

St Vincent's Voluntary Catholic Academy SEN Offer



'Kindness is the key to all hearts'

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| Type of School | Voluntary Catholic Academy |
| Specialist Provision on site | None |

Admissions:

Pupils with SEN are allocated places in two distinct ways:

Those pupils with a Statement of EHCPs have a separate admissions procedure overseen by Hull Local Authority's SEN team

Those pupils who have SEN but do not have a statement or EHCP are admitted via the normal school admissions criteria. Detailed information and guidance of how to apply for a place at St Vincent's VC Academy both if your pupil has a statement of Special Education Needs, or has special needs but does not have a statement, can be found at the following link:

<http://www.stvincentsprimaryschool.co.uk/>

**PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING
IN THIS SCHOOL:**

| School Based Information/ Question | Staff | School Response: |
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| <p>How does St Vincent's VC Academy know if my child needs extra help and what should I do if I think my child may have special educational needs?</p> | <p>Executive Head: K Siedle SENCO: R Reid</p> | <p>The progress of all pupils is monitored regularly by class/subject teachers and the senior leadership team, so that when a pupil is not making expected progress in a particular area of learning the school can quickly identify the need for additional support. This will then be discussed with parents/carers and the pupil concerned. If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher to discuss their concerns, who will then liaise with our Special Needs Coordinator (SENCO) as appropriate who will contact you if applicable to further discuss your concerns. If you continue to feel that your child is not making progress you may want to contact the Executive Head.</p> |
| <p>How will St Vincent's VC Academy staff support my child?</p> | <p>Executive Head: K Siedle SENCO: R Reid</p> | <p>Our school provision map shows the range of interventions in place in our school which may be used</p> |

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| | | <p>when we identify a need for additional support. When the school identifies the need for additional intervention to enable a pupil to make expected progress, the parents/carers will be informed of the planned support and may be invited to a meeting at the school to discuss this further. If the pupil meets the criteria for special educational needs or disabilities (SEND), a provision map will be created, detailing the exact support the pupil will receive. We will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting. Directors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive a report from the SENCO on the progress of pupils with SEND.</p> |
| <p>How will the St Vincent's VC Academy curriculum be matched to my child's needs?</p> | <p>Executive Head: K Siedle SENCO: R Reid</p> | <p>All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress.</p> <p>Differentiation is planned for groups and individuals according to need: for example, for a child who has</p> |

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| | | <p>Speech, Language and Communication Needs (SLCN), teachers will use simplified language and/or pictures to support them to understand new vocabulary.</p> <p>These groups, also called intervention groups, may be run:</p> <ul style="list-style-type: none"> • in the classroom or outside; • by a teacher or a teaching assistant who has been trained to run these groups; • by a specialist from outside the school such as a speech and language therapist. <p>Further specific support may also be provided through a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher and SENCO as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school.</p> |
| <p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p> | <p>Executive Head: K Siedle SENCO: R Reid</p> | <p>Annual reports and once termly Parents' Evenings give all parents and carers regular feedback on their child's up to date academic levels, individual reading, writing and maths targets and any behavioural, emotional or social</p> |

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| | | <p>difficulties.</p> <p>When appropriate, parents/carers may be contacted mid-term to discuss the support that the school are providing and how they can help their child at home: this may be a phone call or a meeting. Pupils' views will be obtained and when appropriate, they may attend all or part of any meeting. After the child's additional support plan has been written this will be sent to parents to ensure they are aware of what their child is doing at school and what they need to do at home. Parents will be invited into school to discuss this plan. Advice will be given as to how parents can support their child at home.</p> |
| <p>What support will there be for my child's/young person's overall well-being?</p> | <p>Executive Head: K Siedle SENCO: R Reid</p> | <p>The well-being of all of our pupils is our primary concern at St Vincent's VC Academy. They are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) are integral to our curriculum and are also taught on a weekly basis.</p> <p>Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the</p> |

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| | | <p>classroom; a tailored personal plan may be put in place for pupils with the highest need. This may include attending ‘Socially Speaking’ group with Mrs Adamson or being withdrawn for afternoon tailored intervention.</p> <p>Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff.</p> <p>We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.</p> <p>Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a medical policy in place.</p> <p>Pupils’ views are sought through school council and other forums, such as Pupil Voice interviews. All pupils are included in the writing of their additional need plan.</p> |
| <p>What specialist services and expertise are available at or accessed by the setting / school / college?</p> | <p>Executive Head: K Siedle SENCO: R Reid</p> | <p>All external partners we work with are vetted in terms of safe guarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.</p> <p>Educational outside agencies include: Educational</p> |

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| | | <p>Psychology (EPS); Behaviour Support (BS); Learning and Language Support (LLS); Outreach Services, including ASD; Raising Ethnic Minority Achievement (REMA), which includes English Additional Language and Traveller Service support.</p> <p>Specialist health services such as Speech and Language Therapy (SALT); Integrated Physical and Sensory Service, which includes Hearing Impaired Service (HI) and Visually Impaired Service (VI) and Physical Disability Service (PDS); Occupational Therapy (OT); Physiotherapy (PT); Child and Adolescent Mental Health (CAMHS); Behaviour Clinic, other health professionals</p> <p>We work with Social Services, Hull Family Support and Community Police.</p> |
| <p>What training have the staff supporting children and young people with SEND had or are having?</p> | <p>Executive Head: K Siedle SENCO: R Reid</p> | <p>We regularly invest time and money in training our staff to improve provision for all students.</p> <p>All our teachers hold qualified teacher status and all staff members, including TAs and HLTAs, receive regular training to best support our pupils with SEND, for example in dyslexia, Autism, speech and language needs.</p> <p>Appropriate courses are signposted to relevant staff to</p> |

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| | | <p>ensure they are receiving applicable training.</p> <p>In addition some of our staff have undertaken specialist training.</p> <p>Staff trained in RWI to support the intervention groups for phonics.</p> <p>Foundation Stage staff trained in supporting Speech and Language support for pupils.</p> |
| <p>How will my child be included in activities outside the classroom including school trips?</p> | <p>Executive Head: K Siedle SENCO: R Reid</p> | <p>Our Equality/Inclusion Policy promotes involvement of all of our learners in all aspects of the curriculum including activities outside the classroom.</p> <p>Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate parents/carers are consulted and involved in planning.</p> |
| <p>How accessible is the setting / school / college environment?</p> | <p>Executive Head: K Siedle SENCO: R Reid</p> | <p>We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs.</p> <p>Our policy and practice adheres to The Equality Act 2010.</p> <p>Translation services are engaged when necessary.</p> |

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| <p>How will St Vincent's VC Academy prepare and support my child to join the setting transfer to a new setting / school / college or the next stage of education and life?</p> | <p>Executive Head: K Siedle SENCO: R Reid</p> | <p>We have an Induction programme in place for welcoming all new learners to our setting</p> <p>We have very good relationships with our feeder settings and the settings that most of our pupils move onto; we share information to support pupils' learning and well-being at transition</p> <p>Further support is provided as necessary for those with SEND including additional visits to the new setting, both individually and as part of an enhanced transition programme for identified pupils.</p> <p>In Reception:</p> <p>There are induction events during the summer term for all children who are joining the Foundation Stage in September.</p> <p>The reception class teacher/teaching assistants will arrange individual home visits for appropriate pupils.</p> <p>The SENCO may arrange additional visits for children identified as having SEN and additional meetings will be arranged with parents and any other agencies who have been involved with your child.</p> |
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| | | <p>In Year 6:</p> <p>The Year 6 teachers and/or SENCO will discuss the specific needs of your child with the SENCO/Inclusion Manager of their secondary school.</p> <p>The new school are invited to attend any reviews that we hold before your child transfers to them.</p> <p>Your child will take part in focused learning about aspects of transition to support their understanding of the changes ahead.</p> <p>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.</p> <p>A range of strategies, suitable for your child, may be used to support them at the time of transition. For example, if your child would be helped by a book/social story to support them understand moving on, then it will be made for them.</p> |
| <p>How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?</p> | <p>Executive Head: K Siedle SENCO: R Reid</p> | <p>Our finances are monitored and audited regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs.</p> <p>We seek to ensure a 'value for money' service, therefore</p> |

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| | | <p>all interventions are costed and evaluated.</p> <p>The school will use its SEN funding in the most appropriate way to support your child. This support may include some individual or small group teaching assistant support but this may not always be the best way to support your child. The funding may therefore be used to put in place a range of support strategies. SEND funding may also be used to purchase specialist equipment or support from other specialist support services etc.</p> <p>There are regular meetings to monitor the impact of interventions and SEN provision and the Governing body is kept informed of funding decisions.</p> |
| <p>How is the decision made about what type and how much support my child/young person will receive?</p> | <p>Executive Head: K Siedle SENCO: R Reid</p> | <p>During pupil progress meetings or through staff referral children are identified with additional needs.</p> <p>Discussions with experienced staff will identify the intervention needed.</p> <p>All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCO oversee all additional support and regularly share updates with the Executive Head.</p> <p>Additional assessments from outside services, such as an</p> |

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| | | educational psychologist, Language and Learning Support Service, and a speech and language therapist, will help us decide what type of support and resources are needed. |
| How are parents involved in St Vincent's VC Academy? How can I be involved? | Executive Head: K Siedle SENCO: R Reid | <p>We work in partnership with parents to support each child/young person's well-being, learning needs, progress and aspirations.</p> <p>We operate an open-door policy to allow parents to contact their child's class teacher with ease.</p> <p>Parents are invited to become involved in school-life through a number of means eg the FOSV, hearing children read and ongoing invitations to school events throughout the year.</p> |