



St. Vincent's Catholic Primary School

## **Special Educational Needs Information**

St Vincent's Catholic Primary School is a fully inclusive school. We strive to ensure that all pupils receive the support they need in order to reach their potential: personally, socially, emotionally and academically, regardless of their gender, ethnicity, social background, religion, physical ability or educational needs. Indeed, we recognise and value the need for a full range of educational and pastoral support.

The school has a dedicated Intervention Team led by an experienced non-class based SENCo (Special Educational Needs Co-ordinator) who attained the National SENCo award in 2014. The SENCo is supported by a part-time teacher, two Higher Level Teaching Assistants and 2 Tas. The school employs a Child Psychotherapist to support children's emotional, social and psychological needs, e.g. bereavement, family breakdown and anxiety. St. Vincent's also employs a Home-School coordinator, who is a qualified social worker, to support both parents/carers and our pupils. Additionally, the school works closely with various professionals from a wide range of outside agencies. The school is well supported by the Local Authority's School Health Team who are able to meet any health or social issues that children may present.

This document is intended to provide parents, carers and families with information regarding the ways in which we support all of our pupils, particularly pupils identified with special educational needs or disabilities. Our practice is continuously monitored and modified to meet the changing needs of individual pupils.

St Vincent's Catholic Primary School operates its SEN provision in line with Newcastle Local Authority's SEN and disabilities policies and procedures. To access more information about the 'Newcastle Local Offer', please visit <https://www.newcastlesupportdirectory.org.uk>

Parents and carers can also contact the local Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service for impartial information relating to their child's SEN and/or disability. The SENDIASS Officer is Sarah Francis. She can be contacted on 0191 2116255 or by email: [Sarah.Francis@Newcastle.gov.uk](mailto:Sarah.Francis@Newcastle.gov.uk).



## **For all pupils at St Vincent's Catholic Primary School with additional needs:**

We use child Individual Education Plans (IEPs) which clearly state the child's area of need and contain achievable, measurable targets to support learning.

We involve parents/carers and staff in the review IEP targets. We use this information to inform future planning, teaching and provision.

We deliver high quality teaching: differentiating the curriculum and our resources to meet the needs of individual children and to promote pupil progress.

We operate a graduated response based upon need; Assess, Plan, Do, Review.

We seek advice and support from a range of outside agencies to ensure barriers to success are fully identified and responded to.

We ensure that there is access to teaching and learning for pupils with SEN which is monitored through the school's self-evaluation process. Lessons are as inclusive as possible.

We use strategies to reduce anxiety and promote emotional well-being.

We ensure that our school activities and trips, as far as possible, are accessible to all of our SEN children.

Teaching resources are routinely evaluated to ensure they are accessible to all pupils.

We use ICT to promote access to the curriculum.

All staff receive training to ensure the needs of pupils are met in the classroom.

The SENCo provides advice and guidance to staff.

We support our families with children with SEN through review meetings and through our 'open door' approach.

Support is offered to families and they are signposted to services and organisations which may offer appropriate support or advice via the Newcastle Local Offer.

We 'buy in' additional hours of Educational Psychologist time from the Local Authority to support children with SEN.

Support is provided to all pupils and parents during periods of transition; Nursery to Reception class and Y6 to receiving Secondary Schools.

We liaise closely with Secondary Schools during transition to ensure that SEN pupil information is clearly communicated to enable a smooth transfer for children and their parents.

We work in partnership with parents and carers to meet the needs of individual children.

**For pupils with a higher level of need or an Education Health and Care Plan (EHCP):**

- Detailed planning and monitoring of progress
- Individualised programmes of work where necessary
- Multi-agency planning and assessment of targets at interim reviews
- Additional adult support from the Intervention Team
- Annual reviews of an EHCP with recommendations or updating of information submitted to the Local Authority

<b>Types of SEN provision</b>	
<p><b>Communication and Interaction</b></p> <p>This may include:</p> <ul style="list-style-type: none"><li>• Autistic Spectrum Disorders (ASD)</li><li>• Speech, Language and Communication Needs (SLCN)</li></ul>	<ul style="list-style-type: none"><li>✓ Visual timetables to support children to understand what will happen and when</li><li>✓ Areas of the classroom are clearly defined/labelled</li><li>✓ Support during times of stress or anxiety</li><li>✓ Social skills support through small group intervention e.g. friendship programmes, social stories</li><li>✓ Use of ICT, when appropriate, to reduce barriers to learning</li><li>✓ Support or supervision at unstructured times of the day e.g. break time/lunchtime</li><li>✓ Resources to support pupils with speech and language difficulties e.g. word banks, visual prompts etc.</li><li>✓ Opportunity to communicate in various ways e.g. Communication books, PECS</li><li>✓ Small group or 1:1 support for developing pupils speech, language and communication following programmes of work provided by outside specialists such as speech and language therapists</li><li>✓ Resources to reduce anxiety and promote emotional wellbeing e.g. fiddle toy, stress ball</li><li>✓ Use of individualised reward systems to promote learning and enhance self-esteem</li><li>✓ Advice/training from outside agencies</li></ul>

<p><b>Social, Emotional and Mental Health Difficulties</b></p> <p>This may include:</p> <ul style="list-style-type: none"> <li>✓ Social Difficulties</li> <li>✓ Mental Health Conditions</li> <li>✓ Emotional Difficulties</li> </ul>	<ul style="list-style-type: none"> <li>✓ We have an anti-bullying policy designed to protect all pupils including those with SEMH</li> <li>✓ Clear sanctions and rewards offer pupils structure and routines (See Behaviour Policy)</li> <li>✓ Risk assessments are carried out to ensure the safety and inclusion of all pupils in all activities</li> <li>✓ Referrals to specialists from outside agencies, where appropriate (Educational Psychology Service, CYPS)</li> <li>✓ Small group or 1:1 targeted programmes are delivered to pupils to improve social skills and emotional resilience (Friendship/Nurture group/ Counselling Service)</li> <li>✓ Play therapy sessions with the school's psychotherapist</li> <li>✓ Family support from the school's Home-School coordinator</li> <li>✓ Advice/training from outside agencies</li> <li>✓ Strategies to reduce anxiety</li> </ul>
<p><b>Cognition and Learning Needs</b></p> <p>This may include:</p> <ul style="list-style-type: none"> <li>✓ Learning Difficulties (Moderate– MLD)</li> <li>✓ Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Additional small group support in class</li> <li>✓ Strategies to promote and develop literacy and mathematical skills with increasing independence</li> <li>✓ Targeted small group support in class from a member of the Intervention Team. This could involve withdrawal from class as a group</li> <li>✓ Small group or 1:1 intervention programmes delivered to improve skills in reading, writing and maths e.g. Rapid Reading, Read Write Inc booster, Nessy ICT programme, Firstclass@number and Success@calculation</li> <li>✓ Phonics teaching for pupils at their level of phonic acquisition</li> <li>✓ Use of support materials and resources: such as Numicon</li> <li>✓ Opportunities for repetition of key learning</li> <li>✓ Provision of table top resources to promote independence and ensure that learning is multi-</li> </ul>

	<p>sensory and practical</p> <ul style="list-style-type: none"> <li>✓ Alternative approaches to recording are promoted</li> <li>✓ Strategies and resources to support dyslexic pupils e.g. coloured overlays for reading, word banks to support the spelling of key words</li> <li>✓ Additional processing/thinking time for responding to questions, completing tasks, sharing ideas</li> <li>✓ Multi-agency involvement with the family as required</li> </ul>
<p><b>Sensory or Physical Needs</b></p> <p>This may include:</p> <ul style="list-style-type: none"> <li>✓ Hearing Impairment (HI)</li> <li>✓ Visual Impairment (VI)</li> <li>✓ Multi-sensory impairment</li> <li>✓ Physical Disabilities</li> <li>✓ Medical Needs</li> </ul>	<ul style="list-style-type: none"> <li>✓ Staff work with specialists such as 'The Hearing Impairment Service' to seek advice and guidance on meeting the needs of individual pupils</li> <li>✓ Staff receive relevant training and professional development to support children with significant medical needs</li> <li>✓ Strategies and programmes of work from the Occupational Therapy Service are followed for children with gross/fine motor difficulties</li> <li>✓ Physical aids or resources, where necessary, or where advised by specialists e.g. pencil grips, spring scissors etc.</li> <li>✓ We provide support with personal and intimate care if and when needed</li> <li>✓ We make every effort to be as accessible as possible (See Accessibility Plan)</li> <li>✓ Designated staff apply the Medicine Administration policy. First Aid trained staff are assigned to break, lunchtimes, trip or visits. (See Administering Medicines Policy)</li> <li>✓ Additional handwriting support through targeted intervention programmes e.g. Write from the Start, Letter-Join</li> </ul>

If you have any concerns about your child's SEN, their progress or the provision we provide please, in the first instance, approach your child's class teacher or the school's SENco, Miss Husband, to discuss the matter further. Although we would always hope to resolve any concerns informally by working in partnership with parents and carers, a policy is in place to deal with any complaints should that be necessary (See School Complaints Procedure).

**Reviewed September 2022**