

ST VINCENT'S CATHOLIC PRIMARY SCHOOL

A guide to Special Educational Needs and Disabilities (SEND)



*To love, serve and learn as
Jesus shows us*

SENDCO:
Miss Samantha Flynn

Head of School:
Mrs Amy Norris

Executive Headteacher:
Mr Dominic Vernon

PARTNERSHIP WITH PARENTS

At St Vincent's we recognise that you, as parents, are the first and primary educators of your child. We want to work in partnership with you, listening and discussing, to ensure that any identified needs are provided for and your child continues to reach their potential from their individual starting point.

Parents are kept informed and involved through:

Newsletters and diaries
Texting and email service
Reward and Class assemblies
Invite a loved one to lunch
Parents' Evenings
End of year school report

More personalised communication and involvement for children with SEND is through:

Discussion with the class teacher, SENDCO or Head of School
More regular Support Plan review meetings

CONTACT US



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<https://www.stvincentsprimary.org>



<https://twitter.com/stvincentsrcp>



[https://www.facebook.com/@stvince
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ntspenketh)

OUR AIMS

At St Vincent's Catholic Primary School, we value the abilities and achievements of all children and strive to ensure every child achieves their full potential in the classroom and beyond.

We are committed to providing for each child the best possible environment for learning which is safe, inclusive and happy, and where they are not afraid to tackle new challenges and develop the skills they need to be fully equipped to take on the next stage of their learning journey.

Our aims in relation to SEND are to:

- Ensure that all pupils have access to a full and balanced curriculum
- Provide an adapted curriculum appropriate to individual's needs and abilities
- Ensure early identification of children requiring SEND provision
- Accept responsibility for meeting the needs of children with SEND
- Ensure that children with SEND take as full a part as possible in all school activities
- Ensure that parents of children with SEND are kept fully informed of their child's progress and attainment
- Ensure that children with SEND are involved, where practicable, in decisions affecting their education and progress

QUALITY FIRST TEACHING

Quality first teaching for children of all abilities is made up of adapted learning and targeted groups to provide short-term intervention, support or focus. If your child is not making enough progress with all of this in place, then further analysis may be required so that a more personalised approach can be taken to meet their needs. You will work closely with your child's class teacher, supported by the SENDCO, to identify and review targets and progress.

IDENTIFICATION OF SEND

When identifying SEND we consider the following categories of need:

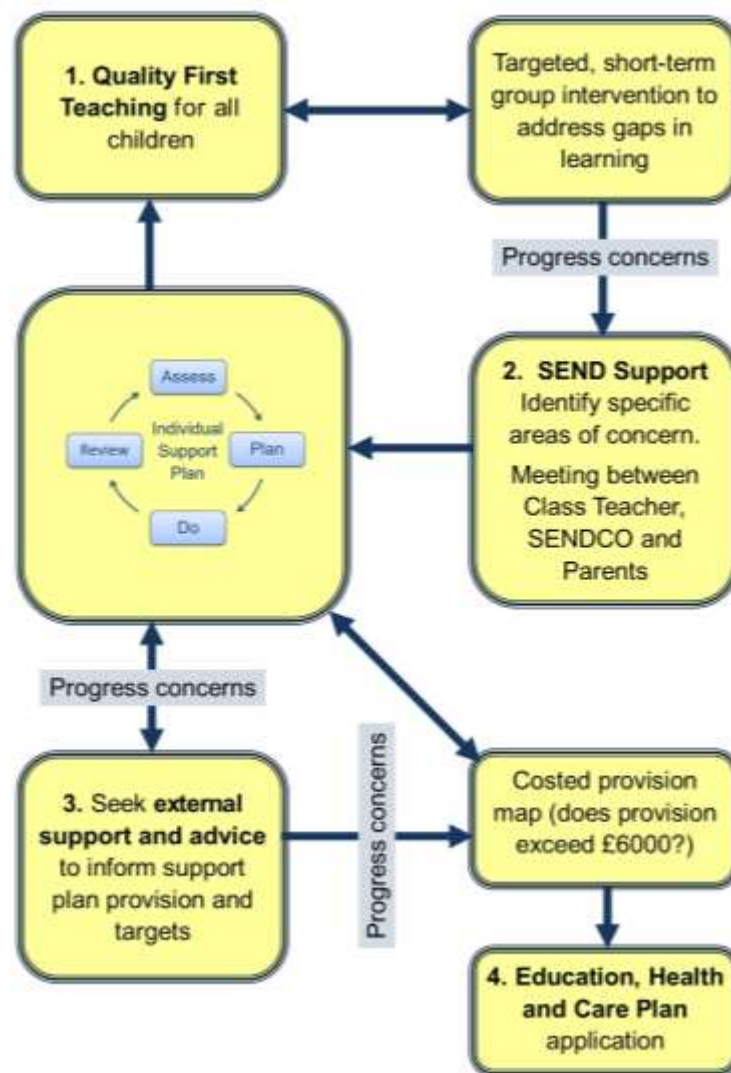
- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical

Staff, working with you, will complete the relevant sections of our 'Identifying SEND' documentation so that specific target areas are highlighted.

INDIVIDUAL SUPPORT PLAN

Your child's Support Plan will include specific, measureable, achievable, realistic targets based on their needs identified and set in discussion with you and your child. These targets will inform the support that your child receives in school and can be worked on at home. Support Plan targets will be reviewed with you and your child each term or half-term as appropriate to their needs.

Our SEND Flowchart



FURTHER ACTIONS

If, after a number of assess, plan, do and review cycles, your child is not making sufficient progress, we may feel that more specialist advice or support is needed to help meet the identified needs of your child.

We may involve some of the following professionals (or others as appropriate) to help inform the Support Plan targets that we set and work on with your child:

Educational Psychologist
Speech and Language Therapy
Occupational Therapy
Physiotherapy
CAMHS
Neurodevelopmental Pathway
School Health
Vision or hearing impaired services
Orthoptist service
Early help
Social, Emotional, Mental Health (SEMH) specialist teachers

EDUCATION, HEALTH CARE PLAN (EHCP)

If your child continues to make very little/no progress despite the support already in place based on specialist advice, and this support is equivalent to at least £6000, we may then need to consider an EHCP application to fund further support for your child.

For more information about this process, you can visit:

<https://www.warrington.gov.uk/local-offer-send>