to ensure there is a smooth transition when your child transfers to his/her secondary school of choice. Please contact us for further details.

If your child has an EHC Plan, we will participate and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.

13. Information on where the local authority's local offer is published.

The local authority's local offer is published in the link below.

Link: <https://fisd.westminster.gov.uk/kb5/westminster/fis/localoffer.page?localofferchannel=0>

Review date: July 2019