



St Vincent de Paul Catholic Primary School



SEN INFORMATION REPORT

September 2020

Number of children on roll – 251

Number of children on the SEN register – 58

Percentage of SEN children – 23%

Summary of effectiveness of SEN provision

'Pupils who speak English as an additional language, those from ethnic minority backgrounds, disabled pupils, and those who have special educational needs achieve at least as well as other pupils and sometimes make even better progress than their classmates.'

Ofsted, May 2013

Types of SEN are provided for within the school

- Within our school a variety of Special Educational Needs are provided for; this includes children with physical disabilities, speech and language difficulties, learning difficulties and social, emotional and behavioural difficulties
- Children with specific learning needs are catered for wherever possible and the school staff work closely with a variety of outside agencies to ensure children and their families are supported

Policy and procedure for identifying children with SEN and assessing their needs

- The school SENCo is Miss Chloe Williams
- All pupils are tracked in English and maths throughout the school year. If there are concerns regarding progress, additional support or intervention may be provided depending on the need of the individual child
- Additional support or intervention is individual to the child's needs
- Intervention is then monitored and evaluated by class teachers, the school SENCO (Special Educational Needs Co-ordinator) and the assessment coordinator
- Any new children joining our school will be assessed on entry in a variety of different ways and information from a child's previous school will also be sought
- If you think your child has special educational needs and this has not already been identified by the school, then an appointment can be made to see the class teacher or SENCO

Arrangements for consulting parents of children with SEN and assessing and reviewing their needs

- We endeavour to work closely with parents/carers and will keep you informed of any intervention that your child may need
- If deemed necessary, we can invite specialist agencies including Educational Psychology, SENISS, Speech and Language therapy and other outside agencies into school to talk to you about how we can support you and your child
- Parents Evenings and SEN Review meetings are held throughout the year. These meetings provide opportunities for parents/carers to meet with class teachers to discuss progress, review learning plans/one page profiles and set new targets
- We are happy to offer individual appointments to discuss specific issues with you about your child's progress. We encourage parents/carers to contact school and arrange an appointment if you are worried about any aspect of your child's learning or development
- We can make referrals, with your consent, to many specialist services including CAMHS (Child and Adolescent Mental Health Service) and SLT (Speech and Language Therapy Service)

Arrangements in place for consulting children with SEN and involving them in their education

- A big focus is given to what the children enjoy within school and what they feel they are good at, as well as looking at things they find difficult and what they could improve upon. Wherever possible we try to gain children's views on their learning and how we can best support them. Age and need appropriate questions are asked of the children and children work with staff to complete these
- All children within St Vincent de Paul Catholic Primary School are supported in terms of their overall wellbeing
- Children know they can talk freely to any adult within the school about any issues which are concerning them
- We have a Bright Ideas Team who are consulted on a regular basis on a range of school issues. Children are reminded that they are able to speak with the class school council representatives about issues they would like discussed at meetings

Arrangements for supporting children in moving between phases of education

- Transition within the school and between classes and key stages is planned for with the child.
- When considering an application for a place at St Vincent de Paul Catholic Primary School you are very welcome to contact the school and make an appointment to meet with a member of staff to discuss any issues
- You will be invited to look around the school and meet with a senior member of staff

- We will contact any early years settings, or other schools your child has attended to gather information about their needs
- We will contact any specialist services that support your child and if appropriate invite them to a Team Around the Child meeting at school to ensure that we are working in partnership to achieve the best outcomes for your child
- We support pupils moving to new settings and Key Stages by making opportunities available to them to attend the new setting wherever possible
- If necessary, we develop a transition plan in partnership with you, your child, the new setting and specialist staff supporting your child to ensure that they enjoy a smooth transition. This may include transition books, photographs etc.

Approach for teaching children with SEN

- At St Vincent de Paul Catholic Primary School we know that all children learn in different ways. Therefore all teachers plan lessons which take this into consideration. Lessons are planned to suit the learning needs of all children
- In order to support all children the curriculum is delivered in a variety of ways. All lessons within school are differentiated in order to support the needs of all children
- Small group and individual support is offered to children whom we feel would benefit from this
- We understand that children learn at their own pace so we closely monitor their progress
- Advice will be given to parents/carers relating to how they too can best support their children

Adaptations made to the curriculum and learning environment for children with SEN

- We endeavour to ensure that all children at St Vincent de Paul Catholic Primary School are fully included in all aspects of school life
- All children are different and all children regardless of their SEN learn in different ways
- Staff within the school are mindful of this fact and provide a curriculum and learning environment which can be accessed by all children
- Our staff know the children within their care well and are able to differentiate above and beyond the usual curriculum for children with SEN
- Examples of adaptations may include the use of specialised equipment when it has been recommended by an outside agency or a medical professional, another example may be the teaching of children in smaller groups or the change of an activity or a change in delivery style

Staff training to support children with SEN

- The SENCO attends Local Authority Briefings to keep up to date with any legislative changes in SEN
- All staff in the school receives training to meet the needs of all the children attending the school at any point in time
- School staff can access the expertise of teachers from other schools and outside agencies through their Primary Consortia

Enabling children with SEN to engage in activities available to children in the school who do not have SEN

- St Vincent de Paul Catholic Primary School is a fully inclusive school
- Where possible, provision will be made for all pupils to access all areas of the curriculum including extra-curricular activities
- We will always contact you before a planned activity if we think your child may require additional support to meet required health and safety standards. This may involve a specific risk assessment being completed to identify any additional support needs your child may have to ensure full participation

Support available for improving emotional and social development

- All school staff are available to support children with their social and emotional needs
- Children are regularly taught about staying safe, particularly in relation to E-safety, recognising bullying and the actions to take if they are concerned about themselves or others
- Circle time and PSHE sessions are integral to the school curriculum
- Visiting groups/speakers are invited into school to promote mental health, safety and well-being issues amongst the children
- Play leaders and lunchtime activities offer support for all children and encourage team work and friendship building
- Children can be referred for play therapy or counselling with permission of parents/carers

Involvement of other bodies, including health and social care, local authority support services and voluntary sector organisations in meeting the needs of children with SEN and supporting their families

- Through the Primary Consortia, school can access specialist support from Special Schools for children with Social, Emotional and Behavioural Difficulties, children with Learning Difficulties and Children with a diagnosis of Autistic Spectrum Disorder
- The school receives support from the Educational Psychology Service and SENISS (Special Educational Needs Integrated Support Service)

- We can make referrals, with your consent, to many specialist services including CAMHS (Child and Adolescent Mental Health Service) and SLT (Speech and Language Therapy Service)
- Team Around the Child meetings (TAC) involving any professionals that can support your child can be held whenever necessary
- School staff are trained in a variety of specialist areas and can access the expertise of teachers from other schools in their Primary Consortia
- Drop In Meetings for families can be arranged with the school nurse

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

- In the first instance, parents are invited into school to discuss their concerns with the class teacher and the SENCO who will endeavour to resolve the problem
- The head teacher will also be informed at the above stage
- Outside agencies may be consulted, if there is an issue with the provision being provided
- Dialogue between parents and school is actively encouraged in order to resolve problems at an early stage

Evaluation of effectiveness of provision

- Monitoring progress is an integral part of teaching and leadership at St Vincent de Paul Catholic Primary School
- We follow the assess, plan, do, review model of supporting children with SEN and ensure that parents/carers and children are involved in each step
- Intervention and provision are reviewed within school on a regular basis
- The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work and are relevant to our children's needs
- All class teachers evaluate their own teaching and make changes wherever they feel it is necessary
- Provision for children with SEN is regularly reviewed by class teachers, the SENCO and the Head teacher, outside agencies may also be involved too
- Parents are kept fully informed of any developments and are invited into school throughout the year to discuss progress, review current targets and set new targets
- If provision/interventions are not thought to be working or need amending, school staff will alter accordingly
- Our school data is also monitored by the Local Authority and Ofsted

C. Williams September 2020

