

# **St Vincent's Catholic Primary School**

*Together Through Christ We Grow and Learn*



## **SEN Information Report**

**Date of issue: May 2021**

**Review date: May 2022**



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### **SEN information Report**

**2021-2022**

#### **Introduction**

This document is intended to give you information regarding the ways we ensure we support all of our pupils, including those with a Special Educational Need and/or Disability.

St Vincent's Catholic Primary School is a one-form entry mainstream school from Nursery to Year 6. Our aim is to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

#### **What is the Local Authority local offer?**

*The Children and Families Bill 2014* requires all schools to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'SEN Information report' and will be available on the school website.

#### **The Local Offer**

The intention of the local offer is to improve choice and transparency for families within every Local Authority (LA). It will be an important resource for parents in understanding the range of services and provision in the local area. Further information about Westminster's local Offer can be found at <https://fisd.westminster.gov.uk/kb5/westminster/fis/localoffer.page?localofferchannel=0>

#### **What is the school SEN information report?**

This utilises the LA local offer to meet the needs of SEN pupils as determined by school policy and details the provision that the school is able to provide.

#### **1. What do we do at St Vincent's Catholic Primary School to make sure that all children feel welcome, feel included and achieve their potential?**

We take steps to ensure SEND pupils are not treated less favourably than other pupils. Please find further information within the SEN Policy.

The Head Teachers and the SENCO have overall responsibility for SEND and Inclusion.

Inclusion issues are regularly discussed at Senior Leadership meetings. Provision for children with SEND is constantly under review and amended where and when necessary.

We monitor the quality of our provision, together with the progress and well-being of children with SEND. This includes teaching as well as support through our rigorous monitoring cycle and consists of teaching observations, planning and book monitoring, parent and pupil meetings and discussions with teachers and support staff.

The progress of children with SEND is carefully monitored through termly pupil progress meetings and half-termly reviews as well as observations by leaders to support staff. The SENCO holds termly provision meetings, with all who work with the children, to review and set new Individual Education targets.

We fully involve our Governors when the SEND policy is reviewed and revised.

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.** If you have any questions and/or require further assistance please contact the SENCO, Danielle Duffy, via the school office on 0203 146 0743.

## **2. What kinds of SEN do we provide for?**

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

### **Communication and Interaction:**

We provide communication friendly environments – visual timetables, now and next boards, step by step planning frames etc. The SENCO and most LSAs have received SCERTS training from the school's Educational Psychologist. In addition, many of our LSAs have attended Colour Semantics training.

### **Cognition and Learning:**

We are able to offer a range of intervention work, designed by external professionals and the SENCO, to help children achieve their maximum potential. Most teachers and support staff have received Achievement for All training.

### **Social, Emotional and Mental Health:**

We offer a range of healthy minds therapies e.g. Lego therapy and weekly wellbeing sessions. We also work with the charity Mind to support pupils and families with mental health needs. We have developed a Wellbeing Hub on site that allows pupils the time and space to relax and apply their SEMH targets. Additionally all staff have had Zones of Regulation training.

### **Sensory and/or Physical Needs:**

We work closely with children, parents and external professionals to ensure that the sensory and physical needs of pupils are met.

### **3. Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?**

**The Special Educational Needs Coordinator – SENCO - Mrs Danielle Duffy**

**Contact details:** 020 3146 0743

[office@stvincentsprimary.org.uk](mailto:office@stvincentsprimary.org.uk)

The SENCO manages the day to day provision for our children with SEND.

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
  - involved in supporting your child's learning
  - kept informed about the support your child is getting
  - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible
- Ensuring adequate records are kept detailing the support that each child is receiving.
- Writing Individual Education Plans (IEP), in order for class teachers to share and review these with parents at least once each term and planning for the next term.
- Attending Local Authority Briefings to keep up to date with any legislative changes in SEN

#### **Class/subject teacher**

All of our staff are experienced, reflective practitioners who are open to advice and are keen to develop their practice in order to ensure the best possible provision for all of our children including those with SEND.

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

#### **Headteacher – Miss Marina Coleman**

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.

- Giving responsibility to the SENCO and class teachers but are still responsible for ensuring that your child's needs are met.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

#### **SEN Governor – Ms Karen Scarborough**

The Governing Body meet regularly and challenge staff to ensure that the quality of the provision is constantly being improved. The SENCO reports to the Governing body on the progress of pupils with SEND.

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Monitoring the effectiveness of the provision in place for pupils identified with SEND

#### **4. 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 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.

On starting school we will talk with parents and carers about their children in order to plan effectively to meet their needs. As parents are the first educators of their child their knowledge is essential.

Where a child has attended a previous setting we use information from that setting to support the transition. We will also contact any specialist services that support your child.

The progress of all pupils is assessed and monitored regularly so that when a pupil is not making expected progress, the need for additional support can quickly be identified. School will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having impact. This means that we can support any Special Educational Needs arising.

Any child identified as having a special educational need and/or disability is identified on the SEND register.

We take great care to establish whether progress is affected because a pupil has attendance issues, has English as an additional language (EAL) or a hearing or visual difficulty.

We also work with specialist services who provide expertise in finding out the type and range of the pupil's needs.

#### **5. What are the different types of support available for children with SEND at St Vincent's Catholic Primary School?**

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.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school get this as a part of excellent classroom practice when needed.

### **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 of 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 an EHC Plan.

For your child this would mean:

- Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
  - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better

- Support to set better targets which will include their specific expertise
- A group run by school staff under the guidance of the outside professional e.g. a social skills group
- A group or individual work with an outside professional
- The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

## **6. How will the school let me know if they have any concerns about my child's learning in school?**

Annual reports and termly parents' evenings give all parents and carers regular feedback on their child's up to date academic levels, reading, writing and maths targets and any behavioural, emotional or social difficulties. Pupils views are obtained when appropriate.

If your child is identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have too
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

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 an Education, Health and Care Plan (EHCP) you and your child will be able to share your views at the Annual Review.

## **7. How are the staff in school helped to work with children with an SEND and what training do they have?**

At St. Vincent's School we believe that your child's learning needs will first be met through the high quality teaching delivered by his/her 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 has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and Speech and language difficulties. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class

## **8. 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.

## **9. How will we measure the progress of your child in school?**

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term in Reading, Writing and Maths.
- EYFS children are assessed against the Progress Matters developmental levels and against the Early Learning Goals
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs).
- SEN children receiving additional interventions or support will have an IEP which will be reviewed every term and the plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed yearly, at an Annual Review with all adults involved with the child's education.
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

## **10. What support 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.

- Children are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education is integral to our curriculum and is also taught explicitly
- Additional wellbeing support from trained staff is arranged as needed for individual pupils, both in and out of the classroom and a tailored personal plan may be put in place for pupils with high needs
- Children have access to wellbeing hub and referrals for therapies can be made via external agencies e.g. Mind and CAMHS
- Our behaviour policy which includes guidance on expectations, rewards and sanctions is fully understood and followed by all staff
- We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence
- Relevant staff are trained to support medical needs. We have a medical policy in place and children are supported by care plans where necessary

## **11. What support do we have for you as a parent of child with an SEND?**

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.



- Homework will be adjusted as needed to your child's individual needs.

## **12. How is St Vincent's Catholic Primary School accessible to children with SEND?**

We have an accessibility plan in place and where feasible make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to the Equality Act 2010 and the Children and Families Act 2014.

- Staff ratios and appropriately trained staff available as required.
- We ensure that equipment used is accessible to all children regardless of their needs.
- We endeavour to make all activities accessible for all and take steps to ensure children with SEND are not treated less favourably than other pupils.
- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities and educational visits are accessible for children with SEND.
- Fire evacuation procedures include children with SEND

***It is important to be aware that the school is set over six floors, with many stairs and no lift.***

## **13. 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. Individual Education Plans, strategies and progress will be reviewed termly.

## **14. How will we support your child when they are leaving this school? OR moving on to another class?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
  - We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
  - If necessary we can arrange pre-visits with the child and support staff
  - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
  - Information will be passed on to the new class teacher and in most cases, a planning meeting will take place with the new teacher. All IEP's will be shared with the new teacher.
  - If necessary your child will be helped by a transition booklet to support them in understanding moving on.

- In Year 6:
  - Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
  - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school
  - Where your child has been identified as having Special Educational Needs, details of the pupil's needs are passed on to the new school, along with details of the support that has been in place at our school. Information about any outside agencies involved with your child will be passed on, together with all SEN paperwork, including documents such as ILPs and outside agency reports.