St Vincent's Special Educational Needs and Disabilities (SEND) Information Report

Last reviewed: July 2026

Supported Needs

Identifying Needs

St. Vincent's Catholic Primary School

Candida Rectaque

Our Vision

Pupil Voice

Parent Partnerships

Supporting SEND

Reviewing SEND

Pupil Wellbeing

Parent Support

Staff Training

External Professionals

Contact Details

Policies

Transition

Special educational needs and disability code of practice: 0 to 25 years

We Grow, Learn and Achieve by Following Christ



Our Vision

'We Grow, Learn and Achieve by Following Christ'

We aim to do this by:

- Fostering a life of faith through experience of a wide variety of prayer and liturgy.
- Developing Catholic practice.
- Encouraging social and moral values which enable the children to respect themselves and others.
- Continuing to develop a partnership with parents, parish and the wider community.
- Providing a stimulating learning environment.
- Showing a generosity of spirit in relationships.
- Reviewing and evaluating our methods and practices.

We are a sign of God's presence to each person we meet and we aim to create an environment where each person, regardless of race, religion, colour, sex, age, language, ability, job, background or family circumstance, feels valued and encouraged to develop a sense of worth, dignity, security and belonging.
These aims include all the children in our school, regardless of ability or disability.

Definition of Special Educational Needs and/or Disabilities (SEND)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- ★ has a significantly greater difficulty in learning than the majority of others of the same age, or
- ★ has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

SEND Code of Practice 2015

Ealing Local Offer

In line with the SEN Code of Practice 2015, Ealing have published their Local Offer for children and young people, from 0-25 years who have SEN and/or disability, and their families. The intention of the Local Offer is to improve choice and transparency for families. Information is published as part of the SEND reforms under the Children and Families Act 2014. Ealing's Local Offer can be found here.



Ealing Local Offer

Supported Needs

Children with a wide range of needs are supported at our school and we make our best efforts to ensure that every child in our school makes good progress and is well prepared for adulthood.

There are four broad areas of need recognised *(SEND Code of Practice, paragraphs 6.28-6.35)*.

Communication and Interaction (C&I)

- Speech, language and communication needs (SLCN)
- Autism spectrum disorder (ASD)

Cognition and Learning (C&L)

- Specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)

Social, emotional and mental health (SEMH)

- Attention deficit hyperactivity disorder (ADHD)
- Attention deficit disorder (ADD)
- Mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders

Sensory and/or Physical (S&P)

- Medical needs
- Hearing impairments
- Visual impairment
- Multi-sensory impairment
- Physical impairment
- Sensory processing disorder

What should I do if I think my child has SEND?

- Tell us about your concerns. Speak to your child's teacher or complete a concern form which will be sent directly to our school SENCO.
- We will invite you to a meeting to discuss your concerns.
- Together, we will decide what support can be put in place and if any referrals are needed.

Looked After Children (LAC)

Children who are being accommodated, or who have been taken into care by a local authority, are legally defined as being 'looked after' by the local authority. Around 70% of looked after children have some form of SEN, and it is likely that a significant proportion of them will have an Education, Health and Care (EHC) plan. For Looked After children, we would meet with the carers regularly to ensure all the correct provisions are in place.

Identifying Needs

All children are different so at St Vincent's we spend time identifying the needs of all children when they enter school and regularly throughout their school life, whether they have a special educational need or not.

How are children's needs identified whilst children are at our school?

By Pupils telling us:

- Just by talking
- Circle time
- Worry Monsters -soft toys in each class where children can place notes to the Class Teacher with their concerns
- Feedback in books

By a Parent telling us:

- By informally talking to the teacher - Open door policy
- By emailing the class teacher/SENCO
- Parents consultation evenings/Stay and Share
- Requesting a meeting with the teacher/SENCO

Through Teacher assessments:

- Marking in every lesson
- Half-termly assessments
- Pupil Progress meetings - children not making expected progress are identified

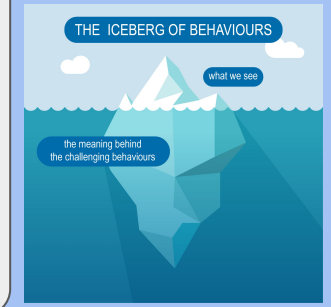
Other information that may be used to identify pupil needs:

- analysis of concerns raised on school's Safeguarding system 'My Concern'
- analysis of behaviour logs
- analysis of welfare logs
- analysis of attendance

How are children's needs identified before they start at our school?

As soon as we know that a child will definitely be attending our school we start finding out more about them so we can plan for their needs and ensure that they settle into our school happily and make good progress in lessons. We offer:

- Parent information meetings
- Communication with previous schools, nurseries or educational settings
- Home visits (For children going into the Early Years setting)
- Visits to previous nurseries when appropriate



Behaviour is seen as a possible indicator of an underlying need. As a school, we will recognise and identify clearly any behaviour that stems from an underlying need and work with the child and their parents to support their individual needs.

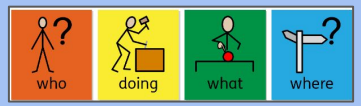
Supporting SEN

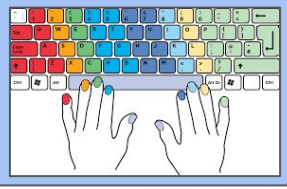
At St Vincent's we strive to ensure that each one of our children, as they grow and develop through our school, will come to realise their true 'giftedness' as unique human beings, made in God's image, with a voice for social justice that needs to be heard in the world. Through our inclusive curriculum where every child identifies themselves as part of the journey, we aim to encourage dialogue, discussion and debate with all our children, staff and parents, prompted by our Catholic Social Teaching themes.

How are adaptations made to the school to help children with SEN/Disability?

Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met. Specific resources and strategies may be used to support your child individually and in groups (such as task planners, word mats, technology, visual aids etc.)
Planning and teaching will be adapted on a daily basis if needed to meet your child's SEN/Disability needs. When appropriate, adaptations are made to the learning environment. Specific classrooms can also be chosen to meet the needs of a child with SEN/Disability.
Find out more about our curriculum here.











Interventions

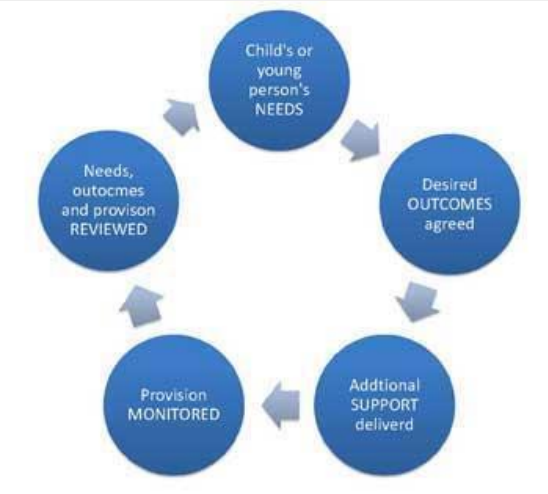
Some children will need some additional sessions to enhance their learning. These include:

- Bucket Time (Developing attention skills)
- Lego Therapy (For Speech & Language and Social Skills)
- Colourful Semantics (For structuring sentences)
- Phonological Awareness
- Targeted Speech & Language programmes
- Targeted Occupational Therapy programmes
- Touch Typing
- Read Write Inc Phonics (including 1:1 tutoring where needed)
- Fresh Start (Reading catch-up for Years 5-6)
- 1:1 dyslexia sessions with our Inclusion Assistant
- 1:1 reading
- Reading Eggs
- Handwriting, including multi-sensory strategies
- Pre-Teaching of maths concepts
- ELSA (Emotional Literacy Support Assistant)
- Sessions with our Music Therapist

Reviewing SEN

How effective is our SEN/Disability provision?

The diagram below (provided in Ealing's Local Offer) is used to ensure that children's needs are identified accurately, good quality support is put in place and that all support is monitored and reviewed to make sure the agreed outcomes are achieved.



Levels of support

Universal Support → Monitoring → SEN Support → Education Health Care Plan

Universal Support
Most children's needs can be met by Quality First Teaching within the classroom.

Monitoring
If a parent or member of staff raises concerns about a child's attainment or progress, we will monitor them over time and make decisions together about the support they may benefit from.

SEN Support
Some children may require some additional support and/or may require additional advice from an external professional. These pupils will be supported at SEN Support Level using the school's budget.

Education Health Care Plan (EHCP)
A small percentage of children require a higher level of support. In such cases, the parents or school may apply for an Education Health Care Plan (EHCP). Children with an EHCP usually receive top-up funding from the Local Authority to enable to school to implement the support.

SEND at St Vincent's (July 2026)

- ★ 75 children (17%) are currently on our SEN/Disability register
- ★ 18 children (4%) currently have Education Health Care Plans
- ★ 30 children are also being monitored for possible SEN

Staff Training

At St Vincent's, We are committed enabling our staff to continue their professional development. Specific training on supporting pupils with SEND is organised every year to support staff to better understand how to support the pupils they work with. Below is some of the SEN specific training our staff have completed.

All teaching staff

- The SEN code of practice
- Removing barriers for children with SEND in the classroom
- Scaffolding
- Therapeutic Thinking
- All general school policies on teaching, learning and behaviour management
- Safeguarding
- Asthma, anaphylaxis and other relevant medical training
- Zones of Regulation
- Colourful Semantics
- Phonics
- Building Positive Relationships with Parents

Some staff

We have a variety of skills in our teaching staff depending on their job. Different staff have had training in the following areas:

- Autism Spectrum Disorder (ASD)
- De-escalation and Positive Handling
- Dyslexia
- Speech and Language programmes
- Occupational Therapy programmes
- Lego Therapy and other social development groups
- ELSA (Emotional Literacy Support Assistant)
- First Aid (including specific training for adults working with children with medical conditions)

SENCO

Our current SENCO has training in the following:

- National Award for Special Educational Needs Coordination (NASENCO)
- Middle Leadership Development
- Autism Spectrum Disorder (AET Tiers 1-3)
- De-escalation and Positive Handling
- Various Speech & Language programmes
- Occupational Therapy
- First Aid
- Local Offer
- Building Positive Relationships with Parents

The SENCO also attends regular cluster/ network meetings within the borough.

Contact Details

If you have concerns about your child's academic or social emotional development, you should speak to your child's class teacher in the first instance. Their class teacher spends quality time with them everyday, so will know your child best.

If you feel that more support is needed, it is a good idea to make contact with the school Special Educational Needs Coordinator (SENCO).

Any staff member can be contacted via the school office by calling 020 8992 6625 or emailing admin@stvps.co.uk

What do I do if I am concerned about the quality or effectiveness of support my child is getting?

All schools check the quality of the support for each child and report the effectiveness of provision to the governors. If you are concerned at any time please contact the school in this order:

1. Class teacher
2. Mrs Hatfield (Assistant Headteacher / SENCO)
3. Mrs McCarthy (Head Teacher)
4. Marcella Phelan/Evadne Cookman (Co-chairs of governors)

The school's complaints policy can be obtained at the school office.

Support Services in Ealing

Click the icons for more information on each service

Family Information Service
Telephone: 020 8825 5588
Email: children@ealing.gov.uk

SAFE
Telephone: 020 8825 8000
Email: ECIRS@ealing.gov.uk

Ealing SEND IASS (Impartial Advice)
Telephone: 020 7254 6251
Email: info@family-action.org.uk

Ealing Parent Carer Forum
Email: info@epcf.org.uk

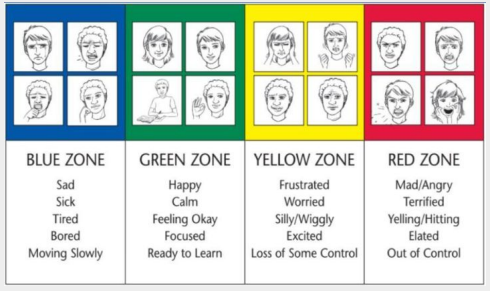
Contact
Telephone: 07908 826948
Email: ealing@contact.org.uk

Pupil Wellbeing

At St Vincent's, We believe that it is essential to consider all aspects of a child's development - social, emotional and academic.
We teach all children about looking after their own emotional wellbeing through RE lessons, PSHE lessons, Circle time, Coaching Groups and Assemblies.
We use Zones of Regulation as a whole school approach to recognising and regulating strong feelings.
Children with SEND are encouraged to take part in extracurricular activities and school initiatives, such as School Council.

Zones of Regulation

All children are introduced to the Zones of Regulation ™ to help them to understand how they are feeling and to regulate their own emotions. We teach children that all feelings are ok. Over time, children are exposed to a range of 'tools' to help them to get into the Green Zone and be ready to learn.



The schools Behaviour Policy can be found on the school website.

Additional Support

Some children need additional support for their social and emotional development. This is taught through:

- Snack & Chat breakfast sessions to help ease children into their school day.
- 1:1 or small group ELSA sessions (Emotional Literacy Support Assistant)
- Small group Interventions such as "Social Detectives" and "Lego Therapy"
- Small group or individual support to reinforce the Zones of Regulation
- 1:1 weekly sessions or one-off lunchtime drop-in sessions with our Music Therapist.

Child and Adolescent Mental Health Services (CAMHS)

When a child is still having social and emotional difficulties in or out of school and interventions have not had a positive effect, a referral may be made to CAMHS. This is done in conjunction with the child's parents/guardians as well as the child where appropriate.

Mental Health Support Team (MHST)

The MHST offer up to eight one-to-one sessions of guided self-help for parents, which is based on cognitive behavioural therapy (CBT) principles. They provide this to parents and carers of primary school children who are demonstrating mild to moderate difficulties with anxiety or behaviour. More information about their offer can be found here.

NHS West London NHS Trust

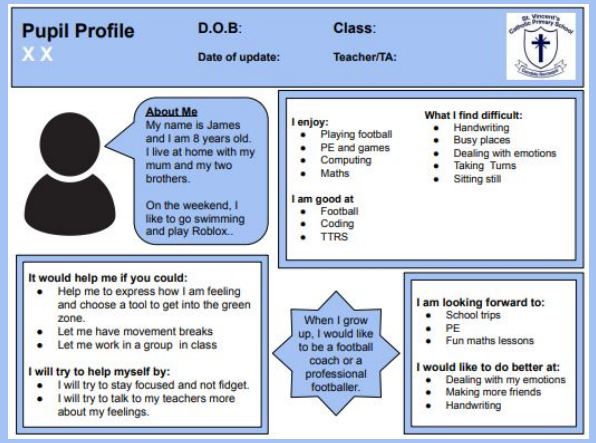
Pupil Voice

We encourage all children, including those with SEN/Disability, to make decisions about their education. All children are expected to evaluate their own learning success and discuss their needs with their teacher. We do this in school through the following:

Asking questions in lessons to check for understanding and how the child is feeling about their learning.

Inviting children to parent consultation meetings to talk about their progress and targets.

Some children may create Pupil Profiles to show their strengths and needs. These help the people working them to understand them better.



Y6 Pupil quote:

It's fun and you really should come to St Vincent's because it helps you with your learning and ways to understand. If you need help, all the staff will help you. If you struggle, like I do sometimes, you can ask staff from your year group or other year groups.

Pupil surveys and Pupil Voice sessions with senior management and Governors.

Asking questions in books to deepen their thinking.

Involving children in discussions with external professionals, such a speech and language therapists.

Children with an Education Health Care Plan (EHCP)

All children with an EHCP will have an Annual Review. We work with the parents and pupils to invite all the people needed in order to review the progress made against the outcomes in the EHCP. We aim to include the children's views in this meeting in as appropriate a way as possible. Children can choose to attend the whole of the Annual Review meeting if they wish - or just state their views. Staff also work with pupils to develop an up-to-date Pupil Profile that is presented at the meeting. This will include any information that the child wishes to share with the adults involved and important information about their happiness and aims in life

Parent Partnerships

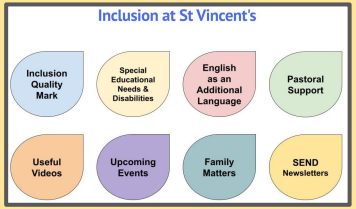
At St Vincent's, we work really hard to work closely with all our parents to ensure that all pupils are happy and make progress. Working in partnership with parents of children with SEN/Disability is even more important, so we do the following things:

We communicate regularly and informally through reading diaries, phone calls, emails and quick informal chats at the end of the school days as and when needed.
Children with more significant needs may also have a home-school communication book.

We have an open door policy so that parents can make appointments to see the class teachers and SENCO when they are concerned and would like a longer discussion.

We produce half-termly SEND specific newsletters.

We have a detailed 'Inclusion' section on our school website.



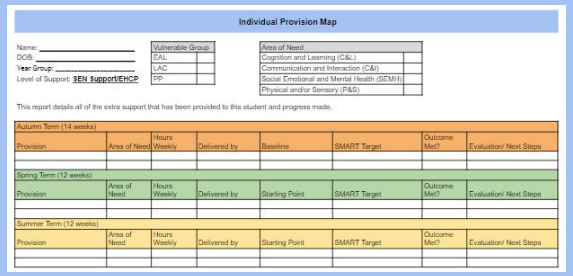
We offer appointments with class teachers at least twice a year for all pupils in addition to termly reports.
Additional appointments with class teachers and appointments with the SENCO are available on request.

We hold an Annual Review for any child with an Education Health Care Plan (EHCP) which includes the child's and the parents' views on how they would like to be supported.

We offer information sessions for parents on a range of identified areas. These sessions offer opportunities for parents to network as well as learn about a range of ways to support their child.

Parent quote:
St Vincent's staff have supported my son so brilliantly. He has complex needs but St Vincent's always do everything they can to make him feel included and happy at school. They have supported us as a family and never fail to go and above and beyond.

We provide parents with a copy of the desired outcomes agreed for their child and the progress made through the child's Individual Provision Map, which is shared with parents each term.


Individual Provision Map

Name: _____
DOB: _____
Year Group: _____
Level of Support: SEN Support/EHCP

Vulnerable Group	
EAL	
LAC	
PP	

Area of Need
Cognition and Learning (C&L)
Communication and Interaction (C&I)
Social Emotional and Mental Health (SEMH)
Physical and/or Sensory (PS&S)

This report details all of the extra support that has been provided to this student and progress made.

Autumn Term (14 weeks)							
Provision	Area of Need	Hours Weekly	Delivered by	Baseline	SMART Target	Outcome Met?	Evaluation/ Next Steps

Spring Term (12 weeks)							
Provision	Area of Need	Hours Weekly	Delivered by	Starting Point	SMART Target	Outcome Met?	Evaluation/ Next Steps

Summer Term (12 weeks)							
Provision	Area of Need	Hours Weekly	Delivered by	Starting Point	SMART Target	Outcome Met?	Evaluation/ Next Steps

SEND Family School Partnership Award Fspa

Parent Support

It can be challenging being a parent of any child, but boing a parent of a child with additional needs can be even harder.
There are many way parents can get support, from online workshops or group parenting sessions to more targeted one-to-one support.

We aim to signpost parents to as many upcoming events as possible by:

- Displaying posters on the SEND notice board outside the main office
- Putting links in the whole-school and SEND newsletters
- Posting them on the Parent Support page on our website.



Ealing Parenting Service offer a wide range of parenting programmes to parents of children from as young as three to parents of teenagers and young people up to the age of 19. Many of their courses are aimed specifically at parents of children with additional needs.
Not only can you learn new ideas and strategies, but these courses offer you the opportunity to speak to other parents, who may be in a similar position to you.
See the quote below from a parent who attended the Family Links course in 2023.

For more information contact:
www.ealingfamiliesdirectory.org.uk
020 8825 6066 or 020 8825 8422
parentingserviceadmin@ealing.gov.uk

Parent quote:

I thought the group was hands down one of the best experiences I've had, I gained a tool bar of techniques that I can use whenever necessary. These little techniques come in so handy when my child has a meltdown or isn't sure how to express himself. I also met some wonderful people that I will continue to stay in contact with! Having other parents to talk to that can also relate, as we all have neurodiverse children, is something that I found really really reassuring and encouraging. You also get different advice and tips from them. We set up a WhatsApp group and keep in touch. I enjoyed this group so much so that I've put my name down to be contacted for another one in the new year, as all help is welcome.



There are links to more local services who offer targeted support on the Contact Details page.

External Professionals

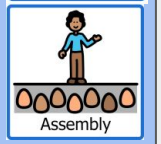
The school works with lots of different agencies and professionals to support children's needs.
These are a few we have worked with (click each link for more information):

- Educational Psychology
- Speech & Language
- Occupational Therapy
- Physiotherapy
- Child Development Team
- Child and Adolescent Mental Health Services
- Autism Outreach
- Ealing Primary Centre
- Sensory Impairment Service
- Ealing Mental Health Support Team
- Children with Disabilities Team (Social Care)
- Supportive Action for Families in Ealing (SAFE)

Transitions

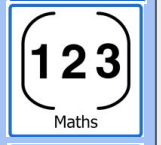
Throughout their time in school, all pupils will experience a range of transitions. From small transitions throughout the day, such as moving from the classroom to the lunch hall, to big transitions, such as moving to a new class or even a new school.
Each child manages transitions differently, so we aim to support them in a variety of ways.

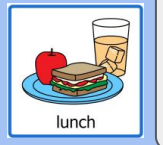






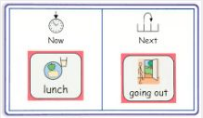






Daily transitions

Each class has a visual timetable on display to show what is planned for the day.
Some children may also use a 'Now and Next' board with visuals, to help them transition from one activity to the next.



Moving to St Vincent's

Before any child moves to our school we try to find out as much about them as possible to help them settle in quickly. Where possible, new children have the opportunity to come and visit the school and spend a short time in their new class so they know what to expect. This is only possible if there is sufficient notice of the child moving to our school.
All areas of our ground floor building and toilets, playgrounds and forest school area have wheelchair access. If necessary, specific classrooms are chosen to meet the needs of a child with SEN/Disability. There is a lift to the second and third floors, making all areas of the school accessible.

Moving class

When moving class in school:

- Information will be passed on to the new class teacher in advance.
- Your child will have a 'Visit Your New Class' session.
- Some children are supported by a transition booklet to support them to understand moving on.
- Where a child has more significant needs, additional transition activities are organised.

Moving on from St Vincent's

Whenever any child moves to another school we pass on school records to the new school.
If a child has SEND we also:

- Pass on SEND records to the new school.
- Liaise with the SENCO/year group leader of the new school to discuss the child's strengths and needs, including what support has been successful so far.
- If needed, we can organise additional ways to support a child to have a settled move to a new school - eg, creating a social story, drawing maps of the new school and/or working on a new Pupil Profile for the new school.
- If possible, we invite the SENCO from the new school to the last Annual Review of a child with an EHCP and a transition plan can be set up as part of this meeting.