

SEND Information Report for
St John Vianney Catholic Primary
School
2025-2026





Headteacher: Mrs Anne-Louise Friar (BAHons, QTS, NPQH, NPQEH)

Special Educational Needs Co-ordinator (SENCo): Mrs Leanne Mills (BAHons, QTS, NPQSL, NASENCO Award)

Chair of Governors: Mr Andy Houghton

SEN Governor: Mrs Nova Charlton

Contact: 01744 678570 (via school office)

Email: stjohnvianney@sthelens.org.uk (mark for the attention of Leanne Mills)

Our Local Offer to Learners with Special Educational Needs and their Families

Welcome to our SEN Information Report which is part of the St Helens Authority Local Offer for learners with Special Educational Needs (SEN). At St John Vianney Catholic Primary School we are committed to working together with all members of our school community and all staff and governors are committed to supporting children, parents and carers. We are an inclusive school where we strive to meet the needs of all pupils with Special Educational Needs and Disabilities (SEND) within a mainstream setting. We acknowledge that all children learn in different ways and have varying learning styles, including those children with SEN. At St John Vianney Catholic Primary School, our approach to provision for those children with SEND is rigorous, flexible and personal. The educational provision for each child is carefully considered and well planned in order to ensure high quality outcomes.

The four broad 'areas of need' are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

At St John Vianney Primary School, we support all children to achieve, and we inspire them to learn through curiosity and enjoyment, regardless of the barriers to learning. If you have any concerns regarding your child's progress or wellbeing, then please speak to either your child's Class Teacher or Mrs Leanne Mills who is our Special Educational Needs Co-Ordinator (SENCo).





What is the Local Offer?

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in St Helens that have an Education, Health and Care Plan (EHC Plan) and those who do not but still experience some form of special educational need.

The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. You can access St Helen's Local Offer at:

<https://www.sthelens.gov.uk/schools-education/sen-the-local-offer/>

The School SEN Information Report

This utilises the LA Local Offer to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to meet. St John Vianney Catholic Primary School is committed to offering an inclusive education to ensure the best possible progress for all pupils whatever their needs or abilities. Not all pupils with disabilities have additional educational needs and not all pupils with additional needs meet the definition of disability, but this policy covers all pupils. St John Vianney Catholic Primary School is committed to including children.

1. Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

The Class Teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need and letting the Special Education Needs Coordinator know as necessary.
- Developing pupil progress targets / individual plans and sharing and reviewing these with parents at least once every term and planning for the next term.

Pastoral Lead – Ms Leanne Campbell

Responsible for supporting children and families. They are the person who is the link between school and home,





supporting children and their families through difficult periods.

Safeguarding Lead – Mrs Philippa Crosby

The designated safeguarding lead is the person appointed to take lead responsibility for child protection issues in school. They are a senior member of the school's leadership team.

SENCo – Mrs Leanne Mills

Responsible for:

- Developing and reviewing the school's SEND policy
- Coordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are:
 - i) involved in supporting your child's learning
 - ii) kept informed about the support your child is getting
 - iii) involved in reviewing how they are doing
- Liaising with all the other people who may be coming into to school to help support your child's learning
- Updating the school's SEND register and making sure that records of your child's progress and needs are kept
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.

Headteacher – Mrs Anne-Louise Friar

Responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND
- The Headteacher will give responsibility to the SENDCO and class teachers but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date
- Will ensure that all staff are aware and suitably trained with regards the issues related to the safeguarding of vulnerable children, including those with special educational needs.





Chair of Governors – Mrs Nova Charlton
SEND Link Governor – Mrs Nova Charlton

Governing body, in conjunction with the Headteacher:

- They will determine the school's general policy with approach to provision for children with special educational needs, establish the staffing and funding arrangements and maintain a general oversight of the school's work.
- Miss Amanda Wardle, our SEN link governor, will monitor and evaluate provision and reports to the Governing Body.

2. How does St John Vianney Catholic Primary School define special educational needs?

St John Vianney Catholic Primary School is a mainstream primary school. We are a fully inclusive school that ensures all pupils achieve their potential. We create an inclusive culture in our school where we are responsive to the diversity of children's backgrounds, interests, experience, knowledge, and skills. At different times in their school life, a child or young person may have a special educational need. The SEND Code of Practice 0-25 (2015) defines SEN as follows:

"A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her." (DfE, (2015) SEND CoP)

A child of compulsory school age or a young person has a learning difficulty if he or she:

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

3. How will St John Vianney Catholic Primary School identify if my child has Special Educational Needs?

At St John Vianney Catholic Primary School we recognise that early identification and assessment of special educational needs is necessary to provide greater educational opportunities for each child. This cannot be regarded as a single event but as an ongoing process throughout the school year.



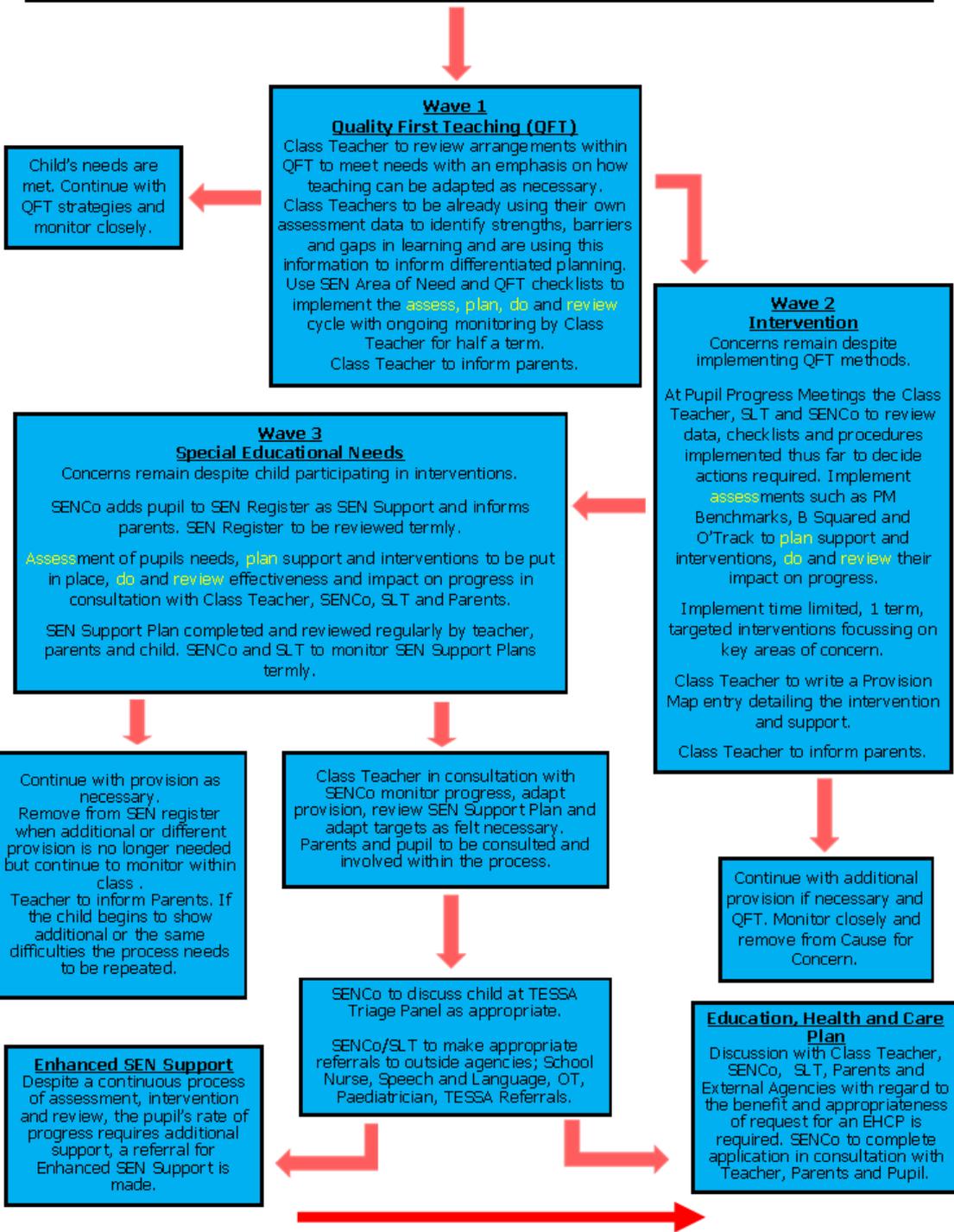
This is our identification process:



Early Identification of SEN



Lack of progress identified related to academic attainment or emotional and social wellbeing. Concern can be identified from a range of sources including review of whole school progress data, observations by key staff, parents, SLT, external professionals or screening and assessments of in-year pupil admissions. Forums to raise concerns include termly SENCo Surgeries, Pupil Progress Meetings, Email, Meetings, Transitions





- The Teacher will discuss your child's progress with you at parents' evenings or as deemed necessary. At these meetings, you will be informed of your child's progress and any additional support that is being given.
- When a teacher or yourselves (as parents/carers) raise concerns about your child's progress, you will discuss what targeted support your child has had with the class teacher. If this support has not yet met your child's needs, then this will be discussed further with the SENCo. Our Stage 1 Graduated Response will be initiated, and staff will access the school's internal guidance toolkit and quality first teaching strategies will be implemented.
- We also have meetings every term between each Class Teacher, Headteacher and SENCo to ensure that all children are making good progress. We track children's progress termly and identify children who are not making expected or better progress. This is also an opportunity to initiate and/or review your child's progress through our Graduated Response. All the information discussed will be shared with you and your views sought.
- If your child has been identified as not making progress, we will invite parents, carers, and pupils to school to identify needs and a plan will be put into place. This could be that your child will access interventions through our Stage 2 Graduated Response or through SEN Support through our Stage 3 Graduated Response. A decision about whether to monitor this or set individual targets will be made. When individual targets are set, your child will have their own SEN Support Plan which outlines their immediate next steps to support them to make progress in their area of difficulty and are written together with yourselves and your child. These SEN Support Plans are reviewed at least three times per year and form part of Stage 3.
- Special Educational Needs or Disabilities provision is provided through the graduated approach, in addition to good quality first teaching, adaptations and a broad curriculum where all can succeed. At St John Vianney Primary School we recognise that the Teacher in the classroom will make the biggest difference to children with additional educational needs, and that children can be supported by additional interventions and programmes in groups or as individuals led by Teaching Assistants and other adults.
- Interventions, whether they be individual or group targeted support, may take place for a short period or over a longer period of time but will be monitored closely by the Class Teacher and SENCo. This forms part of the Stage 2 Graduated Response.





- If your child is still not making expected progress and a potential higher level of need and support is required, we will discuss with you the next steps which could include implementing a second cycle of intervention or a referral to external professional support services through the Local Authority's TESSA Triage Panel. Additionally, it may be decided that your child is added to the school's SEN Register.
- If your child has lifelong or significant difficulties, they may undergo a Statutory Assessment in the form of an Education, Health and Care Plan (EHCP). This can be a recommendation from the Local Authority when an application for Enhanced SEN Support is made. An EHCP can be requested by school or parents. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

4. How will teaching be adapted for my child with learning needs (SEN and/ or disability)?

All teachers are teachers of SEND and as a school we ensure that SEND teaching is strongly underpinned by quality first teaching. The graduated approach, as outlined in the SEND Code of Practice 0-25, (2015), is a model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. Children identified as benefitting from additional support or interventions are monitored against the targets set and their progress is analysed termly against national expectations. Pre and post intervention checks are monitored to ensure the impact is effective.

The School will:

- Our Class Teachers plan lessons according to the specific needs of all groups of children in their class. They ensure that learning tasks are adapted to enable your child to access their learning as independently as possible.
- Specially trained Learning Support Assistants often implement the Teacher's modified/adapted planning to support the needs of your child where necessary. At our school, we have a high number of Learning Support Assistant across school who deliver small group, high quality learning sessions for children with SEN and/or disability (SEND).





- We tailor the provision we provide to meet individual need. We implement specific resources and strategies that will be used to support your child individually and in groups. We include children with SEND into whole class learning as much as possible.
- Planning and teaching will be adapted daily to meet your child's learning needs and increase your child's access to what is on offer.

The graduated approach embodies a four-part cyclical approach of assess, plan, do, and review.

- **Assess** – this involves taking into consideration all the information from discussions with parents/carers, the child, the class Teacher and assessments.
- **Plan** – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an SEN Support plan and will form the basis for review meetings.
- **Do** - providing the support as set out in the plan.
- **Review** – measuring the impact of support provided and considered whether changes to that support need to be made. All of those involved – learner, parents or carers, teacher, SENCo and outside agencies contribute to this review. This stage then informs the next cycle.



The curriculum and teaching sequences are adapted to meet the needs of the individual. The school takes all reasonable steps to modify/adapt the learning environment to meet the needs of child with quality first teaching for all children, regardless of their need.

5. What are the different types of support available for children with SEN and /or disabilities in our school?

Class Teacher input with quality first teaching.

This support and provision is available for ALL children at St John Vianney Catholic Primary School and is based on high-quality first teaching of a broad and balanced curriculum. Our Teachers and Learning Support Assistants have the highest possible expectations for your child and of all children in their class. All teaching builds upon what your child already knows, can do, and can understand whilst maintaining an appropriate level of challenge. Class Teachers are responsive to needs of





all children and adapt provision to enable any and all barriers to learning are removed. This may involve a more practical style of learning for some children or the incorporation of specially adapted resources.

Class Teachers liaise closely with the SENCo and Learning Support Assistants to put in place specific strategies to enable your child to access learning and make good progress.

Small group work

This provides an increase in support and is allocated to those children who are not making age related learning and/or developmental progress.

These groups are led by the Class Teacher/ Learning Support Assistants in your child's class.

- **Target Group**

Your child may be in a target group for a specific learning area. This means that they receive additional adult input to address the current areas of difficulty.

- **Intervention Groups**

These are led mainly by Learning Support Assistants who have received specialised training. At our school, intervention groups are used to address a variety of needs including learning needs, social skill development, life skills and physical development.

- **Learning Mentor Support**

These aid with social, emotional, and behavioural difficulties. Our Pastoral Lead have received specialist training and leads BOSS Groups, Lego Therapy, Play Therapy, Counselling, Social Skills Groups, Speech and Language Therapies, Emotional Literacy Support, Anger Management, Positive Parenting, Bereavement Counsellor and Nurture Groups.

When a child has specific barriers to learning that cannot be overcome through whole class teaching and intervention external agencies are consulted.

- If your child has been identified as having a higher level of need and requiring more specialist input instead of or in addition to high-quality first teaching and outstanding classroom practice, then referrals will be made to external professional support





services, such as the Local Authority's TESSA Triage Panel, who will advise and support us in enabling your child to make progress.

- Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. This is usually with the Class Teacher and SENCo.
- If it is agreed that the support of an external professional support service is required, then you will be required to give your permission and consent for the school to refer your child to a specialist professional. There are a range of external professional support services with whom we maintain a strong liaison including: the TESSA Triage Panel with access to services such as Educational Psychology, Learning Support Services, Children's Disability Service, Language, Autism and Social Communication Service, Behaviour Improvement Team and also with Speech and Language Therapy, Occupational/Physiotherapy, Community/Developmental Paediatrics and Child and Adolescent Mental Health Services. Referrals may be made to one or more of these services to provide more specialist support and gain a better understanding of your child's needs.
- The specialist professional will work with your child to assess their needs, understand their difficulties, and make recommendations to help your child to make progress.
The recommendations may include some of the following:
 - Making changes to the way your child is supported in class e.g., the requirement of a more personalised timetable with individual support or changing some aspects of teaching and delivery
 - Support and offer advice in their area of expertise to set specific targets to support a particular need
 - Your child's involvement in a group led by school staff. These groups are led under the guidance of the external professional e.g., a social skills group co-ordinated by the Language, Autism and Social Communication Service or physical development group co-ordinated by Occupational Therapy
 - Group or individual work with the external professional





Specified support

We may suggest that your child also needs some agreed individual support or group support in school with a member of our Support Staff. We will tell you how the support will be used and what strategies will be put in place. This support looks very different for all children dependent upon the individual need. Using our professional expertise and incorporating advice from external professionals, we may decide to apply to the Local Authority for some 'top up' funding for your child, Enhanced SEN Support. This is decided through consultation with the TESSA Triage Panel at the Local Authority. If this support is granted, your child will have a 'Provision Agreement' document which outlines a specific number of hours of support provided through our school and what focus this support will be used for. At St John Vianney Catholic Primary School, we use the 'Team Around the Child' approach, where additional adults with particular areas of expertise will support your child as part of a group for specific sessions. This means that your child gets the best possible intervention and support from a range of Practitioners.

If your child has lifelong or significant difficulties or that they have a higher level of need that is of a complex level a Statutory Assessment in the form of an Education, Health and Care Plan (EHC Plan) may be required. This can be a recommendation from the Local Authority when an application for Enhanced SEN Support is made but it can be requested by school or parents. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. This means your child will have been identified by the class teacher/SENCo as needing a particularly high level of individual and small group teaching.

Usually, if your child requires this high level of support, they may also need specialist support in school from a range of professionals outside of our school. These could include:

- Language, Autism and Social Communication Service
- Educational Psychologists
- CAMHS
- Paediatrician Consultants and Community Teams
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy





A request can be made by the school or yourself to the Local Authority to carry out a Statutory Assessment of your child's needs. This is a legal process, and you can find more details about this from the Local Authority. If you wish to make a parental request for an EHC Needs Assessment, this can be done by writing to the Local Authority at:

Additional Needs Administration Service
People's Services Department
Atlas House
Corporation Street
St Helens
Merseyside
WA9 1LD

In your letter you should state that:

- You are making this request in accordance with Section 36 of the Children and Families Act 2014
- Describe the reasons why you feel it is necessary to request an Education, Health and Care Needs Assessment of your child's needs
- Attach any relevant documents or reports

Upon receipt of your application, a panel meeting will take place, and you will be notified of the decision within a period of 6 weeks.

If school were to refer your child for an EHCP Needs Assessment, information will be gathered relating to the current provision, actions that have been taken, and the preliminary review of outcomes set. A decision will be made by a panel of professionals from education, health, and social care sectors to determine whether the child requires an EHC Plan. The process is required to be completed within 20 weeks of an application being made. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Following an EHC Plan Needs Assessment, an EHC Plan may be provided by the Local Authority, if it is deemed that the child's needs cannot be met by the support that is ordinarily available within school. The school and the child's parents will be involved in developing and producing the plan.





Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the content of the EHC Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents, and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

6. How will we measure the progress of your child in school?

The Class Teacher, as well as the SENCo, is responsible for monitoring the progress of your child whether they have a special educational need or disability or not. Their progress is reviewed formally every term and progress toward the National Standard is given in Reading, Writing and Mathematics as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour. If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. We use an assessment tool called BSquared which enables us to track small steps in progression. Children who have Special Educational Needs will have a SEN Support Plan or an Individual Behaviour Plan (IBP) which is written by the Class Teacher in conjunction with Parents, Support Staff and the SENCo. The SEN Support Plan and IBP are reviewed every term with your involvement and then a subsequent plan is made for the next term.

The progress of children with a Local Authority Provision Agreement or an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education and development.

The SENCo will also check that your child is making good progress periodically throughout the year, considering the impact of interventions and altering provision as appropriate.

A range of ways will be used to keep you informed, which may include:

- a) Home/school reading diary
- b) Letters/certificates sent home
- c) Emails home
- d) Additional meetings as required
- e) Annual Reviews
- f) Interim and End of Year Reports





In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through meetings with parents.

7. What support do we have for you as a parent of a child with an SEN/and or disability?

At St John Vianney Catholic Primary School, we value the partnerships that we have with our parents and recognise that your knowledge about your child is invaluable. For this relationship to flourish in the best interests of your child we would like you to talk to your child's Class Teacher regularly so that we know what they are doing. Additionally, this also provides us with the opportunity to tell you about what we are doing in school. The significance of maintaining a partnership with parents is vital in ensuring that we are working together to support your child both at home and school and maintain a high level of consistency. We encourage you to communicate with us regularly whether that be through a face-to-face conversation, telephone calls, Class Dojo App, virtual meetings or through written communication via email to the school's email clearly marking your correspondence FAO your child's Class Teacher, written messages either in a letter or in your child's reading diaries so that we maintain contact about your child's progress.

Whilst we do encourage you to meet with your child's Class Teacher in the first instance to ascertain an update on progress and current achievements, you can always arrange a meeting with the SENCo or Headteacher to discuss your child's progress or any concerns/worries you may have.

All information from external professionals will be discussed with you and we endeavour to make this a face-to-face meeting or virtually, but where this is not possible, information will be transferred in written correspondence. You can always contact the SENCo to discuss any correspondence that you receive.

SEN Support Plans and Individual Behaviour Plans will be reviewed with your involvement each term. The SEN Support Plan and IBP will include ideas for how you can support your child at home, following discussions with you.

Home Learning will be adjusted as required to your child's individual needs ensuring that learning will be accessible for all children.





A home/school contact book may be used to support communication with you. This will be agreed between staff and yourselves when it is felt to be useful both for you and your child. Alternatively, email communication can be facilitated and has proven to be a highly successful method of communication between home and school.

We will keep you informed about any family workshops that are available both in school and within the Local Authority. These often focus on curriculum areas, healthy living, and positive behaviour techniques amongst others.

8. How will I be involved in discussions about and planning for my child's education?

Partnership plays a key role in enabling children and young people with SEND to achieve their full potential. Parents hold key information and have knowledge and experience to contribute to the shared views of a child's needs. All parents of children with SEND will be treated as partners; they will be given support to play an active and valued role in their child's education. At all stages of the SEND process, the school keeps parents fully informed and involved. SEN Support Plans are shared with you at termly meetings and are also sent home. Class Teachers discuss progress at parents' evenings and the SENCo is always available for further discussions if needed either through the weekly SENCo Surgeries which is a drop in or by making an appointment at a time that is suitable for you. Parents are encouraged to be part of their child's person-centred reviews held on an annual basis.

You will be invited to parents' evenings throughout the academic year, and we actively encourage you to attend these. Parents' evenings provide you with an opportunity to discuss your child's progress with the Class Teacher and enables us to work together in the best interests of your child.

If external professionals are involved with your child, you can request a meeting with them to discuss progress and next steps. Mrs Mills (SENCo) will be happy to co-ordinate this meeting for you.

If your child is undergoing a Statutory Assessment, you will be supported by the Local Authority, our SENCo and St Helens Information Advice and Support Service (IASS) so that you fully understand the process.





The SENCo may also signpost parents of pupils with SEND to the Local Authority Parent Partnership Service when independent advice, guidance and support is required, or parents can access this service themselves via Local Authority website.

9. How will my child be included in activities outside the class?

All our planned activities and school trips are accessible for all. We complete detailed risk assessments before the trip to ensure that health and safety procedures are in place to enable participation. Adult to child ratios are altered according to the age and needs of the child/ren.

10. What support is available for my child's overall mental health and well-being?

At St John Vianney Catholic Primary School, we have an experienced safeguarding team to support children with social, emotional, and behavioural difficulties. Our Safeguarding Lead is Mrs Philippa Crosby, and our Pastoral Lead is Ms Leanne Campbell. Ms Campbell has received specialist training in leading BOSS Groups, Play Therapy, Lego Therapy, Drawing and Talking Therapy, Counselling, Social Skills Groups, Speech and Language Therapies, Emotional Literacy Support, Anger Management, Bereavement Counselling and Nurture Groups. Ms Campbell and Mrs Crosby work closely with families of vulnerable children in order to provide a continuous approach to children's emotional development.

The well-being of children, parents and staff of St John Vianney Primary School is paramount. We are working towards the Therapeutic School Award, as staff are fully engaged in a specialist training programme. We are working to create a culture where all teachers are confident at recognising the signs that children are struggling and know how to respond. We are creating an environment where children are taught to understand their own mental health and are given the tools they need to flourish in the world.

Additionally, we have recently established our own Nurture Room which provides support to children and families, taking an active approach to ensuring that everyone's mental health and well-being is catered for. We provide nurture, support, and counselling for children throughout the day that is bespoke to their needs. The school is attachment aware and pride ourselves upon fostering nurturing relationships with the children.





Mrs Anne-Louise Friar is our Mental Health and Well-Being Lead. Please contact her if you have any queries or would like further support.

11. What specialist services and expertise are available at or accessed by the school?

We work closely with the following external support services to support your child's needs:

- Physiotherapy
- Occupational Therapy
- Speech and Language Therapy
- Hearing impairment
- Visual impairment,
- CAMHS
- Educational Psychology services.
- Play Therapy (In House)
- Lego Therapy
- Drawing and Talking Therapy
- Bereavement Counsellor (In House)
- Early Years Case Workers
- School Health
- Consultant Paediatrician
- Autism Outreach
- TESSA Triage Panel
- Language, Autism Social Communication Service (LASC)
- Behaviour Improvement Team (BIT)
- Learning Support Service





12. What are the contact details of support services for the parents of pupils with special educational needs, including arrangements made in accordance with section 32?

Additional Needs Department, Atlas House – 01744 671107

Speech and Language – 01744 646548

School Nurse – 01744 624925

CAMHS – 01744 740803

Occupational Health – 01744 704803

Educational Psychologist – 07434 611 668

Child Development Team (Early Years) – 01744 673131

The St Helens Gateway website is also a useful website to find out about local services in St Helens:

<https://www.scontact@sthelensgateway.infocontact>

13. How is extra support allocated to children in our school?

Our school budget includes money for supporting children with SEND. The Headteacher decides on how the budget for Special Educational Needs is used in consultation with the School Governors. These decisions are made based on the needs of the children currently in our school and the 'Team Around the Child' approach is used, involving a range of key Practitioners.

The Headteacher and the SENCo discuss all the information they have about SEND in our school, including:

- the children already receiving additional support
- the children needing additional support
- the children who have been identified as not making as much progress as would be expected
- the need for adaptive resources for specific children
- the need for CPD and training opportunities for staff





14. How is the decision made if my child will need additional support and how much support my child will receive?

Decisions are made by the Headteacher in consultation with the SENCo and Class Teachers. The progress your child makes within their learning will be considered through analysis of termly tracking data. The staff also consider your child's developmental needs and the progress being made. Decisions are made in consultation with external professional support services so that a holistic view is gained.

The support that children with Special Educational Needs and/or Disability receive looks very different dependent upon the needs of the child.

At our school, support is provided in a variety of ways and is designed to encourage the child to develop the skills of independent learning, build confidence as well as supporting their maximum progress.

If your child receives specific adult support this will be discussed with you regularly.

15. What training is provided for staff supporting children and young people with SEND?

The SENCo has responsibility to support the Class Teachers in planning for children with SEND. We have a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This can include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc. CPD is on-going in school for all our Teachers and Teaching Assistants and staff at school have a range of expertise including programmes such as: Every Child a Speaker, Talk Boost, Makaton, Autism Training and the TEACCH Approach, IDL, Beat Dyslexia, Power of 2, Fresh Start, SpeechLink, PAT, Precision Teach, Reading Plus, Bearing Away, Team Teach training, Behavioural Support, Attachment Awareness, ADHD Training and Literacy and Numeracy bespoke training. This is not an exclusive list, and on-going professional development is key to ensuring all staff remain updated and skilled. It is the responsibility of the SENCo and the Headteacher to ensure that all





staff receive appropriate training and that they are suitably skilled to enable them to carry out their role to the best of their ability.

16. How have we made our school physically accessible to children with SEND?

All of our school is accessible to children with a physical disability, and we have wheelchair access to all buildings and classrooms. We have a designated disabled toilet with changing facilities. We ensure that equipment used is accessible to all children regardless of their needs.

Where appropriate to ensure accessibility for all children we also liaise with Occupational Therapy and other necessary external professional support services to ensure that the classroom and all learning environments meet the needs of children.

17. How will we support your child with identified Special Needs starting at school?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. On joining St John Vianney Catholic Primary School, children and parents will have the opportunity to visit prior to starting and will have a tour of the school. You will have the opportunity to speak with the Headteacher and SENCo, meet the Class Teacher and all information is shared via the Office Manager. We will also contact their previous school to ensure we have all the relevant information.

If your child has been allocated a place in our Foundation Stage 1 (Nursery) or Foundation Stage 2 (Reception) class via the Local Authority and they have a special educational need and/or disability, please contact us as soon as you receive the offer as we may not have details of their needs at this stage. We will first invite you to visit our school with your child to have a look around and speak to staff, including your child's Class Teacher and the SENCo. If other professionals and agencies are involved, a meeting will be held in school to share information about your child, discuss any programmes and/or strategies that are in place. This meeting happens to ensure that the correct provision is in place for your child before they start. It is our upmost priority that transition is as smooth as possible for your child.





Your child's Teacher and SENCo may make a home visit and visit your child if they are attending another provision; this will automatically happen if your child is starting in the school Foundation Stage 1 class (Nursery) or is new to the school and starting in our Foundation Stage 2 class (Reception).

We may suggest adaptations to the induction period to help your child to settle more easily but these will be agreed upon in consultation with you.

The Class Teacher will be in constant communication with you, through informal dialogues at the beginning and end of each day. We will also arrange an early meeting with you to review your child's learning, following the settling in period. Staff will then hold regular meetings in school to monitor the progress of your child and invite you into school at least once a term to review this with you. If your child has a Learning Support Assistant designated to work alongside them for a set number of hours, they will always be involved in the review and feedback process with yourselves.

18. How will we support your child when they are leaving this school OR moving on to another class?

Transition to another school or another class can be difficult for any child. At St John Vianney Catholic Primary School, we recognise that 'moving on' can be particularly challenging for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

Moving to another school:

- We will contact the SENCo at the new school and ensure that they know about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new Class Teacher in advance and a planning meeting will take place with the new Teacher. All SEN Support Plans and IBPs will be shared with the new Teacher.





- If your child would be helped by a 'social story' to support them understand moving on, then this will be made for them.
- At St John Vianney Catholic Primary School, children will have a taster day in their new class before the summer break. This aids a smooth transition and reduces the anxiety of starting in a new class following the long summer break.

In Year 6

- The SENCo, Learning Mentor and Class Teacher will meet with the Year 7 Transition Co-Ordinator to discuss the specific needs of your child.
- If appropriate, individual transition meetings will be held with High School Transition Co-Ordinator, Primary SENCo, Learning Mentor, Class Teacher, External Agencies and Parents.
- Your child may participate in small group work in school to support their understanding of the changes ahead. This will include creating a 'Pen Portrait' which includes information about themselves for their new school.
- Where possible your child will visit their new school on several occasions and in many cases staff from the new school will visit your child at our school.

19. What is the SEND Parent Forum and how do I get involved?

Regular, open communication and consultation is highly valued at St John Vianney Catholic Primary School. The SEND Parent Forum aims to represent the views of parents and to be a voice to inform our school of the needs of children and families. It facilitates communication between parents/carers and staff and governors. The Forum works to provide feedback on provision, offer a parent's perspective on current policy and practice and input into decision making and planning for future provision. The role of the SEND Parent Forum is consultative and advisory. The Governing Body and Headteacher remains the decision maker of the school and provides strategic leadership.

Main Aims

- To support and promote children's learning





- To help the school find out what parents and carers think about important issues
- To involve parents and carers fully in the development of the school
- To make plans that support the ways the school wants to develop and improve outcomes for our children with SEND

How to Get Involved

- Talk to a representative of the SEND Parent Forum
- Email the SENCo directly at: leanne.mills@sthelens.org.uk

It is important to discuss areas of strength as well as making suggestions for improvements as the school also needs to reflect on what is working well.

The Forum is not in place to address specific concerns about an individual child or issues relating to individual members of staff. Parents who need to discuss these issues should approach their class teacher or the Assistant Head, Deputy Head or Headteacher.

20. Where can I get further information about the services for my child?

The information in this report forms part of St Helen's local offer which can be accessed at:
www.sthelens.gov.uk/a-to-z/sen-the-local-offer/

The St Helens Gateway website is also a useful website to find out about local services in St Helens and can be accessed at:
<https://www.scontact@sthelensgateway.infocontact>





21. Who can I contact for further information?

If you require any further information with regards to Special Educational Needs Provision at St John Vianney Catholic Primary School, then please do not hesitate to telephone us via the school office on 01744 678570.

Please speak to our Office Staff and ask for Mrs Leanne Mills (SENCo) or alternatively you can email your query to the school, stjohnvianney@sthelens.org.uk (mark for the attention of Leanne Mills).

Additionally, the SENCo will be available for drop-in sessions weekly through our SENCo Surgeries and you will not require an appointment for this, however, if you would like to make an appointment you can do so as detailed above.

The SENCo will be more than happy to speak to you to answer your questions and solve your queries.

22. If I am unhappy, how do I make a complaint?

Any matters of complaint from parents are dealt with promptly and in the first instance parents are encouraged to speak to their child's class teacher where hopefully the issue can be resolved. If parents are still unhappy an appointment can be made with the SENCo and/or the Headteacher where the issue can be discussed further.

In the event of the issue failing to be resolved, the Chair of Governors Mrs Nova Charlton will happily meet with parents where hopefully the issue will be rectified.

Minutes of all meetings are kept in school as a record of what has been discussed.

We are here to work with you to provide excellent educational provision for your child and strive to maintain high quality provision for all children and their families.





Date to be Reviewed	July 2026
By	Leanne Mills

Appendix

Useful Websites

- Equality Act (2010) is available at: http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf
- SEND Code of Practice 0-25 (2015) is available at: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Children and Families Act (2014) is available at: is available at:
http://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga_20140006_en.pdf
- Schools SEN Information Report Regulations (2014) is available at:
<http://www.legislation.gov.uk/uksi/2014/1530/part/3/crossheading/sen-information-report/made>
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (2014) is available at:
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- Safeguarding Policy is available on the school website
- Accessibility Plan is available on the school website





- Teacher Standards (2012) is available at: <https://www.gov.uk/government/publications/teachers-standards>
- St Helen's Local Offer is available at:
<https://www.sthelens.gov.uk/schools-education/sen-the-local-offer/>
- Local Authority Parent Partnership Service is available at: <https://www.sthelensgateway.info/organisations/st-helens-helens-information-advice-support-st-helens-iass/>

