St Vincent's Catholic Primary School

We grow, learn and achieve by following Christ

The mission of St Vincent's Catholic Primary School is '*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. Parents send their children to school each day with the expectation that school provides a secure and safe learning environment in which their children can flourish. St. Vincent's, therefore, has to ensure that this expectation becomes reality. In order to do this there are a wide range of policies and procedures in place:

Name of Policy: Special Educational Needs & Disabilities

Ratified by:	The Governing Body – St Vincent's Catholic Primary School
Named Governor:	**Marcella Phelan**
Date:	**September 2026**
Signature:	
Effective Date:	**September 2026**
Review Date:	**September 2027**
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Introduction

St Vincent's has a named Special Educational Needs Coordinator (SENCO), Mrs Claire Hatfield, who has the National SENCO Accreditation and is a member of the school Senior Leadership team. She ensures that the Special Educational Needs and Disability (SEND) Policy works in line with the guidelines of the Code of Practice (DfE, 2015) and Ealing's Local Offer, available on the following link:

https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/localoffer.page?localofferchannelnew=0

St. Vincent's is committed to providing an appropriate and high quality education to all the children attending our school. We believe that all children, including those identified as having SEND, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. Therefore, we ensure special educational provisions are made, for those whom it is required. Every teacher is a teacher of every child, including those with SEND.

What are Special Educational Needs and Disability?

"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age." *(DfE, 2015)*

Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools or early years providers.

Special educational provision should be matched to the child's identified SEN. Children's SEN are generally thought of in the following four broad areas of need and support:

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social, Emotional and Mental Health (SEMH)
- Physical and/or Sensory (P&S)

Pupils may have SEND throughout, or at any time, during their time at St Vincent's. This policy details how, at St Vincent's, we aim to identify these needs as they arise and provide teaching and learning contexts, which enable every child to achieve his/her full potential. St. Vincent's sees the inclusion of children identified as having SEND as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

Aims & Objectives

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with 'special educational or additional or disability needs'.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum through differentiated planning and High Quality Teaching.
5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEND at **SEN Support** or **EHCP.**
6. To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
8. To involve parents/carers at every stage in plans to meet their child's additional needs.
9. To involve the children themselves in planning and in any decision making that affects them.

Equal Opportunities and Inclusion

At St Vincent's, it is important to us that the school meets the needs of all children, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. All pupils are prepared for participation in a multi-ethnic society.

We respect that children:

- have different educational and behavioural needs and aspirations
- require different teaching styles and strategies for learning
- progress at different rates

Teachers respond to pupils' needs by:

- providing support for all pupils who need help with their learning
- planning to develop pupils' understanding through effective, differentiated lessons
- planning for full participation in learning and in physical and practical activities
- helping pupils to manage their behaviour and to take part in learning effectively and safely
- supporting pupils to manage their emotions and to take part in learning

The Role of the SENCO at St Vincent's

The Special Educational Needs Co-ordinator's (SENCO) responsibilities include:

- Monitoring how the SEND needs of the majority of pupils are met on a daily basis, by the class teacher through High Quality Teaching.
- Analysing attainment and progress data to highlight children who are not achieving/progressing at expected levels despite receiving High Quality Teaching.
- Meeting with each class teacher at least three times a year to discuss additional needs concerns and to review interventions.
- Meeting the parents of children with SEND as appropriate to discuss additional needs concerns and to review interventions.
- Informing parents verbally and in writing of any concerns and interventions.
- Mapping provisions and outcomes to record the interventions, strategies, resources and targets for all SEND pupils.
- Monitoring the quality and effectiveness of provision for pupils with SEND through classroom observation of both class teacher and TA.
- Liaising with support staff, class teachers, parents/carers and outside agencies to share developments in order to inform reviews and forward planning.

Identification and assessment

The school uses data gathered from a variety of sources to assess the attainment and progress of all pupils, this includes;

- Teacher assessments as appropriate according to the key stage. These happen termly or are ongoing depending on the key stage
- Read Write Inc. assessments- for all children in FS & KS1, then for those who need it in KS2 (Fresh Start for Years 5/6)
- Other formal assessments as necessary
- Information from staff, parents and carers

Based on the school's observations and assessment data and following a discussion between the class teacher, SENCO and parent, the child may be recorded as needing:

- Differentiated curriculum support within the class; High Quality Teaching
- Additional support through intervention groups outside of the classroom
- Additional one-to-one support

- Support from outside agencies such as (Speech & Language, Occupational Therapy and Educational Psychology)
- Further support via a statutory assessment for an Education Health and Care Plan (Formerly a statement)

Monitoring and Review of Progress

Monitoring of progress will be carried out by the class teacher in conjunction with the SENCO and used to inform future differentiation within whole class planning.

The progress of all pupils will be reviewed at least termly, although some pupils may need more frequent reviews. The review will form part of the pupil progress meetings which the school holds termly to discuss the progress of all pupils in all classes. Parents/carers, as well as pupils, will be kept informed and their views included in any future provisions.

The school uses the definitions of adequate progress, as suggested in the revised *Code of Practice,* that is progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social personal skills
- Demonstrates and improvement in child's behaviour

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the **'Monitoring'** level may need to be made.

Monitoring

If a child has been brought to the SENCO's attention, they will be added to the '**Monitoring**' list. In order to make progress a child may only require differentiation of the plans for the whole class; high quality teaching. The differentiation may involve modifying learning objectives, teaching styles and access strategies. The SENCO may advise the class teacher on this. Differentiation will be recorded in the daily/weekly planning by the class teacher.

Some children at '**Monitoring'** may need extra support. Under these circumstances, children may be taken out of the classroom for small group intervention support. They will be grouped with children who have similar needs.

As part of the review process, the SENCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to make provision at the **SEN Support** level.

SEN Support

Provision at this level usually includes the involvement of **specialist services**. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress, although the programme of work may be carried out in school by a teacher or TA in consultation with the specialist service.

SEN Support would be indicated where there is evidence that the level and duration of the child's additional needs is such that the child may:

- Continue to make little or no progress in the areas of concern
- Continue working at National Curriculum levels substantially below that expected of children of the same age

- Continue to have difficulty in developing literacy and numeracy skills
- Have emotional, behavioural or social and communication needs which regularly and significantly interfere with the child's or others' learning
- Have sensory and/or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- Continue to have communication and interaction needs that interfere with the development of social relationships and/or act as a barrier to learning

Education Health and Care Plan (EHCP)

For a child who is not making adequate progress, despite a period of support at **SEN support** with external agencies, and in agreement with the parents/carers, the school may request the Local Authority (LA) to make a statutory assessment in order to determine whether it is necessary to make an **Education, Health and Care Plan.**

The school is required to submit evidence to the Ealing SEND Team, whose Pre-Assessments Panels makes a judgement about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgement will be made using the LA's current 'Criteria for making a statutory assessment'. The Ealing's Request for Statutory Assessment (ERSA) form will include:

- Previous Provision Maps and targets for the child
- Reports from external professionals (eg: Educational Psychologist)
- Attainment and progress data
- Records of the child's health, medical and attendance history (where appropriate)
- Views of the child and their parents

A child who has a Statement of Special Educational Needs will continue to have the same arrangements as for SEN Support, with additional support that is provided using the funds made available through the EHCP.

There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

Arrangements for partnership with parents/carers

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/carers whose children are being recorded as having additional needs. The **SENCO** will attend this meeting if the school or the parent thinks this is appropriate.
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as needs are discussed.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed as part of provision mapping. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable.
- Regular curriculum workshops are offered for parents/carers to attend.
- Parents/carers information sessions provide regular opportunities to discuss concerns and progress. Other appointments are available on request.
- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office and the school website, sets out the steps in making a complaint in more detail.

Outside Agencies

The SENCO liaises frequently with a number of other outside agencies, including:

- Educational Psychologist Service (EP)
- Speech & Language Therapy (SALT)

- Occupational Therapy (OT)
- Child and Adolescent Mental Health Services (CAMHS)
- Child Development Team (CDT)
- Neuro-development Team (NDT)
- Physiotherapy
- Ealing Primary Centre (Behaviour support)
- SENS Team (e.g. teachers for the hearing impaired and visually impaired)
- Outreach Services (such as autism specialist support)
- Social Services including the Children with Disabilities Team
- Educational Welfare Service
- School Nurse
- Community Paediatrician
- Specialist Health Visitor

Permission is asked from parents/carers before any outside agency is involved.
Please note that confidentiality will be broken when there are safeguarding concerns.

Provision Map

All interventions and strategies to enable the child to progress will be recorded on the school provision map. This will include information about:

- Short term targets for the child
- Provisions put in place
- Targets and outcomes

Provision Maps will be shared with parents/carers at the end of each term.

In-Service Training

- The SENCO attends regular network meetings to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan.
- In-Service training and individual professional development is arranged matched to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings by the SENCO or through the school Educational Psychologist and other agencies.
- All members of staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- Staff are also encouraged to learn from each other through peer observations and team teaching.

Transitions

When children start our school in Nursery or Reception, the Foundation Stage staff complete home visits prior to pupils starting school. Where needed, they will liaise with staff from partner nursery schools. Concerns about particular needs will be brought to the attention of the SENCO and the SENCO will arrange a further meeting with parents within school to discuss a child's needs.

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the SENCO will telephone to further discuss the child's needs. Children transferring from St. Vincent's to new schools will have their Files and Records passed on quickly and details of particular needs and additional provision made by the school will be shared.

When transitioning to the next year group, every child will meet their new teacher before the Summer holidays. Some children are supported through additional class visits. For children with SEND, any relevant information is discussed with the new staff and resources are passed on. Sometimes the new staff will observe practices in the current class. Some children will have the opportunity to take home a Social Story about their new class over the Summer holidays, to help ease the transition.

Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations

The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the Welfare Officer and or SENCO, and referrals will be made as appropriate.

Social Services and the Education Welfare Service will be accessed through the Social Services Team desk or the visiting education welfare officer as appropriate. Class teachers will alert the SENCO/Welfare Officer, if there is a concern they would like discussed.

Where appropriate, links with partner special schools are made and children included into mainstream school on full or part-time basis. Liaison and planning between both schools takes place to ensure continuity and match to needs. Review meetings take place, as above to ensure that the most appropriate provision is being made for the child.

Access to the Environment *(see also School Accessibility Plan)*

St Vincent's Catholic Primary School is a single-site school, with the Reception, Key Stage 1 & Key Stage 2 departments in the same building. The main office, hall and dining areas are all located by the entrance.

The school is built on three levels, however there is a lift installed. There are currently accessible toilets for children with physical disabilities situated in the school.

Children requiring equipment due to impairment will be assessed in order to gain the support they require. Details of our plans and targets on improving environmental access are contained in the Accessibility Plan.

Incorporating disability issues into the curriculum

The RE and PSHCE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from Disabled People's organisations on appropriate resources, where necessary. The school also celebrates a range of 'awareness weeks', to support pupils' understanding of the differences in people around them.
The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of people with disabilities as they become available. Displays around the school reflect the inclusive ethos.

Person Centred Planning

St. Vincent's encourages the inclusion of all children in the School Council and other consultation groups. The School Council aims to allow children to express their views about issues in our school.

We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unintimidating. Where possible, a child with an EHCP will attend their Annual Review.

Pupils with EHCPs have a Pupil Profile to tell the people working with them all about themselves. These are reviewed annually.

Working with disabled parents/carers

St. Vincent's recognises that there will be a number of disabled parents/carers of children within the school, and work to try to ensure they are fully included in parents/carers activities.

When a child starts at the school we ask the parents/carers about their access needs and then send notes/newsletters home in the required format, e.g. audio tape, large print etc. We also ensure that we have regular face to face contact, as this is often the preferred method of communication. In addition to this, parents are offered virtual meetings online as an alternative method of communicating.

Disability equality and trips or out of school activities

St Vincent's tries to make all trips inclusive by planning in advance and using accessible venues. We aim to take all Year 5 and 6 children to a residential trip, and provide additional TA support for individual children as required.

In Year 5, all children attend swimming lessons in the local leisure centre. Considerations are made to ensure all pupils are able to access these lessons.

All children are welcome at our afterschool activities

Evaluating the success of the School's SEND Policy

Every Year, we analyse the data we have on the percentage of our pupils with expected attainment at the end of their key stage, compared to the percentage in similar schools. We also analyse data on pupils' behaviour: major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead, aiming for:

- A reduction in the percentage of children with very low attainment
- An increase in the percentage of children with SEND meeting the national expectations
- A reduction in behaviour incidents and exclusions

Throughout the year, the SENCO will provide information to the governing body on the numbers of pupils receiving special educational provision through SEN support and EHCPs. The number of pupils transferring to or from each type of provision will be recorded. The Headteacher will report on any whole school developments in relation to inclusion in her termly report to the Governing Body at the same time and will ensure that governors are kept up to date with any legislative or local policy changes.

The School SEND Information Report to parents/carers will include the details of SEND provisions. This is updated annually.

The Role of the Governing Body

SEND and Inclusion is a standing agenda item at all Curriculum Sub-Committee meetings and will be reported at the full governing body meetings through sub-committee reports which are then discussed as necessary.

The SENCO will meet the Inclusion Governor to discuss Inclusion and current SEND concerns. The Inclusion Governor will lead governor monitoring of the SEN policy through sampling, observations and other procedures to be agreed annually.

Whole school monitoring and evaluation procedures will include learning walks around the school and speaking to staff and pupils.. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice.

Dealing with complaints

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.

If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.

Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office and the school website.