



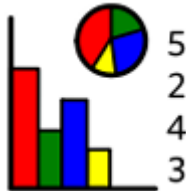
St Vincent de Paul RC Primary School

'We are called to be the hands and face of Jesus

As we learn, love and grow together'

Special Educational Needs and/or Disability (SEND) Information Report

Article 23 - Children with disabilities have the right to a full, dignified and independent life.

 Our School	St Vincent de Paul Catholic Primary School is a two-form entry, Catholic primary school, located in the Bedwell area of Stevenage. We provide a nurturing and inclusive education for children aged 3 to 11 years, including a dedicated nursery provision Guided by our Catholic values, we celebrate and respect the unique strengths, needs and contributions of every child and family within our community. We are committed to providing an inclusive environment where all pupils are supported and challenged to achieve their full potential. Through high-quality teaching, personalised support and high expectations for all, we nurture independence, confidence and a love of learning, recognising that success looks different for every child.
	As of September 2026, the school has 441 pupils on roll, with 53 children identified on the SEND register (12% of the school population), reflecting a range of additional needs. Of these: • 38 pupils receive support through a SEND Support Plan, with their needs being met through high-quality first

SEND Statistics	teaching, reasonable adjustments and targeted interventions within the school setting. 15 pupils (3% of the total school population) require more specialist provision and have an Education, Health and Care Plan (EHCP) in place. These pupils receive additional, individualised support to meet their identified educational, health and care needs								
 Meet our SENDCO and Inclusion Support Administrator	The school's SEND provision is overseen by the Senior Leaders and coordinated by the SENDCo, Trudie Batty, who is the first point of contact for SEND queries and concerns. Our Inclusion Support Administrator, Claire Wallis, supports the SENDCo by maintaining records, coordinating meetings and reviews, liaising with families and external agencies, and ensuring that SEND processes run efficiently. Together, they work closely with staff, parents, governors and external professionals to identify needs, plan support and monitor pupils' progress. <table border="1" data-bbox="549 891 1391 1025"> <tr> <td data-bbox="549 891 954 1025"> SENDCo Trudie Batty Email: tbatty@stvincent.herts.sch.uk </td><td data-bbox="954 891 1391 1025"> Inclusion Support Administrator Claire Wallis Email: inclusion@stvincent.herts.sch.uk </td></tr> </table>	SENDCo Trudie Batty Email: tbatty@stvincent.herts.sch.uk	Inclusion Support Administrator Claire Wallis Email: inclusion@stvincent.herts.sch.uk						
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 Special Educational Needs	The school supports children across the four areas of SEND as set out in the SEND Code of Practice January 2015.pdf: <table border="1" data-bbox="555 1133 1385 2051"> <tr> <td data-bbox="555 1133 890 1379">  </td><td data-bbox="890 1133 1385 1379"> Communication and interaction, including: - Autism - Social communication differences - Speech, language and communication needs </td></tr> <tr> <td data-bbox="555 1379 890 1559">  </td><td data-bbox="890 1379 1385 1559"> Cognition and learning, including: - Learning difficulties - Dyslexia - Dyscalculia </td></tr> <tr> <td data-bbox="555 1559 890 1805">  </td><td data-bbox="890 1559 1385 1805"> Social, Emotional and Mental Health (SEMH), including: - Attention Deficit and Hyperactivity Disorder (ADHD) - Anxiety - Trauma </td></tr> <tr> <td data-bbox="555 1805 890 2051">  </td><td data-bbox="890 1805 1385 2051"> Sensory and/or physical needs, including: - Physical disability - Deafness or partially hearing - Blind or visually impaired - Sensory regulation differences </td></tr> </table>		Communication and interaction, including: - Autism - Social communication differences - Speech, language and communication needs		Cognition and learning, including: - Learning difficulties - Dyslexia - Dyscalculia		Social, Emotional and Mental Health (SEMH), including: - Attention Deficit and Hyperactivity Disorder (ADHD) - Anxiety - Trauma		Sensory and/or physical needs, including: - Physical disability - Deafness or partially hearing - Blind or visually impaired - Sensory regulation differences
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	Children may receive SEND support within the school or, for more complex needs, support through Local Higher Needs Funding and an Education, Health and Care Plan (EHCP). Some children have more than one type of need.
Identifying and assessing needs	At St Vincent de Paul Catholic Primary School, we work in partnership with parents and carers, recognising them as a child's first educators. We gather information from previous settings and carefully monitor each child's progress. Where concerns arise, staff work with the SENDCo to identify needs and, when appropriate, seek advice from specialist services. We follow a graduated Assess, Plan, Do, Review approach to ensure support is tailored to each child's needs, with parents involved throughout the process.
Our approach to teaching children with SEND	High-quality teaching is the foundation of support at St Vincent de Paul Catholic Primary School. Class teachers are responsible for the progress and inclusion of all pupils, adapting teaching to meet individual needs and remove barriers to learning. Support staff work alongside teachers to provide flexible support that promotes learning, participation, wellbeing and independence for all pupils.



Adaptation to the Curriculum

At St Vincent de Paul Catholic Primary School, we provide a broad and inclusive curriculum that enables every child to learn, participate and succeed.

For children who are not yet accessing the National Curriculum, we use a three-way pathway model to ensure learning is appropriately matched to their stage of development and individual needs.

Learning is adapted through personalised strategies, resources and targeted support where needed.

We are committed to ensuring that all pupils can fully access and participate in every aspect of school life. This includes educational visits, extracurricular clubs, leadership opportunities and wider enrichment activities. Through these experiences, children develop confidence, independence, social skills and a strong sense of belonging within our school community



Parents/Carers

Parents/carers are partners in their child's education. The school communicates regularly with parents about progress, wellbeing and support strategies.

Parents/carers are involved in planning, reviewing progress and setting next steps. Advice and guidance are offered to help families support learning at home.



Children's Views

At St Vincent de Paul Catholic Primary School, we believe that every child has a voice and the right to be heard.

We actively seek pupils' views about their learning, wellbeing and the support they receive, recognising that their thoughts, feelings and aspirations are central to effective SEND provision.

Children are encouraged to share their opinions in ways that are meaningful and accessible to them, helping us to ensure that support is personalised, strengths-based and reflective of their individual needs.

By listening to and valuing pupil voice, we promote confidence, independence and a sense of belonging within our school community.

The school actively promotes pupil voice, inclusion and emotional wellbeing, ensuring every child has a trusted adult to talk to. *Article 12 – Every child has the right to be heard.*



Support

At St Vincent de Paul Catholic Primary School, we aim to identify and respond to children's needs as early as possible. We work closely with parents, previous settings and external professionals to ensure that children receive the right support from the start.

Once in school, teachers continually monitor each child's progress, wellbeing and engagement through ongoing assessment, daily observations and regular pupil progress meetings.

Where concerns arise, teachers will discuss these with parents and, where appropriate, involve the SENDCo to explore and plan any additional support that may be needed. We also value pupil voice and seek children's views to help us understand how best to support them.

We work closely with families and can signpost parents and carers to additional support where needed.

Useful sources of advice include the [Hertfordshire SENDIASS](#), which provides free and impartial SEND advice, and the [Hertfordshire SEND Local Offer](#), which offers information about services, support groups and resources available across Hertfordshire. [\[thegrid.org.uk\]](http://thegrid.org.uk), [\[hertfordshire.gov.uk\]](http://hertfordshire.gov.uk)



Staff Training

Staff receive regular training, professional development and updates to ensure they are well equipped to identify, understand and meet the diverse needs of pupils with SEND. This enables staff to provide appropriate support, adapt teaching effectively and promote positive outcomes for all learners

As part of our Academy Trust, DOWAT, staff have access to a wide range of additional SEND training, expertise and support.



Additional Resources

The school has an Adaptive Learning Space which provides a calm, low-stimulation environment for pupils who need additional support to access learning.

Pupils can access this provision for targeted teaching, regulation and intervention work before returning to their mainstream classroom.

The space is designed to be inclusive and meet the needs of pupils with a variety of needs, providing personalised support, sensory adaptations and structured learning opportunities while maintaining a strong connection to their class and the wider school community.



Specialist Support

The school works closely with a range of specialists, including:

- Speech and Language Therapists (SALT)
- Occupational Therapists (OT)
- Physiotherapists
- Educational Psychologists
- Child and Adolescent Mental Health Specialists (CAMHS)
- Behaviour Outreach Teachers
- Early Years Intervention Team

The SENDCo will discuss relevant referrals with parents/carers and they will be involved in joint planning of goals for children.



Transition Support

The school has a robust transition protocol to ensure that all children are well prepared for the next stage of their education, both within St Vincent de Paul Catholic Primary School and beyond.

We work closely with early years settings and secondary schools to support a smooth and positive transition for children and their families.

Throughout the summer term, pupils are provided with a range of transition opportunities, including classroom visits, meetings with new teachers, social stories, transition booklets and additional familiarisation sessions where needed.

These carefully planned experiences help children build confidence, reduce anxiety and feel ready for their next step.