St Vincent's Catholic Primary School

SEND Report

September 2021

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Introduction

- The purpose of the Special Educational Needs and Disabilities (SEND) Information Report is to include the necessary information used at St. Vincent's Catholic Primary School for identifying, assessing and making provision for pupils with SEND.

- It explains the kinds of special educational needs for which provision is made at St. Vincent's Catholic Primary School.

- It gives:
  - Information about the school's policies for the identification and assessment of pupils with special educational needs.
  - Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including:

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1. Admission arrangements for pupils with SEN or disabilities.
   The kinds of special educational needs for which provision is made at the school.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—
   a) how the school evaluates the effectiveness of its provision for such pupils;
   b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;
   c) the school's approach to teaching pupils with special educational needs;
   d) how the school adapts the curriculum and learning environment for pupils with special educational needs;
   e) additional support for learning that is available to pupils with special educational needs;
   f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and
   g) support that is available for improving the emotional, mental and social development of pupils with special educational needs.

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEND co-ordinator.

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

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6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.
7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.
8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.
10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.
11. Arrangements for supporting pupil with special educational needs who are looked after by the LA
12. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.
13. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.
14. Information on where the local authority's local offer is published.

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1. Kinds of Special Educational Needs that are provided for at St Vincent's Catholic Primary School and admission arrangements for children with Special Educational Needs	We provide support for pupils across the 4 areas of need as laid out in the SEND Code of Practice 2014: • Communication and interaction • Cognition and learning • Social, emotional and mental health difficulties • Sensory and/or physical needs Children with an Education Health Care Plan that names the school will be offered place without using the admission criteria and will count as part of the school's published admission number. Transition arrangements will be adapted to meet individual needs.
2. Information about the school's Policies for identification and assessment of pupils with SEND	Pupils are identified as having SEND, and their needs assessed, through: • Information passed on from Nursery / previous schools; • Baseline assessments, progress and attainment tracking, KS1 and KS2 NC assessments; • Feedback from teaching staff and observations; • Pupil Premium interventions not showing impact; • Referrals from parents or pupils themselves
3a. Evaluating the effectiveness of the provision made for pupils with SEND	• Provision is evaluated each term or half term and adaptations are made in light of these evaluations. • Progress and evaluation is reported to the SEND Governor. • Annual report to the Governing Body • SEND Information Report

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3b. Arrangements for assessing & reviewing pupils' progress towards outcomes, including opportunities available to work with parents & pupils as part of this assessment and review	These arrangements include: • Data tracking for pupil progress; • Support plan and ECHP reviews; • Observations and follow up; • Parents meetings each term or half term.
3c. The school's approach to teaching pupils with SEND	Provision for SEND pupils includes : • Quality first teaching, with appropriate differentiation; • Extra adult support in classrooms where appropriate; • Small group / 1-to-1 work; • Personalised provision through time limited intervention programmes and adapted resources.
3d. How adaptations are made to the curriculum and the learning environment of pupils with SEND 3e. Additional support for learning that is available to pupils with special educational needs in order to prevent them from being treated less favourably 3f. How the school enables pupils with special educational needs to engage in the activities of the school together with children who do not have SEND	The curriculum /learning environment may be adapted by : • Fully inclusive quality first teaching, with appropriate differentiation • Groupings that target specific levels of progress; • Differentiated resources and teaching styles; • Appropriate choices of texts and topics to suit the learner; • Access arrangements for tests and or examinations; • Additional adult support in small groups or 1-to-1.

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3g. Support that is available for improving the social emotional and mental health of pupils with special educational needs,	Pupils are well supported by : • An anti-bullying policy supported by anti-bullying focus week; • Support from NSPCC across all year groups; • Access to specialist services if required; • PSHE (Jigsaw) and nurture activities; • Targeted support for individual pupils and social skills groups. • School Council • Pupil Voice
4. In relation to Mainstream Schools and maintained nursery schools: The Name and contact details of SEND Co-ordinator: The name and contact details of SEND Governor:	• SEND Coordinator: Kathryn Long • Inclusion Governors: Helen Chaplin • School Telephone Number: 01925 726544

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5. Information about the expertise and training of staff in relation to children and young people with SEND, including how specialist expertise will be secured.	Audit of staff expertise in SEND undertaken annually:
	• SENDCO has completed the National SENCO award (Sept 2020)
	• SENDCO part of Peer to peer review programme; school was reviewed in October 2018.
	• Effective use of adult support for English and Mathematics
	• Individual staff trained in:
	  ○ Speech, language and communication needs
	  ○ The SEND Code of Practice
	
	Specialist expertise engaged from external services:
	• Complex Case panel
	• Educational Psychologist
	• CAMHS
	• St Joseph's Family Centre
	• NSPCC
	• Warrington Youth Service

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured. Access facilities for pupils with SEND	• Support Services • Charities • Volunteers • School is fully accessible, on one level, with disabled toilet facilities and ramps for access

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7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.	• Telephone calls • Text messages • Email • Parent Questionnaire • Parents Evenings / end of year report • Meetings to discuss initial concerns • Support plan recommendations and reviews each term / half term • EHC Review Meetings • Thursday drop in sessions • Home visits where necessary
8. The arrangements for consulting young people with special educational needs about and involving them in, their education.	• Pupil Voice – interviews / questionnaires • School Council • Involvement in support plan reviews and target setting
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.	• The School Complaints policy is available from school or on the school website • Complaints related to SEND should initially be directed to Kathryn Long (SENDCO) or Dominic Vernon (Head Teacher)

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10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.	• The Governing Body are responsible for reviewing and approving policies relating to inclusion, SEN and disability, child protection and safeguarding. These policies outline how school will meet the needs of pupils with SEND and their families • The Governing Body receive regular updates from the Head Teacher and SENDCO in order that they can ensure that children's needs are being met, and challenge as necessary and appropriate • Multi-agency meetings are held to ensure that all necessary agencies are involved in supporting the needs of any children with SEND
11. Arrangements for supporting pupil with special educational needs who are looked after by the LA	• The Designated Safeguarding Lead (also the appointed teacher for Looked after Children) will work closely with the SENDCO to ensure that all needs are being met and that any targets to address concerns about learning and progress are also met within a child's PEP

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12. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.	• Warrington SEND Information Advice and Support Service
	  • 01925 442978
	  • http://www.warringtonsendiass.co.uk/
	
	• Family Advisory Service:
	  • 01925 443131
	  • http://www.warringtonchildren.org

13. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.	<u>If your child is moving child to another school</u>**:** We will contact the school SENDCO and ensure s/he knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible. <u>When moving classes in school:</u> Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. Individual targets will be shared with the new teacher. Your child will take part in transition visits to their new class in order to familiarise themselves with their new environment and get to know their new class teacher and teaching assistants with whom they will be working.

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13. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living *(continued)*	<u>When leaving in Year 6:</u> The SENDCO and Y6 teacher will discuss the specific needs of your child with the SENDCO and head of year 5 of their secondary school. Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
14. Information on where the LA's local offer is published.	• School website: www.stvincentsprimary.org • Local Authority Website: www.warrington.gov.uk/localoffer

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