

**ST VINCENT DE PAUL  
CATHOLIC PRIMARY SCHOOL**



**SPECIAL EDUCATIONAL NEEDS AND  
DISABILITY POLICY**

*"We are called to be the hands and face of Jesus, as we learn,  
love and grow together."*

**Based on the SEN Code of Practice 2014 and  
National Association for Special Educational  
Needs (NASEN) Guidance**

Reviewed: Autumn 2016  
Next review: Autumn 2017  
Reviewed by: Safeguarding Committee

Ratified at Full Governing Body meeting

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Signature:

Chair of Governors

Date ratified: 11<sup>th</sup> October 2016

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*This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 – 25 Years (January 2015) and has been written with reference to the following guidance and documents:*

- *Equality Act 2010: advice for schools DfE (Feb 2013)*
- *SEND Code of Practice: 0 – 25 Years (July 2014)*
- *Schools SEN Information Report Regulations (2014)*
- *Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)*
- *The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)*
- *Safeguarding Policy*
- *Accessibility Plan*
- *Teachers Standards (2012)*

## **1. Introduction**

This policy details how St Vincent de Paul School will ensure that the necessary provision is made for any pupil who has Special Educational Needs or Disabilities, so that their needs are met, enabling them to access all areas of the curriculum.

At St Vincent de Paul, we want all of our children to feel that they are a fully-included and valued member of our school community, no matter what their special educational needs or disabilities may be. We are a fully inclusive school and recognise that all children are unique individuals. All of our staff are committed to ensuring that every child meets their potential, by providing equal opportunities for all within our school, regardless of race, faith, gender or capability. We aim to achieve this through 'Quality First Teaching' and the removal of barriers to learning and participation.

Through the partnership of church, school and home, our curriculum promotes the development of the whole child as a learner. The Building Learning Power (BLP) approach helps pupils to become resourceful, resilient, reflective and relate to others.

An ethos of self and mutual respect and a caring and non-judgmental attitude is promoted throughout the school. All staff safeguard the needs of pupils, including those with SEND, and are involved in mitigating the risk of bullying of vulnerable learners. Our weekly briefings raise pupils of concern and any difficult relationships. Specific approaches are also taken by the school to address particular needs and situations e.g. pupils with ASC, social communication difficulties and the use and understanding of social media. Our Anti-bullying and Harassment and E-Safety policies are available on the school website.

Through appropriate curricular provision, we respect and acknowledge that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning and participation;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

## **2. Aim**

St. Vincent de Paul School as a community reflects and celebrates the diversity of Christ's kingdom, where the able and the gifted can learn from those with disabilities or learning difficulties of whatever order. Our commitment is to the needs of every child and this policy addresses our responsibility for those children with special educational needs whether long or short term, related to physical, emotional or social difficulties, or learning needs. We aim to give witness to the Diocesan Statement on Special Educational Needs and to be partners with parents who are the first educators of their children.

*"There is a variety of gifts but always the same Spirit; there are all sorts of service to be done, but always to the same Lord; working in all sorts of different ways in different people, it is the same God who is working in all of them. The particular way in which the spirit is given to each person is for a good purpose." (1 Corinthians 12: 4-7)*

## **3 - Objectives**

We wish to raise the aspirations of and expectations for all pupils with SEN, with a clear focus on outcomes for children and young people which goes beyond the planning of provision/support. We will ensure the delivery of this overall aim through ensuring the following objectives are met:

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice 2015.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEND Policy.
- To provide support and advice for all staff working with special educational needs pupils.
- To develop and maintain partnership and high levels of engagement with parents.
- To ensure access to the curriculum for all pupils.

#### **4 – Definition of Special Educational Needs**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (SEND Code of Practice 2015)

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

The SEND Code of Practice 2015 identifies the following 4 broad categories of need:

- Communication and Interaction
- Cognition and Learning
- Social, mental emotional health
- Sensory and/or physical disability

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. At St Vincent de Paul School we identify the needs of pupils by considering the whole child, not just the special educational needs of the child or young person.

Other factors which are not classed as SEN may have impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current disability equality legislation – these alone do not constitute SEN).
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the pupil premium
- Being a looked-after child
- Being a child of serviceman/ woman

Identifying behaviour as a need is no longer an acceptable way of describing SEN. Any concerns

relating to a child or young person's behaviour should be explored and described as an underlying response to a need which we can recognise and identify through our knowledge and understanding of the unique child.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. We look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEND. Difficulties related solely to limitations in English as an additional language are not SEN.

## **5 – Roles and Responsibilities**

### Senco

The SENCo for St Vincent de Paul School is Mrs Michelle Curry. Mrs. Sherry (INCo) is responsible for the inclusion and equality of opportunity of all learners in the school (including Pupil Premium, Looked After Children and children with medical needs) and is a member of the senior leadership team.

Both Mrs Curry and Mrs. Sherry can be contacted via the school office (01438 729555) or by email: mcurry@stvincent.herts.sch.uk; rsherry@stvincent.herts.sch.uk. Both teachers hold the National Award for SEN Coordination (NASENCo).

The key responsibilities of the SENCo include:

- Co-ordinating provision for children with SEND.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND.
- Liaising with and advising staff, including class teachers and support staff.
- Monitoring provision for and progress of children with special educational needs.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEN.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date.

### Designated Person for Safeguarding

Mrs Sherry is the Designated Person for Safeguarding and Mrs Ireton, Mr Keane and Mrs Curry are the Deputy Designated Senior Persons.

### The Governing Body

The school has an SEND governor who has a strategic role to ensure that SEND pupils get quality provision. Our SEND Governor is Mrs Geraldine Cartwright. She chairs the Safeguarding committee, meets with the SENCo termly and monitors the provision of SEND through reports and visits to the

school. She reports annually to the governing body on the provision for SEND within the school and attends relevant training.

### Class Teachers

All teachers are teachers of children with special educational needs and disabilities. As such, teachers are held accountable for the progress of all their pupils.

Teachers plan a carefully differentiated curriculum and make suitable adaptations for children with particular needs with the aim of enabling them to access the National Curriculum and to develop social and personal skills.

Teachers plan, provide and review personalised provision plans, write class provision maps, attend review meetings and provide reports for annual reviews.

Whilst carrying out these responsibilities, class teachers work closely with parents/carers, support staff and Senco.

### Support Staff

Teaching assistants work under the direction of the class teachers, Mrs Curry and Mrs Sherry to support individual children throughout the day in school or in the delivery of specific, specialised programmes.

They carry out pre and post intervention assessments and maintain records against the delivery of these interventions as required.

### External Support

The school links with a wide range of support services including:

- Speech and Language Therapist
- Educational Psychologist
- Occupational Therapist
- School Nurse
- Hospital specialist
- Visual Impairment/Hearing Impairment/Neurological teams
- Physiotherapist
- Child and Adolescent Mental Health Services
- Social Services

## **6 - A Graduated Approach to SEN Support**

This is the process by which our school identifies and manages children and young people with SEND. Our approach is based on the principles set out in the Code of Practice 2015 and they are designed to support:

- The participation of children, their parents and young people in decision- making.
- The early identification of children and young people's needs and early intervention to support them.
- Greater choice and control for young people and parents over support.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEN.
- A focus on inclusive practice and removing barriers to learning. Provision for children with SEND is a whole school matter.

The Governing Body, SENCo and all other members of staff have important day-to-day responsibilities. We have a number of children with SEND at St Vincent de Paul School, so the majority of classes have children who require additional support and the SENCo and teaching staff communicate regularly to ensure we are meeting those needs. We value that it is a whole school responsibility and aim for every child to reach their full potential through necessary interventions or personalised provision (as outlined on our class provision maps).

At our school we have a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities of our children. The SENCo and the child's class teacher will then use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure continuous observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- Involve parents in implementing a joint learning approach at home.
- Identify the need for any necessary referrals to have additional services to support the child.

The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the relevant interventions/ adjustments and good quality personalised teaching. In our school all pupils have access to quality first teaching on a daily basis and the role of the class teacher is to provide appropriately for all their pupils. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

Teachers are responsible and accountable for the progress and development of all of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Our school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

When a pupil has received normal classroom interventions and has made no or little progress the teacher and SENCo consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.

For higher levels of need, the school draws on more specialised assessments from external agencies and professionals. If the school has concerns about the progress of a pupil it will notify the parents and discuss with them what strategies are being put in place to help their child. At this point parents can have some input into how their child is to move forward.

A pupil is only placed on the SEN register after normal classroom interventions have been tried. There is a pattern to this process. Teachers assess the pupil and then plan interventions, adjustments and personalised provision. The interventions, adjustments and personalised provision are then carried out and reviewed to see if progress has been made.

Details of the various levels of provision available within school can be found in our 'School Offer' which is our setting's contribution to the Hertfordshire Local Offer ([www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)). The school offer ('SEN Information Report'), an SEND parent handout and a list of available provision can be found on the school website (and also as Appendices to this policy).

## **7 - Monitoring Children's Progress**

The school's system for observing and assessing individual children provides information about areas where a child is not progressing as expected. Under these circumstances, teachers may need to consult the SENCo to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate.

## **8 - Managing pupils' needs on the SEN register**

Lessons are differentiated to suit the needs of the children in the class and may include general support by the teacher or teaching assistant in class. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. In addition to quality first teaching, it may be necessary for a child to receive extra support in small groups or occasionally on a one to one basis.

Where a child needs personalised, individual interventions, above and beyond that of normal classroom differentiation, they will be recorded on the school's SEN register, under the category of support called 'SEN Support'. In order to help children who have SEND, we will adopt a graduated response that recognises there is a continuum of special educational needs and disabilities, and bring in increasing specialist expertise to support learning.

Every pupil cohort in every year will be different and provide a different profile of needs overall. Consequently arrangements will need to be personalised to meet a cohort's needs. A key component of the 'Assess – Plan – Do – Review' cycle of graduated response means that the register of SEN Support may look different each term as teachers review the progress of each child and celebrate the success of additional provision that has significantly removed barriers to learning and improved achievement to the expected level.

When a class teacher or the SENCo identifies a child with possible SEN, the class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. This will be detailed on the class provision map. The triggers for intervention will be supported by evidence about a child who despite being provided with differentiated learning opportunities:

- makes little or no progress, even when teaching strategies are targeted particularly in a child's identified area of weakness.
- is working at levels substantially below that expected of children of a similar age.
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- has emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group.
- has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- has ongoing communication and/or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Occasionally a child may need more specialist support from an outside agency as the Children's Speech and Language Therapy Service, Educational Psychologist, etc. Referral forms are completed in conjunction with parents/ carers and the child, if appropriate, before being forwarded to the appropriate agency. Specialist involvement is sought where a child's needs are felt to be significant and they have not responded to the interventions put in place. When children's needs are identified, support and action is put in place as quickly as possible.



Multi-agency support services will usually come to school to observe the child so that they can advise teachers on new strategies. They will provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or resources, and in some cases provide support for particular activities.

When we seek the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly.

We will record the steps taken to meet the needs of individual children and strategies employed to enable the child to progress will be recorded. Support is allocated according to the individual needs of a child. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action. Regular discussions will take place between parents/ carers, children and staff regarding any special educational needs. These meetings allow all involved to review progress, discuss support and set targets. If a pupil is making sustained progress without any additional support then they are taken off the SEN Register. Once they have been removed they are still kept on a watch list to make sure that they continue to make progress.

### **9- Provision Maps** (Appendix C)

Each class has a provision map, which records a profile of the cohort, the needs that have been identified and how to remove any key barriers to learning effectively, including the clear outcomes to be achieved within an agreed time frame. The teacher holds the responsibility for evidencing progress according to the outcomes described in the provision map.

Interventions and strategies implemented to meet the needs of a child or group of children, that are additional to those provided as part of the school's usual differentiated curriculum, will be detailed on the class provision map. The length of time of any intervention will vary according to need. Interventions are regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

The Provision Map will include information about:

- The short-term targets set for a child or group of children.
- The strategies to be used.
- The provision to be put in place.
- When the plan is to be reviewed
- Outcomes (to be recorded when map is reviewed and evaluated).

### **10 - Personalised Provision Plans** (Appendix D)

For children on the SEN Register, a 'Personalised Provision Plan' (PPP) will be written by the class teacher in conjunction with the SENCo, parents and where appropriate the child themselves.

The PPP will only record that which is additional to, or different from, the differentiated curriculum and will focus on a number of specific strategies and interventions that match the child's needs. The delivery of the strategies and interventions recorded in the plan continue to be the responsibility of the class teacher. These are reviewed termly and feed into pupil progress meetings.

### **11 - Education Health and Care Plans** (formerly Statements of Special Educational Needs)

Statements of Special Educational Needs have now been replaced with Education, Health and Care plans (EHCP). EHC plans still have the same legal rights, entitlements and protections as a statement, but have a number of key differences, including:

- A greater emphasis on representing families' and children and young people's views, wishes and

aspirations for the future

- A focus on all the child's needs, including educational, health and care-related
- A greater focus on the child or young person's outcomes. Each outcome will be met through provision from education providers, health authorities, social care and any other agency or person supporting the child and family. Outcomes will look toward preparing the child or young person for adulthood, further education and employment, and independence
- It should be much easier to read and more accessible so children and young people can have a shared ownership of the EHCP, and be a much friendlier document to families.

Where there is significant cause for concern a request for an education, health and care needs assessment is made to the local authority by the child's school or parents. This assessment involves consideration by the local authority, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether an education, health and care needs assessment of the child's SEND is necessary. The local authority will need information about the child's progress over time, as well as documentation in relation to the child's special educational needs or disability and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through personalised provision plans and class provision maps (plus any documentation from the former School Action and School Action Plus categories).

Further information provided may include:

- Details of the pupil's health including the child's medical history where relevant.
- Levels of attainment in literacy and mathematics.
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist, other professionals such as health, social services or education welfare service.
- Views of the parents and of the child.

The local authority will consider the case for an education, health and care needs assessment of the child where the evidence presented suggests that:

- The child's learning difficulties have not responded to relevant and purposeful measures taken by the school.
- Progress is not being made even with external specialists.
- The child's needs may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools.

The local authority may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such that an EHC plan is needed.

An EHC plan is a legally binding document and its purpose is to make specific, personalised special educational provision:

- To meet the needs of the child or young person.
- To secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

To achieve this, local authorities use the information from the assessment to:

- Establish and record the views, interests and aspirations of the parents and child or young person provide a full description of the child or young person's special educational needs and any health and social care needs.
- Establish outcomes across education, health and social care based on the child or young person's needs and aspirations.
- Specify the provision required and how education, health and care services will work together to

meet the child or young person's needs and support the achievement of the agreed outcomes.

All children with EHC plans will have short-term targets set for them that have been established after consultation with parents, child, other agencies and school. These targets will be set out in the school support plans and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the plan will continue to be the responsibility of the class teacher.

All statements and EHC plans must be reviewed at least annually, with the parents, the pupil, the local authority, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement or EHCP. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

At the review in Year 5, the aim is to give clear recommendations as to the type of provision the child will require at the secondary stage. The SENCo of the receiving secondary school will be invited to attend the final (Year 6) annual review in primary school of pupils with statements and EHC plans to allow the school to plan an appropriate support to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

## **12 - Admission and Transition**

Pupils with SEND are admitted to the school as per the school's admission criteria. The school will seek appropriate support as necessary to ensure the children's needs are being met. Phased entry may be helpful to ensure smoother transition. Record will be sought from previous schools/nurseries and meetings held if appropriate. At the end of each school year, class teachers meet to share and pass on essential information and records about children with SEND. When a child with SEND leaves the school during the primary years or at the time of secondary transfer, records are passed on to the receiving school and meetings may be held prior to transfer.

## **13- Partnership with Parents**

The school recognises that parents are the primary educators of their children and is keen to support them in forming their children for life. Partnership with parents plays an essential role in enabling children with SEND to make progress and become successful learners. The school recognises that parents hold key information, knowledge and experience about their child. Parents and carers are involved at all stages when a child is considered to have a special educational need. We consider that the earlier that a parent is made aware of a concern, and the joint plan of action is addressed, the better. Parents will be informed immediately and involved if the school feels that their child may have special educational needs. If a child is on the SEN register, parents will also be invited to termly reviews to discuss their child's progress and targets. Home / school diaries may also be used to increase dialogue and monitor progress between parents and teachers. In addition, parents are invited to meet the SENCo to discuss their child's needs.

## **14 - Involving Children**

A child with special educational needs and disabilities often have a unique knowledge of their own needs and their views are treated with respect. All children should be involved in every stage of the procedures including review meetings, setting targets and reviewing targets. We recognise that some children's level of involvement will be limited. We also understand that this involvement may be confusing and stressful for some children and appreciate the need not to overburden them. If appropriate, children are invited to the termly review meeting to share their views and celebrate their successes. If this is not deemed suitable, the outcomes of the meeting will be shared with the child at a more appropriate time.

## **15 - Training and Resources**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The training needs of staff are identified through lesson observations and in performance management discussions.

Staff receive regular training and updates regarding supporting children with SEND. This can take the form of attendance at an off-site training course, staff meetings and whole school INSET. Staff also receive targeted advice, strategies and training from the various outside professionals who are asked to support children in the school.

The school INCo and SENCo hold the National Award for SEN Coordination and are able to signpost staff towards additional sources of training and support. They regularly attend the Stevenage Educational Trust (SET) cluster groups and local authority SEND briefings in order to keep up to date with local and national updates in SEND.

Resources are allocated to pupils depending on their needs, within budgetary constraints. Where possible, this is provided through the resources we already have in school. However, we will sometimes need to ask other services for support. This might be through the Exceptional Needs Funding Panel or the NHS Healthcare Panel.

## **16 - Monitoring and Evaluation of SEND**

The school regularly and carefully monitors and evaluates the quality of provision offered to all pupils through work audits, pupils voice and parent and staff views. Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils and feed into strategic planning with school governors. Additional discussions and surveys of pupils with SEND are used to inform decisions about their provision and form an important part of education, health and care needs assessments.

## **17 - Storing and Managing Information**

Documents are stored securely in line with the school policy on Information Management (which includes information on how long to store documents, when they should be destroyed, what should be kept, where, etc.) and our Confidentiality Policy.

SEND documents are stored securely in the Deputy Head Teacher and SENCo's office and are kept until the pupil leaves the school. Upon leaving St Vincent de Paul SEND documents are passed onto the pupil's next setting. The school is careful to maintain the confidentiality of information that is stored about pupils.

## **18 - Accessibility**

The Disability Discrimination Act (DDA), as amended by the SEN and Disability Act 2001, placed a statutory duty on all schools and local authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Schools are required to produce accessibility plans for their individual school and local authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. Our Accessibility plans and strategies are reviewed annually with reference to a checklist but more specifically to the needs of our pupils and families. External agencies, such as physiotherapists, Occupational Health, specialist teachers for neurological, physical and hearing impairment, support

us in identifying and securing appropriate resources. Recently we have promoted the use of Visual timetables, Soundfield system, installed handrails on the steps in the hall and fitted internal stairs with high visibility strips.

We increase and promote access for disabled pupils to the school curriculum through the choices we make in teaching and learning on a daily basis and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. Activities and school trips are available to all children. Risk assessments are carried out and procedures are in place to enable all children to participate. Adjustments and additional arrangement will be made dependent on a child's individual needs. If a health and safety risk assessment suggests that an intensive level of one-to-one support is required, a parent/ carer may be asked to accompany their child during the activity or trip in addition to the usual school staff.

We are committed to improving access to the physical environment of the school through improvements to the physical environment of the school and physical aids to access education. Both the Resources and Safeguarding governing body committees work closely with the school to ensure that both reasonable adjustments are made and the environment promotes inclusion for pupils, staff and the wider community. Where necessary, we ensure that we make written information that is normally provided by the school to its pupils available to disabled pupils. Possible adaptations include amendments to hand-outs, timetables, textbooks and information about school events through enlargement, colour changes or use of symbols (Communication in Print Widgits). The information takes account 14 of pupils' disabilities and pupils' and parents' preferred formats and is made available within a reasonable time frame.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed. If a child has significant medical needs then a detailed care plan may be compiled by parents/ carers and school staff. Where appropriate this process will be supported by an external healthcare professional. This will then be shared with staff and reviewed regularly.

First aid training, including paediatric first aid, is regularly updated. Specific health care training such as epipen training is delivered annually (or as required) by a healthcare professional. Prescribed medicines may be administered in school, where signed consent is in place, in agreement with parents/ carers and school staff. Furthermore, the school health team is contactable via the school. The school's policy for supporting pupils with medical conditions complies with recent guidance published by the DfE and is available on request from the school office.

### **19 – Concerns**

In the event of any concern in relation to a child's special educational need, parents and carers are always encouraged to let the school know as soon as possible, no matter how small the issue may be. In all instances, parents should discuss any concern they may have about their child's specific needs and provision for their learning with the class teacher. Mrs Curry (SENCo) or Mrs Sherry (INCo) will also be happy to provide information or signpost you in the direction of additional sources of information. Mrs Curry and Mrs Sherry are contactable via the school office. Our aim is always to bring a speedy and mutually satisfactory resolution to any concern and we may involve relevant professionals as required in the interest of the child.

The formal complaints procedure is available on request from the school Office. The local authority has a Parent Partnership Scheme and the Parent Partnership Information Officer can be contacted on 01992 555847 or [parent.partnership@hertfordshire.gov.uk](mailto:parent.partnership@hertfordshire.gov.uk). The local authority Advice, Conciliation and Appeals Service (CAU) helpline is available by calling 01992 588542.

*This policy is monitored by the Governing Body, SENCo and INCo. It will be reviewed every year or earlier if necessary.*

## **Appendix A – School Offer**

### **St Vincent de Paul Catholic School Offer (SEN information report) 2016-2017**

The Special Needs Code of Practice requires us to provide you with specific information about how we support children who have specific needs. This 'School Offer' forms part of Hertfordshire Special Educational Needs and Disabilities (SEND) local offer. All Hertfordshire Schools are using a similar approach. We hope you find the information easily accessible and that it is set out in clear, straightforward language.

#### **1. How does the school know if the children need extra help and what should I do if I think my child may have special education needs?**

Before joining St Vincent de Paul, we will liaise with you and your child's previous setting to ensure a smooth transition and the continuation of any required additional support. Once children join St Vincent de Paul, teachers continually track and monitor their progress through regular assessments. When progress is slow or attainment is significantly below age related expectations further assessment may be necessary. We also use pupil voice, where appropriate, to seek the views of the children about how they are doing and how they like to be supported in school. Furthermore, we monitor the behaviour of children in school and any significant change in behaviour may indicate a concern.

If you think your child may have SEN you need to arrange to meet the class teacher to discuss your concerns. This may be at a parent consultation evening, by telephone or email or by appointment. Sometimes it might be necessary for the school's Special Educational Needs Coordinator (SENCo) to be involved.

#### **2. How will the school staff support my child?**

The class teacher is responsible for all the children in their class including those with SEND. Lessons are differentiated to suit the needs of the children in the class and may include general support by the teacher or teaching assistant in class. In addition to Quality First Teaching, it may be necessary for your child to receive extra support in small groups or occasionally on a one to one basis. The length of time of any intervention will vary according to need. Interventions are regularly reviewed by all those involved to ascertain the effectiveness of the provision and to inform future planning. We may also provide additional equipment and resources, such as a writing slope or pen/pencil grips, to support your child's needs.

Occasionally a child may need more specialist support from an outside agency such as the Children's Speech and Language Therapy Service, Educational Psychologist, etc. Referral forms are completed in conjunction with parents/ carers and the child, if appropriate, before being forwarded to the appropriate agency.

#### **3. How will I know how my child is doing?**

There are a number of ways in which you can find out how your child is doing in school as outlined below:

- Parent consultation evenings take place in the Autumn and Spring terms.
- Communication with the class teacher further to parent consultation evenings. To make an additional appointment to see your child's class teacher, please see them at the end of the day or leave a message in the school office.
- Appointments can be made to speak to the SENCo by contacting the school office.

- In the Summer term, every child receives an annual report, outlining their progress and achievements.
- Home/ school books may be set up for individual children upon agreement.
- Comments from staff in reading record books.
- Meetings and reports from external professionals.

Finally, don't forget you can ask your child how they think they are doing at school!

#### **4. How will the learning and development provision be matched to my child's needs?**

Each child's education is planned by the class teacher. It will be differentiated accordingly to suit the child's individual needs to enable them to access the curriculum more easily. If appropriate a member of staff may be allocated to work with a child one-to-one or in a small group. This will enable more specific needs to be targeted. Furthermore, additional specialist equipment will be provided where required. Regular assessments are carried out to ensure that the needs of all children are met.

#### **5. What support will there be for my child's overall wellbeing?**

Every member of staff is committed to ensuring the wellbeing of all children. We aim to demonstrate positive relationships between ourselves, parents/ carers, children and visitors to our school. Daily worship takes place and helps to support the wellbeing of each child. PSHCE (Personal, Social, Health and Citizenship Education) lessons take place in every class. Furthermore, a range of extra-curricular activities take place during and after school, which contribute to a child's overall wellbeing. We also seek to gain the children's views through pupil voice.

There are a number of school policies which help to ensure the overall wellbeing of your child in school. These include the school Behaviour policy and Child Protection policy. The Designated Senior Person for Safeguarding at St Vincent de Paul is Mrs Sherry and Mrs Ireton, Mr Keane and Mrs Curry are the Deputy Designated Senior Persons.

The school offers a wide variety of pastoral support for children who are encountering emotional difficulties. These include:

- Members of staff such as the class teacher, teaching assistant, INCo and SENCo are readily available for children who wish to discuss issues and concerns. If necessary, a key adult may be identified for a child to go to.
- Specific interventions, such as social skills groups, run throughout the school when needed.
- When required, referrals will be made to specialist outside agencies such as counselling, the Education Support Team for Medical Absence (ESTMA), Education Psychology Team or the Education Support Centre.

To ensure a smooth transition to and from the school, we liaise with your child's previous and future settings. Transition programmes may also be put in place for individuals and groups of children to enable a positive move from one school to another. We may also access transition support provided by external agencies such as the Stevenage Education Support Centre.

If a child has significant medical needs then a detailed care plan may be compiled by parents/ carers and school staff. Where appropriate this process will be supported by an external healthcare professional. This will then be shared with staff and reviewed regularly.

First aid training, including paediatric first aid, is regularly updated. Specific health care training such as epipen training is delivered annually (or as required) by a healthcare professional. Prescribed medicines may be administered in school, where signed consent is in place, in agreement with parents/ carers and school staff. Furthermore, the school health team is contactable via the school.

#### **6. What specialist services and expertise are available at or accessed by the school?**

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. Specialist involvement is sought where a child's needs are felt to be significant and they



have not responded to the interventions put in place. When children's needs are identified, support and action is put in place as quickly as possible.

In addition to Quality First Teaching and the expertise of staff within the school, we may access the following outside agencies:

- Educational Psychologist
- The Leys SpLD (Specific Learning Difficulties) Base
- Communication Disorders Team
- Education Support Team for Medical Absence (ESTMA)
- Children's Speech and Language Therapy Service
- Child and Adolescent Mental Health Service (CAMHS)
- Low Incidence Team (including the Visual Impairment, Hearing Impairment and Physical and Neurological Impairment Teams)
- Counselling
- Stevenage Education Support Centre

This list is not exhaustive and some services require a referral through your family GP.

### **7. What training have the staff, supporting children with SEND had or are having?**

Staff receive regular training and updates regarding supporting children with SEND. This can take the form of attendance at an off-site training course, staff meetings and whole school INSET. Staff also receive targeted advice, strategies and training from the various outside professionals who are asked to support children in the school.

The school INCo and SENCo hold the National Award for SEN Coordination and are able to signpost staff towards additional sources of training and support.

### **8. How will you help me to support my child's learning?**

Parents/ carers will be advised of the expectations for homework in particular year groups at the beginning of the school year. If your child is having difficulty completing a piece of work, we suggest you encourage her/him to do what s/he can, but do not let them become distressed or demoralised. Let the class teacher know as soon as possible so that we can provide some help. Looking at books together is an excellent way to support your child's learning. All children are encouraged to read at home every day.

Class teachers may suggest ways of supporting your child's learning through parent workshops, parent consultation meetings and other requested meetings. Where appropriate a home/school contact book may be set up in which messages can be exchanged between home and school.

Where a specific assessment has been carried out by the class teacher, SENCo or specialist agency, parents/ carers may be contacted to discuss the results and suggested ways forward.

The school SENCo is happy to meet with parents/ carers to discuss strategies that can be used to support specific individual needs. If outside agencies such as an Education Psychologist have been involved, strategies and suggestions are often provided which can be implemented at home as well as at school.

### **9. How will I be involved in discussions about and planning for my child's education?**

All parents/ carers are encouraged to contribute to their child's education. This may be through:

- Parent consultations evenings in the Autumn and Spring terms.
- Discussions with the class teacher.
- Discussions with the INCo, SENCo or other outside professionals.

If a specific need has been identified and advice sought from an external agency, additional meetings may sometimes be arranged with these professionals in school.

### **10. How will my child be included in activities outside the classroom including school trips?**

Activities and school trips are available to all children. Risk assessments are carried out and procedures are in place to enable all children to participate. Adjustments and additional arrangement will be made dependent on your child's individual needs. If a health and safety risk assessment suggests that an intensive level of one-to-one support is required, a parent/ carer may be asked to accompany their child during the activity or trip in addition to the usual school staff.

### **11. How accessible is the school environment?**

All Hertfordshire schools will comply with the Equality Act 2010 and will make reasonable adjustments. The school accessibility plan is regularly reviewed and updated. As a school we are happy to discuss individual access requirements.

### **12. Who can I contact for further information?**

If you wish to discuss your child's educational needs, please contact your child's class teacher in the first instance. You may also contact Mrs Curry (SENCo) or Mrs Sherry (INCo) who will be happy to provide information or signpost you in the direction of additional sources of information. Mrs Curry and Mrs Sherry are contactable via the school office.

### **13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

At St Vincent de Paul School, we understand that joining and moving schools can be a stressful time. Therefore many strategies are in place to enable your child's transition to be as positive as possible. To ensure a smooth transition to and from the school, we liaise with your child's previous and future settings prior to them joining/ leaving. Nursery staff will make home visits for children joining the Nursery class. Meetings are held for parents prior to joining the school and parents are encouraged to visit their child's next setting.

For transitions within school, meetings are held to ensure a positive handover from one year group to the next. Children have the opportunity to meet with their new teacher and visit their new classroom as part of the whole school transition programme.

Transition programmes may also be put in place for individuals and groups of children to enable a positive move from one school to another or from one year group to another. These may include additional visits to a setting. We may also access transition support provided by external agencies such as the Stevenage Education Support Centre.

### **14. How are the school's resources allocated and matched to children's special educational needs?**

Resources are allocated to pupils depending on their needs, within budgetary constraints.

Where possible, this is provided through the resources we already have in school. However, we will sometimes need to ask other services for support. This might be through the Exceptional Needs Funding Panel or the NHS Healthcare Panel.

### **15. How is the decision made about how much support my child will receive?**

Before joining St Vincent de Paul, we will liaise with you and your child's previous setting to ensure a smooth transition and the continuation of any required additional support. Once children join St Vincent de Paul, teachers continually track and monitor their progress through regular assessments. When progress is slow or attainment is significantly below age related expectations further assessment may be necessary.

Support is allocated according to the individual needs of a child. Where there are concerns regarding a child's progress or attainment, interventions will be put in place to support the child. Specialist outside agencies may also make recommendations for support.

Regular discussions will take place between parents/carers, children and staff regarding any special educational needs. These meetings allow all those involved to review progress, discuss support and set targets.

**16. How can I find information about the Local Authority's Local Offer of services and provision for children and young people with special educational needs and disability?**

Information regarding the Hertfordshire Local authority offer can be found at:

<http://www.hertsdirect.org/localoffer>

*Our School Offer (School Information Report) is a work in progress. It will be reviewed termly as new developments, processes and provisions alter and change.*

## **Appendix B – School provision**

### **Special Educational Needs and Disability (SEND) Provision Available September 2016**

St Vincent de Paul Catholic School is an inclusive school and may offer the following range of provision to support children with SEND.

#### Social Skills programmes/support including strategies to enhance self-esteem

- Weekly practical skills programme for an individual or a small group of children
- Emotional Literacy group

#### Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)

- Prompt and reminder cards for organisational purposes
- Pre-teaching of strategies and vocabulary
- Access to own laptop
- Specialist equipment to access the curriculum
- Specific speech and language programme on an ipad to encourage communication.
- Involvement of Woolgrove School Outreach

#### Strategies/programmes to support speech and language

- Interventions from a Speech and Language Therapist
- Delivery of a planned Speech and Language programme from a teaching assistant
- Some staff trained in Widget: Communicate in Print software to support and develop early communication skills

#### Mentoring activities

- Use of talk partners
- Support from a TA or teacher
- Strategies/programmes to support Occupational Therapy/Physiotherapy needs
- Interventions from an Occupational Therapist/Physiotherapist
- Delivery of a planned Occupational Therapy/Physiotherapy programme from a teaching assistant.

#### Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

- Planned programme of support from a Play Therapist or counsellor
- Planned programme of support from the classroom teaching assistant teacher
- Meet and greet session at the start of each day
- Parental contact session at the end of each week
- Referral to CAMHS
- Family support worker

#### Strategies to support/develop literacy inc. reading

- Small group support in class through Guided Teaching
- Additional support in a small group for 'Catch-up literacy activities'
- Additional support by a teaching assistant/ SENCo for 1:1 support
- Involvement of The Leys SpLD Base

#### Strategies to support/modify behaviour

- Use of the school's behaviour policy
- Support from a teaching assistant or teacher
- Time out
- Involvement of a Play Therapist

- Social skills/behaviour modification groups
- Access to ASD specialist advice
- Involvement of outside agencies (Stevenage ESC, Woolgrove Outreach)

#### Strategies to support/develop mathematics

- Small group support in class through Guided Teaching
- Additional support in a small group for 'Catch-up maths activities'
- Additional support by a teaching assistant for 1:1 support
- Involvement of The Leys SpLD Base

#### Provision to facilitate/support access to the curriculum

- Small group support from the classroom teaching assistant
- 1:1 support in the classroom from a teaching assistant to facilitate access through support or modified resources
- Specialist equipment such as seating, soundfield systems, personal screen for visually impaired
- Use of a personalised curriculum
- Involvement of Woolgrove School Outreach

#### Strategies/support to develop independent learning

- Use of visual timetables, checklists, now and next boards
- Pre-teaching of vocabulary and content
- Access to personal ICT
- 'Chunking' of activities
- Use of individualised success criteria

#### Support/supervision at unstructured times of the day including personal care

- Named teaching assistant at playtime
- Named Midday Supervisor at lunchtime

#### Planning and assessment

- Personalised Provision Plan
- Class provision map
- Individual targets
- Regular review of targets with child and parents

#### Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports

- Liaison with a wide range of professionals
- Regular progress meetings with parents
- Explanation of professional reports to parents

#### Medical Interventions

- Strategies for the use of personal medication
- Individual protocols for children with significant medical needs and allergies
- Provision of aids and resources to support learning
- Access to the school nurse
- Individual support plans for pupils with short term medical needs
- 1:1 support for life saving interventions

For children with complex SEND, the frequency of such provision may result in the school applying for additional funding to support a child, known as Exceptional Needs Funding.

|   |   |  |   |   |   |
|---|---|--|---|---|---|
| Children who joined after normal intake (Reception Year...) | SEN Register                                  |  | Pupil Premium/ Ever 6 children              | Children with medical needs or disabilities | Children with poor attendance (< 90%)           |
|   | SEN Support                                   | EHCP   |   |   |   |
| Children below ARE in Reading.                              | Children below ARE in Writing.                | Children below ARE in Speaking and Listening.                | Children below ARE in Maths.                | Highly able children (+area)                | Children with English as an Additional Language |
| Children not making good progress in Reading.               | Children not making good progress in Writing. | Children not making good progress in Speaking and Listening. | Children not making good progress in Maths. | Children who are talented (+area)           |   |

### Appendix C – Blank class provision map

(KS1 and KS2)

|  |  |  |                                   |   |                                       |
|--|--|--|-----------------------------------|---|---------------------------------------|
| Children who joined after normal intake (Reception Year...)      | SEN Register   |  | Pupil Premium children            | Children with medical needs or disabilities     | Children with poor attendance (< 90%) |
|  | SEN Support  | EHCP   |                                   |   |                                       |
| Children below ARE in Communication and Language.                | Children below ARE in Physical Development.                | Children below ARE in Personal, Social and Emotional Development.                | Highly able children (+area)      | Children with English as an Additional Language |                                       |
| Children not making good progress in Communication and Language. | Children not making good progress in Physical Development. | Children not making good progress in Personal, Social and Emotional Development. | Children who are talented (+area) |   |                                       |

(EYFS)

| STRATEGIES FOR ALL CHILDREN IN THE CLASS |           |            |
|--|-----------|------------|
| Area of Learning                         | Provision | Evaluation |
| Communication and Interaction            |           |            |
| Cognition and Learning                   |           |            |
| Social, Emotional and Mental Health      |           |            |
| Sensory and Physical                     |           |            |

| STRATEGIES FOR SOME CHILDREN IN THE CLASS |                   |       |                     |        |           |         |
|---|-------------------|-------|---------------------|--------|-----------|---------|
| Intervention (+ start & end date)         | Frequency / staff | Pupil | Entry data (+ date) | Target | Exit data | Outcome |
|   |                   |       |                     |        |           |         |
|   |                   |       |                     |        |           |         |

| PERSONALISED STRATEGIES |                            |                 |                     |        |                    |         |
|-------------------------|----------------------------|-----------------|---------------------|--------|--------------------|---------|
| Pupil                   | Intervention (+start & end | Frequency/staff | Entry data (+ date) | Target | Exit data (+ date) | Outcome |
|                         |                            |                 |                     |        |                    |         |

|  |       |  |  |  |  |  |
|--|-------|--|--|--|--|--|
|  | date) |  |  |  |  |  |
|  |       |  |  |  |  |  |
|  |       |  |  |  |  |  |

## Appendix D – Personalised Provision Plan

|   |   |  |
|---|---|--|
| <b>My birthday:</b>   | <b>My class:</b>  | <b>Date:</b>   |
| <b><u>My journey so far:</u></b> <i>(e.g. Statement Objectives, Referrals, Medical Advice etc.)</i> | <b>What have we tried? (Do)</b>   | <b>What have we learned? (Review)</b>                |
|   | <b>What are we pleased about? (Review/ Assess)</b>  | <b>What are we concerned about? (Review/ Assess)</b> |
|   | <b>What am I going to do, when and who is going to help me? (Plan)</b><br><i>(include external advice used and date if appropriate)</i> | <b>What are we hoping will be better?(Outcomes)</b>  |
|   | <b>Who helped to write this plan?</b>   | <b>Pupil Signature:</b>                              |
|   | <b>Parent Signature:</b>  |  |
|   | <b>Teacher/ SENCO/ Head Teacher Signature:</b>  |  |