Special Educational Needs and Disabilities Policy

Approved by the Headteacher and Governing Body on 21.09.2026

Reviewed: 09.26
To be reviewed: 09.28

Philosophy

All pupils are entitled to a broad, balanced and relevant curriculum which enables them to make progress in relation to their priority needs. Pupils at St Vincent's School may have additional needs – sensory, physical, emotional, behavioural or additional learning difficulties. For these pupils there is a need to provide further modifications to the teaching programmes. This policy incorporates the SEND Code of Practice (2014, updated September 2024) and the introduction of Education Health Care Plans (EHCP). It is a statement of the current SEND provision.

Organisation

All aspects of this policy are overseen by Miss Natalie Ellison (in her capacity as lead SENCo) and reviewed with the Headteacher (HT). The caseloads of the following staff are co-ordinated by the SENCo team, through weekly formal and/or informal meetings, to discuss and implement modifications and resources required for those pupils identified as having additional needs. Referral to therapy providers (points 1-4 below), liaison with and coordination of reporting is coordinated by the therapies coordinator, who in turn feeds back to Miss Ellison and Mr Swanston (HT) and wider staff as required.

The monitoring and evaluation of progress is ongoing.

Interventions and additional support that are available:

- Educational Psychology
- Physiotherapy

- Functional Vision Assessment
- Habilitation training
- Training in use of access technology
- MSI Support
- Sensory Circuit support
- Sensory Breaks

St Vincent's recognises the importance of a whole school policy and its role in supporting the child through every aspect of his/her development. Liaison to implement such a policy is on-going throughout the education and care environment. Those involved include:

- Parents
- Senior Leadership Team
- Teaching Staff/Learning Support Assistants
- Residential Care/Key Workers
- Health Care Co-ordinator
- Habilitation Officers
- Support Services - Educational, Social and Medical.

Policy Implementation

a. Identify pupils who have additional needs other than a visual impairment.
b. Liaise with teachers, learning support assistants, care staff, parents, senior managers, governors and outside agencies.
c. Continual professional development for all staff for relevant areas of SEND.
d. Develop and implement the SEND policy in order to raise achievement and improve the quality of education provided.
e. Develop effective ways to overcome barriers to learning and sustain effective teaching through the analysis and assessment of pupils' need shown by monitoring the standards of pupils' achievements, and by setting targets for improvement.
f. Support all staff involved in working with pupils with SEND by ensuring that those involved have the necessary information to secure improvements in teaching and learning and to sustain staff motivation.

Objectives (Cross referenced with policy implementation)

- To identify pupils with additional needs (a)
- To monitor needs though collation of information (a, b)
- To liaise with teachers, support assistants, care staff, parents and outside agencies (b)
- To collate specific assessment materials (e)
- To advise and oversee pen portrait documents with Form staff (e)
- To devise learning and/or behaviour strategies for individual pupils (e, f)
- To disseminate information and advise upon practice (f)
- To contribute to staff development training (c, f)
- To contribute to review meetings (b)
- To develop a whole school approach to the management of visually impaired pupils with a hearing impairment (a, c, f)
- To advise on appropriate resources (d, f)
- To monitor pupils' needs and evaluate progress (a, e, f)
- To research and disseminate information on specific additional disabilities (c)

The Identification of Pupils with Additional Needs

All pupils at St Vincent's have an EHCP which identifies sensory impairment as their main area of need, and also identifies any additional special needs.

School Monitoring Procedures

- A special needs management strategy is employed. (Appendix 1)
- A review of pupils' additional needs and pen portrait targets takes place annually.
- An annual summary matrix grid is drawn up for pupils identified as 'requiring additional support' within the setting of visual impairment and made available on the staff server.
- Strategies or plan of action are devised.
- Information is communicated to staff/parents through email, meetings and daily journals.

Procedures for Additional Needs

Pupils may be identified as having specific additional needs through:

a. EHCP

b. Pupil focus meeting

c. Annual review

d. Subject and assessment reviews

e. Staff/parental referral

f. Local Authority specific referral

Referral procedures are put in place for therapies or Educational Psychologist, as required.

Hearing Impairment

Audiological management is co-ordinated by SENDCo team and Health Care Co-ordinator (HCC). External professionals are consulted for support in managing the HI. Audiological record file is kept in Clinic. Referrals for hearing tests are passed to HCC for routine sweep test. HCC will refer further if required. Technological support is available from external services.

Pupil Assessment Procedures

Assessment procedures and systems for monitoring and recording progress may include:

- iTrack progress tracking system
- YARC – York Assessment for Reading Comprehension
- Personality Testing (Educational Psychologist)
- Wechsler Intelligence Scale (Educational Psychologist)
- Pathways Independence Skills Checklist
- Habilitation assessments and progress checklist

This information may be used to inform ICP and Curriculum Targets.

Resources

- Assistive technology hardware/software for AEN
- Testing and assessment materials
- Hearing Aid test equipment
- SEND section of Resource Room
- SEND publications in Staff Information Room
- Mobility resources in habilitation room

Records

Information on pupils is available from:

- Annual Review and recommendations
- ICPs (residential pupils)
- Pupil Pen Portraits
- Reading Analysis (YARC)
- Progress monitoring (iTrack)
- Physiotherapist reports
- Habilitation reports
- Pupil focus meeting notes
- Functional vision assessments

Requests for information are made through the SENCo team.

Staff Qualifications

- All teaching staff are qualified teachers of the visually impaired (or completing the mandatory qualification), in addition to their initial teaching qualification.
- All Care Staff are accredited to minimum NVQ Level 3 and Head of Care accredited to NVQ Level 5.
- Therapists and psychologist are qualified within their own specialism.

Staff Training and Development

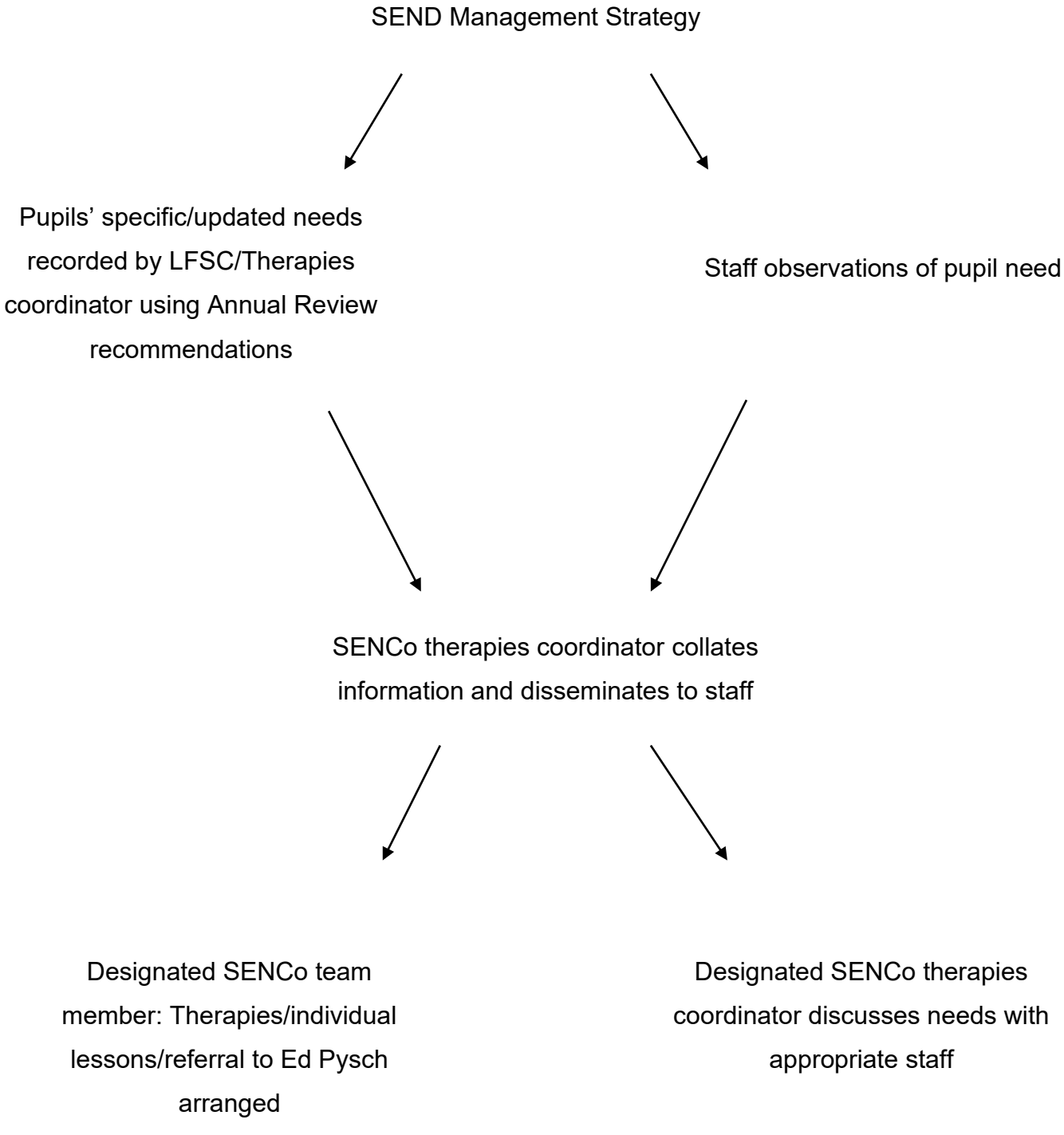
The provision of ongoing training for all staff involved in creating learning experiences for children with Special Educational Needs and Disabilities is vital. At St Vincent's School, ongoing training is

available to raise awareness of the challenges involved when teaching visually impaired children with additional disabilities. This includes SEND updates to staff on a regular basis. Ongoing SEND issues are addressed at staff meetings or at pupil focus meetings.

Summary

- Annual Review - records progress and identifies individual need
- Annual identification of pupils and their individual needs (matrix)
- Ongoing ICPs within residential groups
- Regular reviews of specific/individual timetables
- Dissemination of information about pupils with AEN
- Regular SENCo team meetings and designated SENCo team members and therapist meetings. Reports from therapists to AHT
- Liaison with parents/LA/external agencies
- Provision of relevant information on additional disabilities
- Individual Functional Vision assessment
- Use of appropriate hardware/software to aid pupil learning

Appendix 1


SEND Management Strategy
Pupils' specific/updated needs recorded by LFSC/Therapies coordinator using Annual Review recommendations
Staff observations of pupil need
SENCo therapies coordinator collates information and disseminates to staff
Designated SENCo team member: Therapies/individual lessons/referral to Ed Psych arranged
Designated SENCo therapies coordinator discusses needs with appropriate staff