



We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support.

Each section provides answers to questions from the parent's/carer's point of view.



Identification

How will you know if my child or young person needs extra help?

Children with SEND are identified as early as possible within our setting. Initial identification is usually through comments or concerns brought by school staff who work directly with the child or by parents. These concerns may be based on the pupil's general wellbeing, their emotional or behavioural presentation, their progress in comparison to their peer group, or their profile against recognised characteristics of specific forms of SEND. School staff receive training to support them in the identification of SEND. Early identification is important, and therefore staff working in school, monitor the children's progress carefully on a termly basis through pupil progress meetings which are led by the senior leadership team. The class teacher and the SENCO meet after the pupil progress meeting to discuss issues raised at the pupil progress meeting.

Concerns are initially raised with the school SENCO who would discuss them with those working with the pupil, the pupil's family and the pupil themselves. This discussion focuses on the desired outcomes for the child, and looks at what provision might be necessary to enable the child to reach those outcomes.

Depending on the level of the child's needs, the decision might be made to offer class based support approaches, for example, advice might be offered to the class teacher in order to support differentiation for the pupil. For some pupils, in addition to the class based support approaches, a package of out of class interventions might be offered. Those pupils with the highest levels of need might be referred to other agencies for further advice and support. The SENCO keeps a register of pupils requiring additional support in order to monitor the progress of these pupils, and to plan for provision across the school.

At St Vincent's a range of specific more specialised tests are used (usually either by the SENCO or a Specialist Literacy Teacher) to assist in the identification of an individual child's needs in order to plan targeted programmes for them and to use as a benchmark for measuring the impact of subsequent interventions. To obtain further understanding of a child's learning difficulties we may use:

- Non-verbal and/or verbal reasoning tests
- The digit memory test
- Single word spelling test (SWIST)
- Phonological assessment battery (PhAB)
- Neale analysis of reading ability
- Meares-Irlens assessment (overlays)
- Lucid Rapid dyslexia screener
- Schofield and Sims Maths entry tests

Other specialised assessments which may be used in school to identify barriers to learning include:

- Social, emotional and behavioural checklists e.g. Boxall Profile, Spence children's anxiety scale, strengths and difficulties questionnaire
- Observation schedules e.g. for behaviour, concentration, attention
- British Picture Vocabulary scale (BPVS)
- Developmental dyspraxia – assessment using Madeleine Portwood book
- Assessment of hand and fine motor skills



What should I do if I think my child or young person needs extra help?

If you have concerns about any aspect of your child's education, the first port of call should be your child's class teacher. Class teachers are usually available at the end of the school day and are happy to make appointments if you require a longer discussion. The class teacher may then seek the involvement of the school SENCO. Alternatively, the school SENCO can be contacted directly, either at the end of the school day, or by e-mail (senco@stvincents.cheshire.sch.uk).

Where can I find the setting/school's SEND policy and other related documents?

The school's SEND policy and other relevant policies can be found on the school website.

Teaching, Learning and Support

What kinds of special education needs provision is made at our school?

Additional and/or different provision is made in school for children with a range of needs including:

- Cognition and learning – Moderate learning difficulties, Specific learning difficulties – dyslexia and developmental co-ordination disorder (dyspraxia).
- Sensory. Medical and Physical – hearing impairment, sensory processing difficulties, epilepsy
- Communication and interaction – autistic spectrum condition, speech and language difficulties
- Social, Emotional and Mental health – selective mutism, autistic spectrum condition, attention deficit hyperactivity disorder

How will you teach and support my child or young person with SEND?

The school teaches pupils with SEND in accordance with the Cheshire East Area Wide Offer and Cheshire East Toolkit for SEND Toolkit (see <https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/send-toolkit.aspx>).

It is our aim that all children are given the opportunity to access appropriate learning opportunities in an inclusive manner. Our priority is the provision of high quality class teaching which is differentiated to meet the needs of all our learners. Class based approaches might include alternative forms of recording work, visual prompts, small group or individual teaching etc. Professional development opportunities support class teachers and teaching assistants in differentiating learning opportunities for the pupils in their class.

The school has a range of intervention programmes available to support children who require support that goes beyond class based approaches. Some of these intervention approaches are published or commercially available packages of support for example 'Indirect Dyslexia Learning', others are bespoke/personalised approaches for example social skills groups.

For those with significant or complex needs, the school seeks the advice of specialists, for example Speech and Language Therapists. In some cases, these specialists might work in school with the child, or school staff might attend therapy sessions out of school with the pupil.

Where additional levels of support are required, a school focused plan, will outline the provision available to each child and will be available to parents. In addition, parents will be fully involved in the planning of support for their child and will have the opportunity to discuss their child's progress at regular parent-teacher meetings. There is also the opportunity to contact the school SENCO via email or in person to discuss pupil's needs in more detail.

How will the curriculum and learning environment be matched to my child or young person's needs?



All class teachers take responsibility for meeting the needs of all learners in their class by differentiating the learning. Where pupils have SEND, class teachers will be aware of the pupil's areas of strengths and weaknesses, and will make every effort to accommodate these. For example, for learners with literacy difficulties, the class teacher may provide spelling aids, or for those with language processing differences, visual supports may be used to accompany auditory information. Information about individual pupils with SEND is shared with supply staff via a one page profile on the school focused plan. Where learners are working at an attainment level below that of their peer group, class teachers adapt teaching to ensure that gaps in learners' knowledge are covered, for example by re-visiting objectives covered in previous year groups. We aim to encourage independence in all learners and this is promoted by ensuring that independent work tasks are matched as far as possible to the strengths of the learners. For those learners who require a more specialist approach to learning, class teachers are encouraged to discuss approaches to differentiation with the school SENCO. All additional provision for pupils with SEND is overseen by the school SENCO, and monitoring of these pupils' progress takes place at pupil progress meetings and additional meetings held between class teachers and the SENCO.

How are the setting, school, or college's resources allocated and matched to children or young people's needs?

In order to ensure that quality first teaching approaches, which are the first wave of provision for learners with SEND, are used fully in each classroom, a proportion of the SEND budget is used towards class based provision. This might take the form of additional physical resources in classrooms e.g. writing slopes, alternative seating etc. For those requiring provision additional to class based approaches, funding facilitates the school's 'menu' of intervention programmes. In some cases, it might also be used to provide additional human resource e.g. teaching assistants, therapists etc. Funding is matched to the provision required to enable pupils to achieve specified outcomes (i.e. outcome identified in discussion with teachers and parents or on EHCPs). The SEND budget is the responsibility of the head teacher and SENCO, and regular discussion and monitoring takes place to ensure that resources are allocated appropriately and cost efficiently.

How do we evaluate the effectiveness of provision for children with SEN?

- Use of class evaluated provision map to measure progress and achievement.
- Evaluation of school focussed plans three times yearly.
- Use of assessment information, pre and post intervention.
- Use of attainment and progress data for children with SEN across the school as part of whole school tracking of children's progress three times yearly.
- Use of pupils/parents views at school focus plan reviews/annual reviews.
- Monitoring by the SENCO at pupil progress meetings.

What are our arrangements for assessing and reviewing the progress of children with SEN?

- Evaluation of school focussed plans three times yearly.
- Tracking of pupil progress generally as part of whole school tracking system three times yearly which is informed by ongoing teacher assessment.



- Progress of children with speech and language needs is assessed and reviewed regularly throughout the year by NHS Speech and Language Therapy services.
- A cycle of consultation meetings, based on the plan-do-review model takes place throughout the year for children involved with our Educational Psychology service and Cheshire East Autism Team and Child and Adolescent Mental Health Service (CAMHS) (new November 2017).
- An annual review is held for children with EHC Plans; interim reviews can also be arranged throughout the year if deemed necessary.
- When children are assessed by the SENCO or by external agencies, meetings take place with the parents/carers and the class teacher to discuss the findings and how best to address need and meet targets.
- When assessing children with SEN, consideration is given to recording needs e.g. a reader, scribe, additional time or rest breaks may be necessary – generally whatever support is provided in the class room is provided as far as is permitted during tests.
- Initial concerns about a child's progress is discussed with the SENCO and parents, and followed by referrals to external agencies or placement on intervention programmes as deemed appropriate.

What is our approach to teaching pupils with SEN?

- School uses its best endeavours to unlock potential and remove barriers to learning. We work in partnership with all our families and external agencies, where appropriate, to make high aspirations a reality for every child, taking specific action to create effective learning environments, secure children's motivation and concentration, provide equality of opportunity, use appropriate assessments and set suitable targets for learning.
- Quality first teaching takes place in all classrooms, with the setting of high expectations and the provision of opportunities for all to achieve; the impact of this is apparent in the results obtained in national tests at the close of each key stage – information relating to results obtained in recent years is available on this website (Ofsted).
- Provision for children with SEND is a matter for the school as a whole. In addition, the Governing Body, Head Teacher, SENCO and all staff members have important day-to-day responsibilities. All teachers are teachers of children with SEND.
- A continuous cycle of planning, teaching and assessing is firmly embedded which takes account of the wide range of abilities, aptitudes and interests of our children; the majority of our children will learn and progress within these arrangements.
- Children with SEND will receive support that is additional to or different from other children. All our teachers take account of a child's SEN in planning and assessment; they provide appropriate support for communication, language and literacy needs; they plan where necessary to develop children's understanding through the use of all available senses and experience; they plan to enable children to take part in learning, physical and practical activities; they help children to manage their behaviour in order to take part in learning effectively and safely; they help children to manage their emotions in order to take part in learning effectively.
- At St Vincent's, we aim to identify children with particular needs as early as possible; assessment of need may include observation of children's social skills and learning experiences in all curriculum areas, specific assessment by the school's SENCO, teacher assessment and use of assessments which will enable peer group comparisons to be made. In completing assessments to consider the whole child, we acknowledge that gifted children often require additional resourcing to extend and fully develop their potential.



- We acknowledge that not all children with disabilities necessarily have special educational needs. All our teachers take action however, to ensure that children with disabilities are able to participate as fully as possible in the curriculum and statutory assessment arrangements. Teachers plan enough time for the satisfactory completion of tasks; plan opportunities where required for the development of skills in practical aspects the curriculum; identify aspects of programmes of study and attainment targets that may present specific difficulties for children with disabilities.

How do we adapt the curriculum and learning environment?

- The curriculum is scaffolded and differentiated to meet the needs of all our children. Differentiation may occur by grouping (e.g. small group, 1:1, ability, peer partners); content of the lesson; teaching style (taking account that children may be visual, auditory or kinaesthetic learners); lesson format (e.g. thematic games, simulations, role-play, discovery learning); pace of the lessons; provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping, photographs etc.); outcomes expected from individual children; materials used; support level provided; provision of alternative location for completion of work.
- School acts upon advice received from external agencies. For example: enlarging of print for visually impaired (VI) children; most advantageous positioning of hearing impaired (HI) children within the classroom and use of aids as recommended; use of laptops for children with recording needs; use of overlays and exercise books for children with Meares-Irlens syndrome;; use of brain breaks, sensory cushions, weighted blankets for children with sensory issues.
- We endeavour to ensure that all classrooms are dyslexia friendly including use of labelled resources, word walls, prompt mats, highlighting pens and reading rulers, coloured interactive white boards, individual resources – number lines, 100 squares, phonic prompts, alternative means of recording, modelled and shared writing opportunities.
- We endeavour to ensure that all classrooms are Autistic Spectrum Condition (ASC) friendly including use of visual timetables, personalised timetables and prompt/sequence cards as necessary, quiet workstations, areas or retreat and pictorially labelled resources.
- We endeavour to ensure that all classrooms are speech and language friendly including use of visual feedback, 'chunking' of instruction, use of the 10 second rule to allow processing time, pre-teaching of key vocabulary.
- Small group rooms/areas are available to both key stages to provide quiet work areas for 1:1 or small group work.

What additional support for learning is available for children with SEN?

- There are currently 212 pupils on roll. We have 2 full time teaching assistants employed in school and 5 working part-time, providing a higher staff to pupil ratio which maximises learning potential for all our children; they are trained to deliver a number of intervention programmes throughout the school. Some of these TAs are deployed in classes to support children on a 1:1 or small group basis or to cover the class in order that the teacher can provide 1:1 or small group support.



- We follow the Code of Practice for SEND 0 to 25 years.
- We teach a differentiated curriculum to ensure that the needs of all children are met.
- We implement school focussed plans with SMART targets.
- A number of intervention programmes can be put in place for children who require additional support e.g. IDL – a computer based multi-sensory programme to develop reading and spelling skills; Precision Teaching; Numicon; Talkabout; Teodorescu’s Perceptuo-Motor Programme; Toe-by-Toe; Plus 1; Power of Two; Schofield and Sims I Can Maths.
- Individual laptops can be used for children with recording needs.
- For children with specific identified or diagnosed needs, we work closely with external agencies to ensure that the best possible support is in place (e.g. educational psychologist, speech and language therapists, occupational therapists, specialist teachers). Meetings are held in school involving specialists (as noted above) and/or parents to set targets, evaluate progress and ensure consistency of approach in addressing needs in school and at home.
- Specific resources or strategies are in place for many children recommended by external agencies e.g. coloured overlays/exercise books, sloping boards, sensory cushions, use of ‘brain breaks’, access to areas of quiet retreat, personalised schedules or sequence strips.

What activities are available to children with SEN in addition to those available in accordance with the curriculum?

- All extra-curricular activities (listed on the website) are available to all our children.
- Before and after school care is available to all our children.
- Residential trips are available to all our children.

What support is available for improving the emotional and social development of children with SEN?

- Specialist advice through Educational Psychology consultation.
- Specialist advice through Cheshire East Autism Team consultation.
- Specialist advice from our colleagues at CAMHS and through consultation from November 2017.
- Areas designed for ‘quiet retreat’.

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis?

When a child’s needs are initially identified, a discussion takes place between teachers, parents and pupils. At this meeting desired outcomes for the pupil will be discussed and the provision or support the pupils needs to meet those outcomes will be agreed. School staff are usually best placed to advise on the nature of the support / provision needed, but occasionally the school seeks the support of other agencies to advice on this. Parents and pupils will be fully involved in decisions about support and provision and, any decisions to implement provision which is different from or additional to that received by the majority of children, are made



in conjunction with parents and pupils. If there are differences of opinion about the nature of support required, the school may seek the advice of external agencies to support the decision making process.

How will equipment and facilities to support children and young people with SEND be secured?

The school possesses a range of equipment and facilities (e.g. differentiated reading material, writing slopes, coloured overlays etc.) to support pupils with SEND and the school SENCO makes strategic decisions about the allocation of these resources based on the needs of pupils. Additional resources may be procured as and when required. Where more specialist personalised equipment is required (e.g. large print books, audio equipment, specialist seating), the school SENCO liaises with the relevant external advisory service (e.g. occupational therapy) to seek advice on the best options for the procurement of these. Parents will be involved wherever possible in these discussions.

How will you and I know how my child or young person is doing and how will you help me to support their learning?

All school staff have high expectations for all learners. Monitoring of progress takes place on a day-to-day basis by class teachers, and they are often best placed to identify where progress is falling or excelling. For learners with the most significant needs, contact with families takes place, for example, through informal conversation at the end of the school day or sometimes in home-school books. Formal monitoring of progress takes place termly in the form of a pupil progress meeting held between class teachers and senior leaders. Information about pupil progress is shared with parents at parent-teacher meetings which are held during the autumn and spring terms and via the annual school report to parents which is sent home during the summer term after which there is an opportunity to discuss the report with the child's class teacher. For learners with SEND, the school focused plan will be discussed with parents at termly review meetings, and for those with EHCPs an annual review will be held. Parents are welcome to seek additional appointments to discuss their child's progress as required, and class teachers are usually available for informal discussions at the end of each school day.

How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education?

The staff at St Vincent's strive to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupil's opinions are sought at a level which is accessible to the individual. For some learners this might mean that they are supported to attend meetings with professionals, for others this might mean enabling them to contribute to meetings without actually attending (e.g. opinions expressed via written, video or audio means). Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them at any meetings. We recognise that there is sometimes a need to protect pupil's self-esteem, and that it may not always be appropriate to highlight to the pupil the range of their difficulties, in these circumstances, pupil involvement is carefully planned with those who know the pupil best, i.e. families and those working closely with them.



How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND?

The school's SENCO, along with the head teacher and other members of the leadership team, undertake regular monitoring of pupil progress and of the effectiveness of provision. The success of intervention programmes in school is monitored carefully to ensure they provide high quality outcomes and remain good value for money. The individual opinions of pupils and parents regarding the effectiveness of support are sought at review meetings and collated to inform decisions about future provision.

Keeping Students Safe and Supporting Their Wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

Pupil safety is paramount. Information about pupils with SEND is communicated to relevant school staff via the school focused plan profiles, which outline any areas which could pose a risk to the pupil. Where risks are identified, measures are taken to limit these, for example supervising a child more closely during the transition between class and care-giver at the end of the day. Where necessary, alternative arrangements for the most "risky" times of the day are made, for example for some pupils, a detailed risk assessment is undertaken which is shared with parents, and reviewed regularly by the class teacher and SENCO.

What pastoral support is available to support my child or young person's overall well-being?

PASTORAL

We recognise that pupils with SEND can experience a range of social and emotional issues. Social and emotional wellbeing is addressed through our PHSE teaching and bespoke interventions are used to address specific issues as they arise. We recognise that for some pupils, social and emotional factors can be complex, and therefore we seek to ensure that the provision we offer in this regard is highly personalised, and is generated through discussion with pupils and their families. School uses 'Emotionally Healthy Schools' resources. We also have assessment tools to support us in tracking and monitoring pupil's self-esteem and confidence e.g. Boxhall, PIVATS.

FRIENDSHIPS

All children in school are supported to develop relationships with their peers. For those pupils who find this most difficult, alternative arrangements can be made at play and lunchtime where play skills can be actively taught or modelled by staff. When it is appropriate to do so school can plan personalised social skills activities.

PEER / SIBLING SUPPORT

It is sometimes appropriate for us to offer support to the peer groups / siblings of pupils with SEND. Sometimes this takes place in an open and frank manner, enabling peers to ask questions and learn about the needs of their classmates. Specific interventions such as 'Circle of Friends' might be used. At other times this takes a more general form such as working with the class on celebrating diversity. We also hold whole school assemblies that address some of the key areas of need within our school.

BULLYING



The school holds a clear position on bullying, and all pupils are encouraged to distinguish bullying from isolated acts of unkindness. There are a range of assemblies and whole school events linked to anti-bullying, and class teachers are vigilant in monitoring the children's behaviour for indications of bullying. Where bullying is suspected, personalised support measures are put in place for both victims and perpetrators that take into account the needs of all the pupils involved.

How will the setting, school or college manage my child or young person's medicine or personal care needs?

ADMINISTRATION OF MEDICATION

We are aware that some children with SEND also have medical or personal care needs which will require attention during the school day, including the administration of medication. Our usual protocol for the administration of prescribed medication is that, following signed parental consent (kept in the staff room), a first aider will obtain the medicine from a locked cupboard or the fridge and it will be administered in the medical room or staff room. The first aider will then sign a record to record that the medicine has been administered.

TOILETTING

In the first instance, we would seek to support toilet training programmes in place at home. Where toilet training is not appropriate, pupils are encouraged to take as much responsibility as possible for their toileting. For those pupils who wear nappies or continence pads, we request that parents provide us with the appropriate equipment as well as a spare change of clothes in case of accidents. We work closely with families and follow the advice of the continence service when meeting pupil's toileting needs.

PRIVACY AND DIGNITY

For some of our pupils it is most appropriate for medical care to take place in private (e.g. toileting, injections, bodily application of creams, tube feeding etc.), and arrangements for this are made based on the context of the pupil's needs. For other pupils, medical care might take place within the daily routine of the classroom (e.g. drinks given at snack time). Where this occurs, close adult supervision is maintained to ensure the safety and dignity of all pupils.

For those pupils with toileting needs, every care is taken to ensure the pupil's dignity.

SHARING OF MEDICAL INFORMATION

Information about the medical and personal care needs of pupils is noted on the pupil's school focused plan. Where information is required in greater or more personal detail, the location of this information is shared on the school focused plan rather than the information itself. For those pupils with more complex medical needs, medical care plans, produced in discussion with parents / carers and health professionals, are used and these are stored alongside the school focused plan as well as with the pupil's medication. For those pupils with medical conditions that can present with medical emergencies, a clear and detailed plan is made alongside parents and carers detailing the procedure to be followed in the event of an emergency. This information is shared via the school focused plan or more detailed plans as appropriate.

MEDICAL APPOINTMENTS

Where pupils need to take extended periods of time off to attend medical appointments, parents are encouraged to discuss how best to support the pupil with any missed work with the class teacher in the first instance. Sometimes it is appropriate to provide additional "catch up work" for completion at home, at other times it is possible to arrange for appointments to coincide with subjects in which the pupil is stronger. Wherever possible, the school will work flexibly to support pupils who miss work due to unavoidable medical appointments or through illness.

TRAINING



Staff undertake regular first aid training and are trained annually by the school nurse in the administration of rescue medication such as epi pens and asthma inhalers. Where necessary the school seek out relevant training to address the specific needs of pupils.

What support is available to assist with my child or young person’s emotional and social development?

Personal, social and emotional wellbeing is at the heart of our curriculum, and class teachers address this through regular sessions in class. Staff promote an environment in which positive personal relationships can flourish, and seek to support children in managing their emotions and relationships on a day to day basis. For those requiring further support, two Teaching Assistant has attended relevant training courses and might work individually with children or might support pupils in a more holistic way (e.g. peer support etc). School has access to a range of interventions to support pupils experiencing difficulties with emotions or relationships, and assessment tools to help us monitor this area of pupil development.

What support is there for behaviour, avoiding exclusions and increasing attendance?

BEHAVIOUR

The school has a clear behaviour policy that is implemented consistently. Where pupils are unable to follow this policy or require additional support with behaviour, a range of measures are used to support them in adhering to the school rules. For some pupils this involves alternative arrangements at key “trigger points” during the day, for others this may involve a “time out” arrangement enabling pupils to find a designated safe space at times of stress. A key focus of the school in supporting pupil’s challenging behaviour is to firstly understand this behaviour. We use an Antecedent, Behaviour, Consequence, Desired Outcome system of recoding and analysing behavioural incidents, in order to try to find patterns in behaviours. When these are identified, we then seek to implement strategies to support pupils in avoiding the repetition of these behaviours. Our focus is on proactively avoiding behaviours, deescalating emotional incidents, and supporting pupils to change their own behaviours. We work flexibly in response to pupil behaviour, and aim to find creative strategies to support pupils in managing their behaviour.

EXCLUSION

It is very rare that we would consider exclusion for any pupil.

ATTENDANCE

We take active steps to improve attendance. We reward 100% attendance to individual children at the end of each term. Attendance below 95% is investigated by the governors and the Head teacher. Reasons for absence are identified and considered. Attendance is reviewed termly at governor meetings with the Head Teacher.



Working Together & Roles

What is the role of my child or young person's class teacher?

The class teacher has the overall responsibility for pupil's learning and their day-to-day well-being in school. They are the first port of call for pupils and parents, and act as a hub for information about the pupil. Class teachers are expected to plan and deliver appropriate learning opportunities for pupils, and to ensure that any resources in place to support pupil learning are used efficiently (e.g. additional adults, physical prompts, interventions).

Who else has a role in my child or young person's education?

The head teacher oversees the running of the school, ensuring that all elements of a pupil's education are in place.

The school SENCO has responsibility for co-ordinating the provision for pupils with SEND. She may work individually with pupils, or carry out assessments where required, and will usually host formal meeting such as annual reviews.

In addition to the class teacher and SENCO, pupils might come into contact with the following:

The SENCO specialises in supporting pupil's literacy needs and might work individually with pupils or advise other staff, a specialist literacy teacher supports the SENCO with this work.

The school nurse (parental consent required for any contact).

There is a number of support staff (teaching assistants) working in school who have a range of skills and expertise. Some of these staff run intervention programmes under the guidance of the teaching staff; others work in classrooms supporting pupils in small groups or on a 1:1 basis. For pupils with the highest levels of need, an additional adult might be assigned to work with the pupil on a 1:1 basis. The class teacher, along with the SENCO, will act as a hub for information about the pupils with the highest level of need.

Occasionally external agencies, or specialists might be brought in to work with pupils. Their involvement will always be with the consent of the parent / carer.

How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

Information about SEND needs of pupils are noted on the School Focussed Plan and this document will signpost staff to the more detailed documents where required. All class teachers and any key workers involved with the child will be given a copy of EHCPs and there are opportunities to discuss the content of these at SEN meetings with the SENCO.

What expertise is available in the setting, school or college in relation to SEND and how will specialist expertise be secured?

All school staff have a good awareness of SEND and attend further training when a specific need arises. Staff meet with the SENCO to develop their practice in relation to the specific needs of the pupils in their classes.

The SENCO has 20+ years of experience in this role and holds a postgraduate certificate in specific learning difficulties (dyslexia).

She is allocated 1 day per week to manage SEND in the school.

School employs 2 full time and 5 part time TAs who are trained to deliver a range of interventions on a small group and 1:1 basis e.g. IDL, Precision Teaching, Numicon, Talkabout, Teodorescu's Perceptuo Motor Programme, Toe-by Toe, Word Wasp, Plus 1, Power of Two.

6 members of staff are trained First Aiders.



The School Nurse provides training to staff regarding medical conditions as needs arise.

As specific needs arise, the SENCO approaches a range of agencies (e.g. Educational Psychology, Cheshire East Autism Team, CAMHS.)

General support and advice is given by the SENCO e.g. with regard to the implementation of specific programmes, creation and monitoring of school focussed plans and tracking children with SEND. Should a pupil with a specific low incidence need be admitted to the school, then the SENCO will pursue relevant training, in the first instance for the class teacher and support staff concerned.

Our SENCO attends half-termly consultation meetings with the educational psychologist and Cheshire East Autism Team specialist teacher. These meetings also afford an opportunity to discuss SEN issues with colleagues in other schools and disseminate information regarding current practice to colleagues in our school.

At the close of each school year, teachers hold meetings with the classes' next teacher to discuss SEN information in preparation for the following year.

Our SENCO organises training on a needs basis and also staff may request specific training.

How is equipment and facilities to support children with SEN secured?

- Through discussion with specialist agencies involved.
- Through discussion with parents.
- Through discussion with our Head Teacher.
- Equipment and facilities to support children with SEN are non-negotiable at our school; whatever our children with SEN require, within reason they get e.g. an area of quiet retreat for a child with a diagnosis of ASC; provision of equipment e.g. sensory cushion and implementation of strategies e.g. brain breaks for children with sensory issues.
- We regard it as our duty to make reasonable adjustments as an anticipatory duty. This applies not only to children with additional needs who already attend our school but also to children with additional needs who may attend in the future (this does not imply that we anticipate every possible auxiliary aid and service that may be required by current or future children attending our school, but that we anticipate those auxiliary aids and services which we would reasonable expect may be required). Auxiliary aids could include for example the provision of a piece of equipment, additional staff assistance for disabled children, readers for children (and adults in our school community) with visual impairments.
- Our school's Accessibility Plan, available on this website outlines adaptations made to our building to meet particular needs and enhance learning.

What are the arrangements for consulting parents of children with SEN about and involving such parents in the education of their child?

- Throughout the year there are two Parents' Evenings and there is an end of year annual report to parents with the opportunity to drop in and discuss this with the child's class teacher following receipt of the report.
- Parents are invited to review their child's School Focussed plan on a termly basis – these plans are evaluated with parents and recommendations for new targets discussed alongside suggestions for supporting their child in the home setting
- Our parents appreciate the 'open door' policy whereby the SENCO is easily contactable via the school office/telephone/e-mail. Parents may be invited into school to discuss their child's progress at any time and additional meetings are set up as required or requested by parents to discuss particular aspects of a child's SEN; we are particularly welcome information from parents about how their child learns best in order that it can be shared with those people who teach the child



- Progress and outcomes are also discussed during consultation meeting with the Educational Psychologist, Cheshire East Autism Team and CAMHS from November 2017 onwards; parents are given a report and discussion take place regarding the recommendations and outcomes.
- Progress and outcomes of assessments by other external agencies may also be discussed with parents at consultation meetings.
- The progress of children holding an EHCP is discussed at their annual review (internal reviews may also be called as necessary). At Year 5 annual reviews, transition to high school is considered with discussion involving parents and the LA. At Year 5 and Year 6 reviews, the SENCO of the receiving high school is usually invited to attend.
- 'Our Family Story' is used to obtain parents' views about their child's SEN and to put support in place to address needs and any modification to this support which parents feel may be appropriate.

What are the arrangements for consulting children with SEN about and involving them in their education?

- Targets set for children are reviewed with them.
- Children's self-evaluation is actively encouraged throughout the school and children are supported where necessary to think of areas for development and how to best to develop in these areas in school and at home; children are aware of their progress and the challenging targets are set to support their development.
- The 'My Family Story' is used at annual reviews to obtain the child's views about their SEN, support in place to address needs and any modifications to this support which children feel may be helpful for them.

What are the arrangements made by the Governing Body relating to the treatment of complaints from parents of children with SEN concerning the provision made at school?

It is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible and our SEN complaint procedure is as follows:

- The complaint is dealt with by the class teacher – the complainant needs to feel that they have been listened to and that all points raised have been addressed. If the matter remains unresolved:
 - The complaint is dealt with by the SENCO or by a senior manager. If there is still no resolution,
 - The Head Teacher should be actively involved.
- The Complaints Policy is on the website.

How does the Governing Body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of our children with SEN and in supporting the families of such children?

- External support services play an important part in helping school to make provision for pupils with SEN.
- The Speech and Language Therapy and Occupational Therapy services (NHS) involved with individual children support school in the implementation of specific programmes and contribute to the monitoring of progress and reviews of children.
- School maintains links with child health services, children's social care services and educational welfare services to ensure that all relevant information is considered when making provision for our children with SEN.
- The school nurse practitioner is available for advice and attends meetings in school on request following referrals to the service made by school.
- Liaison meetings with pre-school groups and nurseries are held in the Summer term before children enter our Reception classes.



- The Local Authority's CAF procedures (including Early Help support) are adhered to by school whereby help and support is offered to children and families when low-level issues emerge and before problems escalate. 'Team Around the Child' meetings are held, engaging agencies to ensure positive outcomes for the children and families involved.



What are the contact details of support services for the parents with children with SEN?

- Principal Educational Psychologist
Nicola West
Macclesfield Town Hall
Cheshire East Council
01625 374794
- Child and Adolescent Mental Health Services
Elm House
The Priory Unit
Lead Bank Road
Off Chester Road
Macclesfield
SK11 8QA
01625 712042
- Cheshire East Autism Team
Floor 1
Delamere House
c/o Municipal Buildings
Earle Street
Crewe
CW1 2BJ
01270 685960

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?

The school works with a range of services. We have links with health professionals, for example Child and Adolescent Mental Health Services (CAMHS) and the NHS School Health team. We work with social care teams and have access to voluntary organisations such as Cheshire East Information Advice and Support (CEIAS). Some of our pupils may access SALT on site. When needed we organise multi-agency meetings to discuss pupil's needs, (e.g. CAF) and aim to ensure good communication with these groups in order to meet the need of pupils and their families.

<http://www.cheshireeast.gov.uk/ceias>

Who would be my first point of contact if I want to discuss something?

Your first point of contact should be your child's class teacher. The school SENCO is also available to support you in matters relating to SEND. Contact details can be found on the school website (www.senco@st.vincent.cheshire.sch.uk).



Who is the SEN Coordinator and how can I contact them?

The school Special Education Needs Co-ordinator (SENCO) is Mrs Rebecca Gregory, who can be contacted via senco@stvincents.cheshire.sch.uk

What roles do have your governors have? And what does the SEN governor do?

The school governors have responsibility for ensuring the quality of provision across the school. There is a designated governor for SEND, and regular meetings between the SEND governor and SENCO take place to ensure that all pupils including those who are looked after make progress. Please see the school website for the name of the designated governor for SEND.

How will my child or young person be supported to have a voice in the setting, school or college?

Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupil's opinions are sought at a level which is accessible to the individual. For some learners this might mean that they are supported to express their views in alternative formats e.g. opinions expressed via written, video or audio means. Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them. There is a school council made up of pupils who meet regularly to share their views and the views of their peers.

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

Parents are encouraged to take an active role in the setting. Some parents volunteer in school e.g. hearing readings, accompanying trips etc. There are opportunities to join St Vincent's PTA, who organise events and fundraise on behalf of the school. Parent governors sit on the governing board and when their term of office expires, details of how to stand are advertised in the school newsletter.

What help and support is available for the family through the setting, school or college?

We recognise that there can be a huge amount of paperwork as a parent of a child with SEND. The SEN team in school, led by the SENCO, provides support to parents as required. This might be completing forms with parents, or signposting them to agencies who can help further. Information about parent support groups is shared with parents in a number of ways throughout the school year: the school newsletter, website and via a termly Cheshire East Information Advice and Support magazine.



How will my child or young person be included in activities outside the classroom, including trips?

As an inclusive school setting we seek to ensure that all pupils regardless of need are able to attend enrichment opportunities such as after school clubs, school trips etc. Therefore we work to make relevant adaptations to enable pupils with SEND to attend. We have a range of extra-curricular school clubs and activities which change from time to time (contact the school office for details), all of which are available to every pupil regardless of need.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required)

Are disabled changing and toilet facilities available?

Details (if required)

Do you have parking areas for pick up and drop offs?

Details (if required)

The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible. Our accessibility policy can be found at www.stvincents.cheshire.sch.uk. Pupils with SEND are supported to access the facilities available to their peers, for example by providing large print text for those with visual impairments, providing additional adult support for sports sessions etc.

We aim to personalise communication to suit families. For those who find it difficult to access written documents we communicate in person, by phone or text. Where pupils and their families require communication through languages other than English (including BSL) we seek to provide translation for key meetings / communications, and would discuss with those families their preferred means of communication.



Transition
<p>Who should I contact about my child/young person joining your setting, school or college?</p> <p>Please contact the school office (admin@stvincents.cheshire.sch.uk) to discuss the entry process.</p> <p>The school complies fully with the Equality Act 2010 and the Schools Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage.</p>
<p>How can parents arrange a visit to your setting, school or college? What is involved?</p> <p>Please contact the school office (admin@stvincents.cheshire.sch.uk) to arrange a tour of the school. We encourage the families of pupils with SEND to inform the school office when making an initial enquiry about joining the school so that information that specifically relates to your child's requirements can then be shared. We offer a range of transition visits for new reception pupils.</p>
<p>How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting)</p> <p>ENTRY</p> <p>Prior to entry to our school, it is usual for families of pupils with SEND to visit for an informal tour of the school with the school SENCO and Head Teacher. For pupils who will be able to access mainstream learning opportunities, information from this meeting is then shared with the prospective class teacher. For those pupils with a higher level of need if it is agreed at this point that the school is able to meet the pupil's needs, a multi-agency 'Action for Inclusion' meeting is held. This meeting is an opportunity for families and professionals to share information about the pupil and for actions to be set to ensure the pupil is appropriately included. Following this meeting, the school considers the provision necessary and if appropriate takes steps to acquire any resources needed to implement the provision. The action plan is then reviewed either prior to entry or shortly after. Prior to entry to school a range of transition measures are in place. This is personalised to meet the needs of the pupil but may include visits to the setting, visits by school staff to the pupil's home or current setting, a transition pack containing photos etc.</p> <p>TRANSITION TO NEW SETTINGS</p> <p>Wherever possible we prepare pupils for transition to new settings in a manner most appropriate to the individual. For some pupils this takes the form of additional visits to the new setting, for others this might be working through materials which address key aspects of the new setting. Some of our pupils benefit from lengthy transition work whereas others find an extended transition stressful, and require a shorter introduction. We work closely with families at this time to ensure consistency of information. We have good links with our local high schools and work closely with the staff from those settings.</p>



Additional Information
What other support services are there who might help me and my family? The school SENCO (senco@stvincents.cheshire.sch.uk) can provide details of further support for families. Cheshire East Information Advice and Support can be accessed by following this link: http://ceias.cheshireeast.gov.uk/website-information/website-information.aspx
When was the above information updated, and when will it be reviewed? Updated February 2018, to be reviewed February 2019.
Where can I find the Cheshire East Local Offer? From 1 st September 2014, the Cheshire East Local Offer can be found at www.cheshireeast.gov.uk/localoffer
What can I do if I am not happy with a decision or what is happening? As a school we encourage parents to address any worries or concerns promptly, initially with the class teacher, and then if they are unable to help, with a senior member of staff such the Deputy Headteacher or the Head teacher. In the vast majority of cases we find that by talking things through we are able to find solutions to most concerns. However, if after discussing your concerns you remain unhappy with any aspect of the school's performance, our complaints procedure can be found on the school website. Guidance on what to do if you are unhappy with a decision made by the local authority regarding a pupils SEND can be found within the Cheshire East Local Offer.