

# St Vincent de Paul

## Special Educational Needs and Disability (SEND) Provision

### September 2017

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 support including strategies to enhance self-esteem

- Lego therapy
- Social skills programme for groups
- Protective Behaviour for groups or individuals
- Emotional Literacy programme for groups
- Bright Stars group
- Talking and Drawing for individuals
- Access to Family Support Worker
- Involvement of Educational Psychologist
- Circle Time
- Worry boxes
- Named listener/adult for each child to speak to
- Celebrating assemblies celebrating achievements
- Positive behaviour policy

#### Access to a supportive environment – IT facilities/equipment/resources

- Checklist; prompt and reminder cards for organisational purposes
- Pre-teaching of strategies and vocabulary
- Access to own laptop
- Specialist equipment to access the curriculum
- iPads
- Involvement of Woolgrove School Outreach
- ICT resources including interactive white boards, Purple Mash, Espresso, websites e.g. YouTube, Phonics Play.
- Coloured overlays, coloured overlay reading rulers, tinted paper
- Writing slopes, pencil grips
- Alphabets, word grids, planning sheets, working walls, number displays, dictionaries
- Involvement of Leys SpLD Base, Hearing and Visual Impairment Services

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

- Delivery of interventions from a Speech and Language Therapist
- Time to Talk group
- Wellcom group
- Colourful Semantics
- Language for Thinking group
- Pre-teaching of vocabulary and key concepts
- Widget Communicate in Print software to support and develop early communication skills

#### Mentoring Activities

- Use of talk partners
- Strategies/programmes/interventions from an Occupational Therapist/Physiotherapist
- Older children as play buddies
- Access to Family Support Worker

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

- Planned programme of support from the classroom teaching assistant teacher
- Meet and greet session at the start of each day
- Regular parental contact between teacher and parent/carer
- Referral to CAMHS (Child Adolescent Mental Health Service)
- Family support worker
- Transition programme for children with Autism (extra visits, transition book, postcards, all about me/passport available for all staff)
- Transition meetings to ensure smooth transition across classes
- Comprehensive Transition Programmes to secondary school for children with SEND
- Home/School communication books for individual pupils
- Personalised Provision Plan meetings with parents, staff and pupils
- Parent surgeries/consultation evenings
- Meet and greet at the start of each day
- Staff 'hand over' children at the end of the day – available for brief discussion
- Appointments with staff and parents
- Coffee mornings/information talks for parents of children with SEND
- Head, Inclusion Manager and Senco available by appointment
- Referral to external agencies such as CAMHS individual children.
- Education, Health and Care Plans
- Named adult to support children
- Protective Behaviours for groups and individuals
- Drawing and Talking for individual children

**Strategies to support/develop English**

- 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 for 1:1 support e.g. Word Wizard, Sprite, ELF
- First Quality whole class teaching and small group teaching with planned differentiation
- Graded reading books for EYFS, KS1 and KS2
- Planned phonic programmes for individuals and groups
- Parent information meetings on reading and writing.
- Writing and planning grids available
- Referral to Specific Learning Difficulties Base and Educational Psychologist for individual children.

**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 e.g. DAN
- Involvement of The Leys SpLD Base
- First Quality whole class teaching and small group teaching with planned differentiation
- Individual and group programmes
- Referral to Specific Learning Difficulties Base and Educational Psychologist for individual children.

**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, personal screen
- Use of a personalised curriculum
- Involvement of Woolgrove School Outreach
- Pre-teaching concepts/vocabulary

**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
- Independent learning ethos across whole school
- Targets clearly communicated to children
- Visual timetable
- Homework

- Personal targets
- Teachers' plans address individual targets for SEN children
- Termly pupil progress meetings
- Curriculum letters to parents/carers
- Guidance on website
- Newsletters

- Success criteria
- Learning Partners

### **Strategies to support/modify behaviour**

- Use of the school's positive behaviour policy
- Support from a teaching assistant or teacher
- Time out
- Social skills/behaviour modification groups
- Access to ASD specialist advice
- Involvement of outside agencies (Stevenage ESC, Woolgrove Outreach)
- Rights Respecting modelled behaviour throughout the school
- Home/School Agreement
- Reward systems – celebrating good behaviour with stickers, charts, badges
- Playtime support
- Behaviour Support Plans
- Behaviour Referral

### **Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs/fine and gross motor skills**

- Delivery of planned programmes by Occupational/Physiotherapy services
- Actively supporting children in PE, Games lessons and on the playground to take part to the best of their ability.
- Cup stacking games, skipping, multi skill games.
- Pencil grips, writing slopes.
- Write from the Start writing programme

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

- Named teaching assistant at playtime
- Named Midday Supervisor at lunchtime
- Older children acting as mentors and monitors
- Additional adult support for targeted children
- Care Plans
- Involvement of School Nurse

### **Planning and assessment**

- Personalised Provision Plan for individual children
- Class provision map
- Individual targets
- Regular review of targets with child and parents
- Hertfordshire for Learning Assessment Criteria used throughout KS1 and KS2
- Personal Education Plans for Children Looked After
- Pupil Progress Meetings
- Target setting
- Whole school support register
- Monitoring list

- RaiseOnline and AM7 (recognised schools' database) used to analyse effectiveness of interventions.

**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
- Parent consultation evenings
- Parents consulted and informed of additional intervention programmes
- School reports and levels
- Regular referral to and communication with Educational Psychologist, Speech and Language Therapists, Specific Learning Difficulties Base, Child and Assessment Development Centre, Advisory Teachers for children with ASD (Autistic Spectrum Disorder), Advisory Teachers for children with sensory impairments, ADHD (Attention Deficit Hyperactivity Disorder) nurse, CAMHs (Children, Adolescent, Mental Health Service) and the School Nurse.
- Reports compiled by Inclusion Manager for external professionals
- Teacher or Inclusion Manager can attend first meeting at CDAC (Child Development Assessment Centre) with parents and child when appropriate.
- Professional links made to Woolgrove outreach.
- Inclusion Manager or Senco will attend TAF (team around the family) meetings for individual children
- Senco to attend termly SEND briefings, cluster meetings and local authority training.
- Coffee mornings/information talks for parents of children with SEND
- Meetings with Head, Inclusion Manager and Class Teachers by appointment
- SEND blog/information for parents on school website

**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
- Access to and support from the School Nurse.
- Staff trained to use Epi-pens
- Asthma boxes in each class and clear policy for use
- With parents develop individual strategy for significant medical needs and allergies
- Trained staff to give medication to children with complex conditions.
- Staff with Paediatric First Aid training always on site.

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.