

## School Offer for SEND – Parents/Carer's Questions and answers



1	Who are the best people to talk to at St Vincent de Paul about my child's difficulties with learning, special educational needs or disability?	
2	How will the school let me know if they have any concerns about my child's learning, special educational need or disability?	
3	How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational need or disability?	
4	How does St Vincent de Paul ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?	
5	How will the curriculum and the school environment be matched to my child's needs?	
6	What types of support may be suitable and available for my child?	
7	How will you support my child to reach his/her learning goals?	
8	What is an EHC Plan and who can request one for one for my child?	
9	How will you help me to support my child's learning?	
10	How is support allocated to children and how do they move between the different levels of support in school?	
11	How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process?	
12	What support will there be for my child's happiness and well-being at St Vincent de Paul?	
13	How is my child included in all the same activities as his/her peers at school?	
14	How will St Vincent de Paul support my child in transition stages?	
15	Who can I contact if I have a complaint about the SEN provision made for my child?	
16	If I have any other questions about my child at St Vincent de Paul, who can I ask?	

1. Who are the best people to talk to at St Vincent de Paul about my child's difficulties with learning, special educational needs or disability?

- Talk to your child's class teacher about your concerns.
- It is likely that the class teacher will have discussed your concerns with the SENCo
- You may wish to arrange a meeting with the SENCo through the school office.
- If you continue to have concerns arrange to discuss these with the Head teacher through the school office.

2. How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?

- Your child's class teacher may initially speak to you at the end of a normal school day and arrange a further time to discuss the concerns.
- The class teacher may also talk to you about any issues at a parent/teacher meeting.
- The SENCo may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.

3. How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational needs or disabilities?

- At St Vincent de Paul, we believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions. We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning.
- You will be able to share your views and discuss your child's progress at regular meetings with the class teacher and others.
- If your child has an identified Special Educational Need, you will be invited to a termly meeting with the classteacher and SENCo to discuss current progress; support strategies used and expected outcomes.
- If your child has a *Statement* of special educational need or an *Education, Health and Care plan* (EHCP) you and your child will be able to share your views at the Annual Review.

4. How does St Vincent de Paul ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?

- At St Vincent de Paul, we believe that your child's learning needs will first be met through the high quality teaching delivered by her/his class teacher.
- We regularly review the school training schedule and professional development for all teaching and support staff to ensure there is the appropriate expertise to support children with special educational needs.
- The school is able to access training programmes from different organisations including the Triborough Training and Outreach team based at QE2 School.
- Individual training can also be arranged when necessary.

5. How will the curriculum and the school environment be matched to my child's needs?

- At St Vincent de Paul, we believe that your child's learning needs will first be met through the high quality teaching delivered by her/his class teacher.
- We carefully plan our curriculum to match the age, ability and needs of all children.
- The class teacher will adapt lesson planning and teaching to match your child's special educational needs and/or disability.
- It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs.
- If your child has an identified special educational need, your child will have Individual targets.
- Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.
- St Vincent de Paul School regularly reviews its Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible.

## 6. What types of support may be suitable and available for my child?

This really depends upon the nature of your child's needs and difficulties with learning. However, our education provisions will match the needs of the four broad areas of need as defined in the SEN Code of Practice 2014;

- **Communication and interaction**
- **Cognition and Learning**
- **Social, emotional and mental health**
- **Sensory and/or physical needs**
  - At St Vincent de Paul, we have a three-tiered approach to supporting a child's learning.  
**Universal** – this is the quality first teaching your child will receive from her/his class teacher and may include some minor adaptations to match learning needs.  
**Targeted** - it may be appropriate to consider making additional short-term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four part approach of a) **assessing** your child's needs, b) **planning** the most effective and appropriate intervention, c) **providing** this intervention and d) **reviewing** the impact on your child's progress towards individual learning outcomes.  
**Specialist** – it may be necessary to seek specialist advice and regular long-term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, sensory advisory teachers and the child development service. The school will need to prioritise referrals to these services. However, for a very small number of pupils access to these specialists may be through a Statement of SEN or an EHC Plan.

## 7. How will you support my child to reach his/her learning outcomes?

- The class teacher and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach these goals the targets, strategies and progress will be reviewed termly.
- External agencies and specialists may also review your child's progress and adapt their planning accordingly.

## 8. What is an EHC Plan and who can request one for my child?

*The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/her gets older, prepare for adulthood. An EHC Plan will;*

- contain the views and aspirations of you and your child,
- contain a full description of his/her special educational needs and any health and social care needs,
- establish outcomes for your child's progress,
- specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes

You and/or the school, usually the SENCo or Headteacher, can request that the local authority in which you reside conducts an assessment of your child's needs. This may lead to an EHC Plan.

## 9. How will you help me to support my child's learning?

- There may be suggested strategies or activities for you to do at home to support your child's learning.
- We sometimes run parent/carers workshops in school to help you understand the strategies used in school. In addition, we may be able to offer you individual training in specific support strategies relevant to your child.
- The SENCo may also support you with strategies, resources and ideas for supporting your child's learning at home.
- You may have an opportunity to meet with other professionals involved in supporting your child.

10. How is support allocated to children and how do they move between the different levels of support in school?

- St Vincent de Paul receives funding from the local authority. These funds include money to support the learning of children with SEN and/or disabilities.
- The Head teacher and the SENCo discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs.
- This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.

11. How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process?

- Your child's progress will be assessed both in terms of his/her regular learning within the class and with regard to specific intervention programmes and targets.
- The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child.
- You and your child will be kept informed and encouraged to be actively involved at all stages of this support, including setting targets.

12. What support will there be for my child's happiness and well-being at St Vincent de Paul?

- At St Vincent de Paul, we believe that the happiness and well-being of all our pupils is paramount. All members of staff take this aspect of school life very seriously.
- You can be confident that in particular your child's class teacher, the teaching/learning support assistants and the SENCo are available to provide support to match your child's needs.
- You should also feel free to contact your child's class teacher if you have any concerns.

13. How is my child included in all the same activities as his/her peers at school?

- St Vincent de Paul is an inclusive school and committed to providing equal opportunities for all children.
- Educational visits, residential trips and school clubs are available to all children.
- When necessary the school will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities.
- You should also feel free to contact your child's class teacher if you have any concerns.

14. How will St Vincent de Paul support my child in transition stages?

- We liaise as closely as possible with the school or nursery your child is transferring from to identify any individual needs and how best to support your child in school.
- While at St Vincent de Paul we take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils needs, learning progress and best support strategies.
- Our school makes arrangements to ensure there is a smooth transition when your child transfers to his/her secondary school of choice.
- If your child has an EHC Plan, we will participate and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.

15. Who can I contact if I have a complaint about the SEN provision made for my child?

- Initially speak with your child's teacher and/or the SENCo. Hopefully they will be able to address your concerns.
- You can then contact the Head teacher, who will seek to resolve your concerns and may direct you to the school's Complaints Policy and procedure, if necessary.

16. If I have any other questions about my child at St Vincent de Paul School, who can I ask?

At St Vincent de Paul, we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order;

- The class teacher
- The SENCo
- The Deputy Headteacher
- The Headteacher



### INTERVENTION COSTINGS 2016-17

<b>Name of Intervention</b>	<b>Average Staff costs (£)</b>	<b>Resource /programme cost</b>	<b>Impact Steps gained (termly)</b>	<b>Cost effectiveness Progress in line with class/above class/ significantly above class</b>
Anna Freud Family support	included	8200 p year	med	Barriers to learning removed – impact measured by teacher assessment
Units of Sound	HLTA -17	(Initially free – part of research programme) Update – training 1 day supply/update £750 Running Costs: £17 x 3 sessions per week per child	high	Measured by progress within scheme and school tracking
Units of Sound	TA -12	Initially free – part of research programme) Update – training 1 day supply/ 17 x 3 per week per child	high	Measured by progress within scheme and school tracking
Rapid Write	LST -34	£681.00 one off PTFA resource funded Running Costs: £34 x 3 per week per child divided by number in group	high	Measured by progress within scheme and school tracking
Rapid Write	TA -12	Running Costs: £12 x 3 per week per child divided by number in group	high	Measured by progress within scheme and school tracking
Rapid Maths	LST-34	Running Costs: £34 x 3 per week per child divided by number in group	high	Measured by progress within scheme and school tracking
Rapid Maths	TA-12	£492.00 one off PTFA resource funded Running Costs: £12 x 3 per week per child divided by number in group	high	Measured by progress within scheme and school tracking
Speech therapy - Only where included in an EHC	SalT	Service level agreement	high	Measured by therapist progress reports and school tracking
Phonic stage/not age	-	No cost	high	Measured by Phonics test
Volunteer readers	-	No cost	med	Measured by school tracking
Personal Targets based on diagnostics	Teacher/ SENCO/LST time -34	£34 per term per child	high	Measured by achievement of targets
1:1 live link tutor (Maths)	no cost (trial year)	No cost	high	Measured by school tracking
5 minute box	TA 12	Running Costs: £12 x 3 per child divided by number in group	high	Measured by phonic tests
Number box	TA 12	Running Costs: £12 x 3 per week per child divided by number in group	med	Measured by school tracking
Speech Link (Speech sounds, communication and understanding)	TA 12	Running Costs: £12 x 3 per week per child divided by number in group	high	Measured by reassessment

The Co-ordinator for SEN is Miss Storey (SENCo)

**The Co-ordinator's role:-**

- ❖ Take responsibility for the day-to-day operation of provision made by the School for pupils with SEND.
- ❖ To play a key role in developing the strategic direction and development of SEND provision within the school, contributing to SLT meetings and the school development plan.
- ❖ Meet regularly with the head teacher to discuss effective use of resources, advise the head teacher and governing body on the level of resources required to maximise the achievement of pupils with SEND.
- ❖ Provide professional guidance to colleagues in the area of SEND in order to secure high quality planning, teaching, and effective use of resources in order to bring about improved standards of achievements for pupils. To lead regular staff INSET.
- ❖ Ensure that the school's provision for SEND is updated regularly.
- ❖ Arrange referrals for pupils needing specialist help from outside agencies such as Speech and Language Therapist, Occupational Therapist, Educational Psychologists, liaise with them and ensure that report recommendations are implemented.
- ❖ Devise, implement, monitor and review intervention programmes for pupils with SEND and measure their impact.
- ❖ Develop and maintain effective working relationships with parents to promote pupils' learning.
- ❖ Support teachers to: implement the SEND policy, identify pupils who may require special provision, communicate effectively with parents, write IEP targets, and agree specialist provision.
- ❖ Organise the deployment of resources and monitor their effectiveness.
- ❖ Train and support teaching assistants to carry out planned intervention programmes.
- ❖ Monitor the implementation of SEN support and the teaching and learning for pupils with SEND, using the analysis to guide further improvement.
- ❖ Monitor the needs and achievement of pupils with SEND together with colleagues and discuss this at Pupil Progress meetings.
- ❖ Analyse and interpret relevant national, local and school data to monitor achievement of pupils with SEND, inform the SEND policy, practices, expectations, targets and teaching methods.
- ❖ Apply for Statements of Special Educational Needs/Education Health Care Plans
- ❖ Convene and chair annual reviews of those children with a Statement of SEND or EHCP.
- ❖ Keep own skills updated by reading, researching and attending INSET/courses on SEND.
- ❖ Know how to recognise and deal with stereotyping in relation to disability or race.
- ❖ Develop effective liaison between schools to ensure that there is good continuity during transition for pupils with SEND.

**The Class teachers' role:-**

- ❖ Provide a differentiated curriculum, which provides learning experiences that are relevant to the needs of pupils with SEND.
- ❖ Identify pupils who may require special provision with support from the SENCo.
- ❖ Maintain the SEND file for pupils in their class.
- ❖ Write SEN targets with support as from the SENCo, as necessary, for pupils with SEND in their class and ask for the contribution of their parents at parents' evening.
- ❖ Ensure SEN Targets are reviewed with the parents and child three times a year.
- ❖ Direct TAs to provide support for SEND pupils where appropriate and ensure they are fully aware of the pupils' targets.
- ❖ Attend INSET and courses when appropriate.

**The Teaching Assistants' role:-**

- ❖ Support the class teacher to implement targets in pupils' targets and provide learning experiences relevant to the needs of pupils with SEND.
  - ❖ Carry out intervention programmes planned by the SENCo and keep records updated.
  - ❖ Communicate with other professional agencies involved with pupils with SEND, with the SENCo's support.
  - ❖ Attend INSET and courses when appropriate.
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