

SEND Report: February 2020

(to be reviewed February 2021)

What are our aims at St Vincent de Paul Catholic Primary for pupils with SEND?

We aim to ensure that:

- Students with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community
- Students with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each student to reach his or her full potential
- We match levels of additional support for learning to the wide variety of individual learning difficulties, while enhancing self-esteem
- We identify and assess students with SEND as early and as thoroughly as possible using the revised Code of Practice (2014)
- Parents/carers and students are fully involved in the identification and assessment of SEND, and we strive for close co-operation between all agencies concerned, using a multi-disciplinary approach
- We meet the needs of all students with SEND by offering appropriate and flexible forms of educational provision and by the most efficient use of all available resources
- We maintain up to date knowledge of current SEND good practice and methodology in order to offer support and training in these areas to all staff in the school.

How are pupils with SEND admitted to St Vincent de Paul Catholic Primary School?

- Admission arrangements for children in the category of SEND Support are the same as those for all other children
- Admission arrangements for children with a Statement of SEND or Education, Health and Care (EHCP) : applications are made to school through the Local Authority in which the child resides.

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How does St Vincent de Paul Catholic Primary Primary School know if pupils need extra help?

- In the course of their usual practice a class teacher might notice that a child is having difficulty with an aspect of learning.
- Each term there is a formal meeting (pupil progress meeting) where the progress of all children is discussed by class teachers and Senior Leadership Team including the Special Educational Needs and Disabilities Co-ordinator (SENDCo), Rachel Storey
- Information may already be known about the child through information passed on by their previous school
- By using subject or skills based assessments that all children take part in such as the Year 1 phonics check, the foundation stage profile, reading assessments etc.
- By using termly tests and assessments and specialised standardised tests
- A parent or member of staff might raise a concern about learning difficulties
- Termly, the SENdCO leads a staff meeting to complete class Venn diagrams with time to discuss each child against the 3 areas of need (all children are added to the Venn including those with no identified need to ensure no child is unnoticed)
- Liaison with external agencies, e.g. physical health diagnosis from paediatrician, Speech and Language Therapist's or an Educational Psychologist's assessment

We recognise that students make progress at different rates and not always in a steady linear pattern.

If your child is identified as having a Special Educational Need which requires additional support, this will be discussed with you and your child will be added to our school Inclusion schedule.

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How are children with SEND supported at St Vincent de Paul Catholic Primary?

- All children at St Vincent de Paul are offered excellent targeted classroom teaching (Quality First Teaching)
- Some children may benefit from small group work with specific targets which may take place inside or outside the classroom. Children with social and emotional needs may be offered additional group support or friendship groups during lunch times or playtimes. For children on the school's Inclusion schedule, groups often follow the advice of outside professionals such as the Speech and Language Therapist, the Educational Psychologist or the Occupational Therapist. Progress of these children is reviewed half-termly or termly and next steps are planned accordingly. At this level a child may be described as receiving SEN Support.
- A few children will follow specialist programmes of teaching devised with the help of outside professionals. These children usually will have undergone statutory assessment and have an Education, Health and Care Plan (EHCP).
- Effectiveness of SEN provision is monitored and evaluated by teachers and the Senior Leadership Team (including the SENDCo) termly at pupil progress meetings

What should I do if I think my child has SEND?

The first thing to do is to speak to your child's class teacher and discuss your concerns

Parents can also arrange to speak with the SENDCo, Rachel Storey on a Friday (senco@svpschool.co.uk)

Regular surgeries are offered with the SENDCo and other professionals (e.g. Educational Psychologist, school nurse, Speech therapists)

The school's SEND governor is, Fr. John Scott, who can be contacted via the school office.

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How will I know that St Vincent de Paul Catholic Primary Primary School will support my child?

- Through conversations with the class teacher and SENDCo
- Termly provision map shared at parent meetings (a document showing additional support given to your child)
- Through intervention/target setting meetings for parents
- Programmes of support /interventions for individuals and small groups of children with SEND are carried out and reviewed on a termly basis
- Parents evenings

How will the curriculum be matched to meet my child's needs?

- Class teachers will consider how to adapt teaching and learning to match your child's needs and help them to make progress
- A class provision map (a plan identifying additional support given to children) is drawn up by the Class Teacher and the SENDCo to ensure that each child is receiving the support that s/he needs
- Children requiring SEN support will be supported in a range of different ways, depending on what their needs are; e.g being set targets, taking part in an intervention programme, extra support from an adult in class, additional learning resources, by the teacher presenting information in different ways, etc.
- Children with social, emotional and mental health needs will be supported by a variety of different interventions such as small group friendship/ social support groups/lego therapy or referral to external agencies

How will I know how my child is doing?

- Parents are invited to meet face-to-face with the class teacher three times a year at Parent Evenings
- Parents of children with Education, Health and Care Plans will be invited to termly review meetings which will usually include the class teacher and the SENDCo
- The school will send a written report at the end of each year to formally record progress and achievements
- Day to day conversations with teachers.
- Annual Reviews for children with Education, Health and Care Plans (6 monthly for Early Years Foundation Stage (EYFS) children

How will you help me to support my child's learning?

- Parents are always actively encouraged to support their child's learning through informal discussions with staff, supporting children with reading at home and completion of any homework
- Advice is available at parent workshops and at regular coffee mornings/drop-ins with the SENDCo (SENCO surgeries) and professionals such as the School Nurse, Educational Psychologist and Speech and Language Therapist

What support will there be to support my child's overall wellbeing?

- We have Safeguarding, Wellbeing and Positive Mental Health, Behaviour, Equalities, Accessibility and Anti-Bullying policies in place.
- We encourage collaborative learning and prioritise a curriculum that encourages social and emotional wellbeing through subjects such as R.E
- Members of staff including SENDCo, Learning Support Assistants, Teaching Assistants and members of the Senior Leadership Team are available for children who may wish to discuss issues and concerns in

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addition to their class teachers; children are reminded of how to access these via assemblies

What support will there be for pupils with medical needs?

- If a pupil has a medical need then a detailed health-care plan is compiled. This is done with support from the school nurse
- Staff receive any necessary training such as Asthma and Epi pen training
- The school has a comprehensive Medical Conditions policy which follows government guidance (Supporting Pupils with Medical Conditions 2015).

What specialist services or expertise are available at or access by the school?

We are able to refer to services within the London borough of Westminster, such as:

- Educational Psychology Service
- Specialist Children's Services
- Speech & Language Therapy
- Child & Adolescent Mental Health Services (CAMHS)
- Trailblazers (MIND charity)
- Early Help Team
- Occupational Therapy
- School Nurse
- QE2 Outreach Service
- Child Protection

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What training have staff members supporting pupils with SEND had?

- We have a broad school-based programme of in-service training for teachers and teaching assistants. During 2018-2020 various members of staff participated in the following: Advanced Safeguarding Training; Precision teaching, Working with Hearing Impaired Pupils; support for pupils with Speech and Language needs , emotional well-being , Mental Health and Well-being Growth mind-set, Metacognition Training, Autism training , lego therapy, active listening (Speech and language therapy), skilled speaking, differentiation :theory and practice .
- Further training for staff is linked to appraisal and/or to the needs/priorities of the school as set out in the school development plan
- We are able to access other training for example through our links with external agencies i.e. the school nurse (e.g. training on emergency medication) and the Educational Psychologist

How are pupils with SEND involved in decisions about their education at St Vincent de Paul Catholic Primary?

Pupils' views are highly valued at St Vincent de Paul Catholic Primary and we use a variety of methods for seeking these:

- One Page Profiles –children in the school are encouraged to evaluate their own strengths and what support they would like to access at school
- School Council – steps are taken to ensure that there is representation on the School Council of pupils with Special Educational Needs
- Picture of St Vincent de Paul School– pupils complete questionnaires about various aspects of school life. This information is used by the SENDCo and Senior Leadership Team to inform planning for provision for SEN

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- All About Me – children with EHC plans are invited to give their own views about their education and discuss their aspirations for the future during Annual Review meetings

How accessible is the school environment?

- Our building has lift access to the raised ground floor and we have taken reasonable steps to ensure that the site is as accessible as possible
- Year groups/ Class rooms can be moved to ground level, to accommodate wheelchair users
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- The School Hall is accessible to wheelchair use
- Signage around the school is clear and is reviewed annually
- We have two toilets which have been adapted for disabled users
- Our school complies with the Equalities Act 2010, which stipulates that schools have in place an Accessibility Plan.

How will my child be included in activities outside of the classroom?

- Risk assessments are carried out before all off site visits as per the School Visits policy
- We are an inclusive school and endeavour to make reasonable adjustments to ensure that any activity on offer as part of the school curriculum can be accessed by all students

How will the school support my child in starting school and moving on?

- Home visits can be arranged for children/families
- Meet the teacher sessions and the use of transition booklets for some pupils when they move to a new class or key stage

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- We support children in making a smooth transition when they move on to another school by exchange of information about the child's strengths and needs with the new school
- Discussions with parents
- Inviting Secondary School to year 6 annual review meetings (for children with EHC Plans)
- Arranging additional visits to secondary schools for pupils with SEND

How are the school's resources allocated and matched to pupils SEND?

- The Headteacher and SENDCo ensure that resources are allocated to interventions and support for those in need of them through the use of provision and intervention management practices. Class teachers and Subject leaders are also involved in these processes
- Termly pupil progress meetings/intervention meetings are held where the cost effectiveness of interventions and support can be examined
- Resources may include involving outside agencies and the deployment of staff depending on the needs of each child.

How are decisions made about how much support my child will receive?

- Through pupil progress /intervention meetings
- Discussions with class teachers and parents

How will I be involved in decisions about and planning for my child's future?

- Through parents meetings, regular contact with the class teacher, person centred annual reviews (for children with EHC Plans) and through Care Plan review meetings (for children with significant medical needs).
- Parents are invited to complete surveys on SEND provision at St Vincent de Paul
- Parents are consulted before outside professionals are involved in the assessment of children

Who can parents contact for further information?

- Further information is available in the school's SEN policy
- In the first instance the best contact is with the class teacher; after that the SENDCO :Rachel Storey senco@svpschool.co or Senior Leadership Team
- The school office number is 0207 659 5990. The school email address is office@svpschool.co.uk
- London Borough of Westminster Local Offer
- <https://fisd.westminster.gov.uk/kb5/westminster/fis/localoffer.page?localofferchannel=0>

What is the Local Offer?

- The Local Offer from the London Borough of Westminster details services available to support disabled children and children with SEN and their families in the local area. More information can be obtained at <https://fisd.westminster.gov.uk/kb5/westminster/fis/localoffer.page?localofferchannel=0>