

St Vincent de Paul School

Special Educational Needs

Information Report

2023-2024

Introduction

Welcome to St Vincent de Paul's Special Educational Needs (SEN) information report. Rooted in our Catholic faith, every child and family in our community is valued; diversity is celebrated. We recognise that every child is unique - all areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' relevant to their needs and instil life-long learning aspirations for everyone through a range of activities which are fun and enjoyable. Within our high expectations, we take a broad view of success measures, rather than assuming that success looks the same for every child.

Contact information:

Senco/Acting Deputy: Michelle Curry (mcurry@stvincent.herts.sch.uk)

SEND Governor: Geraldine Cartwright (contactable via the school office:
admin@stvincent.herts.sch.uk)

This report, which is reviewed annually, tells parents what they can expect our school regarding SEND provision.

We have a range of Special Educational Needs in our school. This table shows how we compare to England and Hertfordshire.

	In Hertfordshire (January 2022 census)	In England (January 2023 census)	At SVDP (September 2023)
% of pupils with SEN	15.9%	16.6%	11%
% of pupils with an Educational Health Care Plan	3.1%	4.3%	2%
% of pupils having SEN Support	12.8%	12.6%	9%

SEN by primary type of need in our school	
ADHD	6%
Autistic Spectrum Condition	25%
Autism Spectrum Condition and ADHD	4%
Moderate Learning Difficulties	21%
Other	4%
Sensory and/or Physical	2%
Social, Emotional and Mental Health Needs	13%
Specific Learning Difficulties	4%
Speech, Language and Communication Needs	21%

How does the school know if children need extra help?

- We aim to identify and assess children with SEND as early as possible so that we can work together to provide the best outcome for your child.
- There are a variety of ways in which staff may identify a child as needing extra help:
 - Before joining St Vincent de Paul, staff will liaise with you and your child's previous setting to ensure a smooth transition and the continuation of any required additional support. This applies to all children whether starting Nursery, Reception or mid year.
 - An outside agency such as the Speech and Language Therapy Service, School Nurse or Family Support Worker may inform us about your child's additional needs.
 - Once children join St Vincent de Paul, teachers continually track and monitor their progress through regular assessments. Termly pupil progress meetings are held between teachers and senior leaders to discuss each pupil.
 - We 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.
- If at any time the class teacher is concerned about your child's progress or behaviour, they will discuss their concerns with you and, if necessary, consider if your child would benefit from any extra support. The Special Educational Needs Co-ordinator (Senco) may become involved at this point.



What should I do if I think my child may have special educational needs?

- We work in partnership with our parents and carers. If we know about your concerns, we can support your child.
- Talk to the class teacher to discuss your concerns in the first instance. This may be at a parent consultation evening, by telephone or email via the office for appointment.
- You are more than welcome to make an appointment to discuss your child with the SENCO.



How do school staff support my child?

- Central to the education we provide is the learning the children do in the classroom. The quality first teaching which takes place supports and challenges all children.
- Some children may need additional support to help them learn and make progress. Your child may receive extra support in a small group or individually. There may be adaptation made to the curriculum, resources or classroom to enable this support.
- Your child may need a Personalised Provision Plan (PPP), which is written and reviewed each term jointly by parents/carers, teachers and children (where appropriate). Some children may have a PPP for a while, after which time it may no longer be needed. Other children may have a PPP for the whole time they are in our school.
- We follow a process called Assess-Plan-Do-Review. The length of time of any support will vary according to need. Support is reviewed by all those involved to ascertain the effectiveness of the provision and to inform future planning.
- Occasionally a child may need more specialist support from an outside agency such as the Children's Speech and Language Therapy Service, Hertfordshire Integrated Services for Learning, Step 2 Mental Health Services etc. Referral forms would be completed with you as parents/carers, before being forwarded to the appropriate agency.

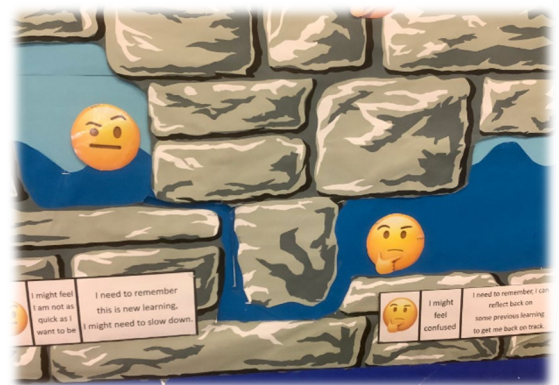


- A few children require more specific provision and we will seek advice from external professionals. These children's needs may be best met through an Education, Health and Care Plan (EHCP).

See: <https://www.hertfordshire.gov.uk/microsites/local-offer/support/ehc-plan.aspx>.

How do I know how my child is doing in school?

- There are a number of ways in which you can find out how your child is doing:
 - Parent-teacher consultation evenings take place in the Autumn and Spring terms. The Senco is also available at these evenings.
 - 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.
 - In the Summer term, every child receives an annual report, outlining their progress achievements and targets.
 - Home/ school books may be set up for individual children upon agreement.
 - Comments from staff in reading record books.
 - Meetings with and reports from external professionals e.g. speech and language therapist.
 - If your child has a special educational need with a PPP in place, there are termly meetings between staff and parents/carers to discuss your child's progress, celebrate success and where appropriate identify provision for the forthcoming term.Finally, don't forget you can ask your child how they think they are doing at school!



How is learning provision matched to my child's needs?

- Each child's education will be planned by the class teacher and will be differentiated 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.
- Additional specialist equipment will be provided where required.
- Staff are trained regularly to identify and assess children's needs and match these to planned interventions. We base the interventions we use on current research and best practice. Regular assessments are carried out to ensure that the needs of all children are met.
- We seek advice from external professionals and incorporate recommendation into provision

- If your child has a special educational need with a personalised provision plan in place, there are termly meetings between staff and parents/carers to discuss your child's learning provision.

What support is there 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 in our school.
- Daily worship takes place and help to support the wellbeing of children child.
- PSHCE (Personal, Social, Health and Citizenship Education) lessons take place in every class.
- Every child has a hand network which they review each term.
- We hold an annual 'Wellbeing Week' which focuses on being healthy inside and out.



- We use the Zones of Regulation curriculum to support children's understanding of their emotions.
- 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 Behaviour Policy and Child Protection Policy. school Behaviour policy and Child Protection policy. The Designated Persons for Safeguarding are Mrs Curry, Mrs Whitty and Mrs Hargrave.
- The school offers a wide variety of pastoral support for children who are encountering emotional difficulties. These include:
 - Members of staff being 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, Protective Behaviours and Talking and Drawing run throughout the school when needed.

- When required, referrals will be made to specialist outside agencies such as Nessie, CAMHS, Step 2, the School Nurse or the Educational Psychology team.
- We have a School Family Worker from Stevenage Education Trust who comes into school once a week to support children and their families.
- To ensure a smooth transition to and from 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. We record all medical information and incidents on Medical Tracker.
- 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.

What specialist services and expertise are available or accessed by the school?

- 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 by the school. When children's needs are identified, support and action is put in place as quickly as possible.
- In addition to the expertise of staff within the school, we may access the following outside agencies:
 - Educational Psychologist
 - Herts Integrated Services for Learning (ISL) - specialist teachers including Autism and Communication Needs; Visual Impairment; Specific Learning Difficulties (Dyslexia, Dyspraxia, Dyscalculia); Hearing Impairment; Physical and Neurological Impairment)
 - Speech and Language Therapy (SALT)
 - Occupational Therapy
 - Child and Adolescent Mental Health Service (CAMHS) or Step 2
 - Nessie therapeutic services

- Greenside Outreach
- Family Support Worker

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

What training have staff supporting children and young people with SEN had or are having?

- Staff receive regular training and updates regarding supporting children with SEND. Last academic year training include: Speech and Language Wellcomm; Advance ADHD; Speech and Language SCERTS; social stories; vocabulary development; Steps therapeutic approaches to behaviour; emotional literacy; Early Years Autism; blank level questioning.
- Training can the form off-site training courses, staff meetings and whole school INSET.
- Staff also receive targets advice, strategies and training from the various outside professionals who support children in the school.
- The Senco holds the National Award for SEN Coordination and is able to signpost staff towards additional sources of training and support.

How will you help me to support my child's learning?

- Our curriculum map is on the school website:
[PI - Curriculum \(stvincent.herts.sch.uk\)](http://PI-Curriculum(stvincent.herts.sch.uk))
 - This has an overview of subjects and topics in your child's year. It is helpful for you to know what your child is learning to be able to support them in their understanding
- At the beginning of the year we have a 'meet the teacher' meeting which will help you understand the expectations of your child's class.
- Each term, there is also a class letter identifying the main themes and messages for the term.
- Parents/carers will be advised of the expectations for homework in particular year groups at the beginning of the school year. Let the class teacher know as soon as possible if homework is causing distress so that we can provide some help.
- 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.

- There is information on the inclusion page of the school website:
[OS - SEND \(stvincent.herts.sch.uk\)](http://OS-SEND.stvincent.herts.sch.uk)
- Information on courses and workshops in the local area is regularly sent out via Parentmail as well as the school Twitter account.
- Hertfordshire SENDIASS is a free, impartial Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) for children, young people with special educational needs and/or disability (SEND) aged 0 to 25 years and their parents on issues relating to SEND. They provide information, advice and support through our helpline service, online resources, at events and workshops as well as through individual casework.
[Home \(hertssendiass.org.uk\)](http://Home(hertssendiass.org.uk))
- 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. strategies and suggestions are often provided which can be implemented at home as well as at school
- The school SENCo is happy to meet with parents/ carers to discuss strategies that can be used to support specific individual needs.

How will my child be included in activities outside the classroom including school trips?

- Activities and school trips are available to all children.
- Risk assessment are carried out and procedures are put in place to enable all children to participate. Adjustments and additional arrangements will be made dependent on your child's individual needs. Where the outings are run by outside agencies they are made aware of each child's needs so that they deal with them in a sensitive and appropriate manner.
- We appreciate that changes to routine may be difficult for some children with SEND so, where appropriate, we will also prepare the child for the trip by explaining what will happen, how they will be helped and remind them how to ask for help on the day.



- 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/trip in addition to the school staff.

How accessible is the school environment?

- We are compliant with the Equality Act and make reasonable adjustments as required.
- The school accessibility plan is regularly reviewed and updated.
- The building is wheelchair accessible and has disabled changing and toilet facilities. Specialised equipment is provided where appropriate for children with SEND needs and advice is sought from the appropriate medical/health professionals to ensure all children's health and physical needs are catered for within the school environment. The school can access an interpreter and arrange for school documents to be translated if necessary.
- All classrooms are reviewed regularly to ensure that they are as inclusive as possible to all children - this might include things like designated safe, calming spaces for children; easily accessible equipment to support learning, and useful information available on displays for children to access.

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?

- 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. The support offered is dependent on each child's needs, age and development.
- 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. This may occur in a number of different ways:
 - Nursery staff make home visits for children joining the Nursery class.
 - Reception staff visit pre-schools and Nurseries.

- For children beginning our school, families are invited to a New Intake meeting in the summer term before they start.
- For children joining mid year, the Senco will phone the previous setting to discuss the child's needs.
- Paperwork from previous settings is passed onto the school. Equally, we pass required paperwork to new schools.
- In some cases, there will be meetings held for parents and staff prior to the child joining the school. These may be attended by other outside professionals as required.



- When children leave SVDP to move to secondary school, the Year 6 teachers meet with a member of secondary school staff to discuss each child. The Senco meets with the secondary school Senco to discuss the children with SEND.
- Year 6 have many transition activities planned including workshops and a day at their new school. We have a transition programme in school which is run for specific groups of children.
- All children have a 'moving up' day in school when they spend time in their new classroom and with their new teacher.
- For transitions within school, meetings between staff 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.



- Personalised 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 and a photo/transition book. These children also develop a One Page Profile which gives an overview of what is important to them and how they like to be supported.

- We may also access transition support provided by external agencies such as our Delivering Special Provision Locally (DSPL) team.

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

- The school has an amount identified within its overall budget called the notional SEND budget which is used for resources to support the progress of children with SEND. This is mainly used to buy resources and to provide specialised training for staff. The allocation of the school budget is prioritised according to need.
- Where a child requires provision which exceeds the nationally prescribed threshold additional top-up funding can be applied for through the local authority (Local Higher Needs Funding). There is a set criteria for this and allocation is determined by a local panel of professionals. Parents will always be consulted if the school is to try and apply for additional funding for their child.
- As part of the EHC assessment process, parents, school and outside professionals complete a local authority High Needs Funding banding tool which identifies funding to be allocated.
- Further information about SEN funding can be found at:

[SEN funding in education \(hertfordshire.gov.uk\)](http://hertfordshire.gov.uk)

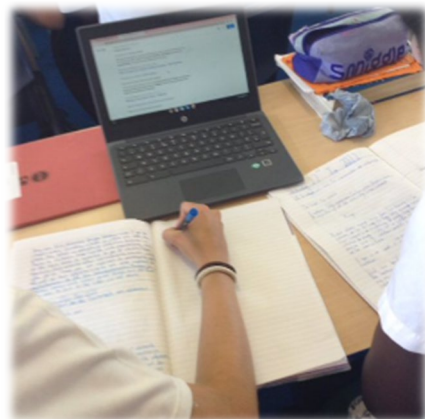
How is the decision made about how much support my child will receive?

- Before joining St Vincent de Paul School, we will liaise with you and your child's previous setting to ensure a smooth transition and the continuation of any required additional support.



- Teachers continually track and monitor children's progress through regular assessments. When progress is slow or attainment is significantly below age related expectations further assessment may be necessary.
- Children are discussed at termly pupil progress meetings between teachers and senior leaders.
- 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.
- For children with SEN who have a PPP, support is discussed at the termly meetings about these between parents/carers and staff.



How can I find out 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>