



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

St Vincent de Paul Catholic School Offer (SEN information report) 2017-2018

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 Persons for Safeguarding are Mr White, Mrs Sherry and Mrs Curry.

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.