



## St Vincent de Paul Catholic Primary School



### SEND INFORMATION REPORT

Autumn 2023

Number of children on roll – 207

Number of children on the SEND register – 52

Percentage of SEND children – 25%

#### Summary of effectiveness of SEND 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 and Disabilities 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 SEND team consists of the SENDCo; Miss Chloe Williams and the Assistant Headteacher; Miss Clare Parkinson
- All pupils are tracked in English and Maths throughout the school year. If there are concerns regarding progress, staff raise initial concerns with parents and the SENDCo. A graduated approach is then followed and additional support or intervention may be provided depending on the need of the individual child
- Additional support or intervention is specific to the individual needs of the child
- 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 SENDCO to discuss any concerns

### **Arrangements for consulting parents of children with SEND 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 SEND 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) through Seedlings, Mental Health Support Team (MHST), SLT (Speech and Language Therapy Service) and OT (Occupational Therapy)
- We can also make referrals to Alder Hey for the ASD or ADHD pathway for any concerns around your child's social communication
- There are specialist support services, which we can signpost parents to, that offer advice and support whilst you are awaiting assessment for your child

### **Arrangements in place for consulting children with SEND and involving them in their education**

- A big focus is given to what the children enjoy within school and what they feel their strengths are, 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 through gaining pupil voice to be included on the childrens' One Page Profiles, which will be used to support them and their individual needs in class. 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 well-being
- Children are aware that they can talk freely to any adult within the school about any issues which are concerning them

### **Arrangements for supporting children in moving between phases of education**

- Transition within the school and between classes and key stages is planned for by staff in collaboration with the child and family.
- 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 around SEN or transition
- You will be invited to look around the school and meet with a senior member of staff and the SENDCo, if desired
- 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 SEND**

- 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 of the 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 and implement any relevant intervention
- Advice will be given to parents/carers relating to how they can also support their children effectively

### **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 SEND, 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 SEND**

- The SENDCO attends Local Authority Briefings to keep up to date with any legislative changes in SEND along with National and Local Updates
- All staff in the school receive training to meet the needs of all children attending the school at any point in time. This may be delivered by specialist professionals such as an Educational Psychologist or Speech and Language Therapist or outside agencies, who deliver specialist training in interventions such as Lego Therapy
- School staff can access the expertise of teachers from other schools and outside agencies through their Primary Consortia

### **Enabling children with SEND to engage in activities available to children in the school who do not have SEND**

- 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 social and emotional 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
- School use the Kiva program to teach Anti-Bullying values and approach conflicts amongst peers
- Roar Mental Health and PSHCE 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/ Seedlings, provided by school, with permission of parents/carers
- School use RISE (Resilience in Schools and Education) to assess, support and monitor the emotional well-being of children
- Implementation of interventions that help childrens' social and emotional development such as Lego Therapy and Socially Speaking ensures children are being supported
- Nurture support is also available to children within our school who require social/emotional support

**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), SLT (Speech and Language Therapy Service) and Occupational Therapy
- 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
- Referrals to the school nurse can be made at the request of families

**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 SENDCO 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 SENDCo 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 SENDCO 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. Parkinson October 2023