

# Special educational needs (SEN) information report

## St Vincent's School

A Specialist School for Sensory Impairment and Other Needs



<b>Approved by:</b>	Mr D Swanston & Miss N Ellison	<b>Date:</b> April 2026
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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website: [www.stvin.com](http://www.stvin.com)

## 1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
<b>Communication and interaction</b>	Autism spectrum disorder (ASD)
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Visual impairment
	Hearing impairments
	Multi-sensory impairment
	Physical impairment

## **2. Which staff will support my child, and what training have they had?**

### **Our special educational needs co-ordinator, or SENCO**

Our SENCO is Miss N Ellison, QTVI.

Miss Ellison achieved the National Award in Special Educational Needs Co-ordination in July 2024.

She is allocated 4 hours per week to manage SEN provision, but is onsite every weekday 8:30 – 16:30.

### **Class / subject teachers**

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

All classroom staff have completed training in the following areas over the past academic year:

- › Safeguarding children who are disabled and have additional needs training
- › Prevent awareness training
- › First Aid training
- › Fire Safety training
- › Autism awareness training
- › Visual Impairment training, including braille

A number of our classroom staff have additional training in Speech and Language support, Eiklan level 2 or 3.

### **Learning Support Assistants (LSAs)**

We have a team of 8 LSAs, who are trained to deliver interventions such as Phonics and Speech and Language.

### **External agencies and experts**

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- › Speech and language therapists
- › Educational psychologists
- › Occupational therapists
- › GPs or paediatricians
- › School nurse
- › Child and adolescent mental health services (CAMHS)
- › Education welfare officers
- › Social services and other local authority (LA)-provided support services
- › Voluntary sector organisations
- › Chaplaincy service

### 3. What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should contact is our school office.

They will pass the message on to our SENCo, Miss Ellison, who will be in touch to discuss your concerns.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs additional SEN support, we will formally notify you in writing and your child will be added to the school's SEND register. This will then be shared with individual Local Authorities.

### 4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include reading, writing, mathematics, social skills, independence skills and habilitation.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCo, and will contact you to discuss the possibility that your child has SEN.

The SENCo will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They may also compare your child's progress and development with their peers and available national data.

The SENCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

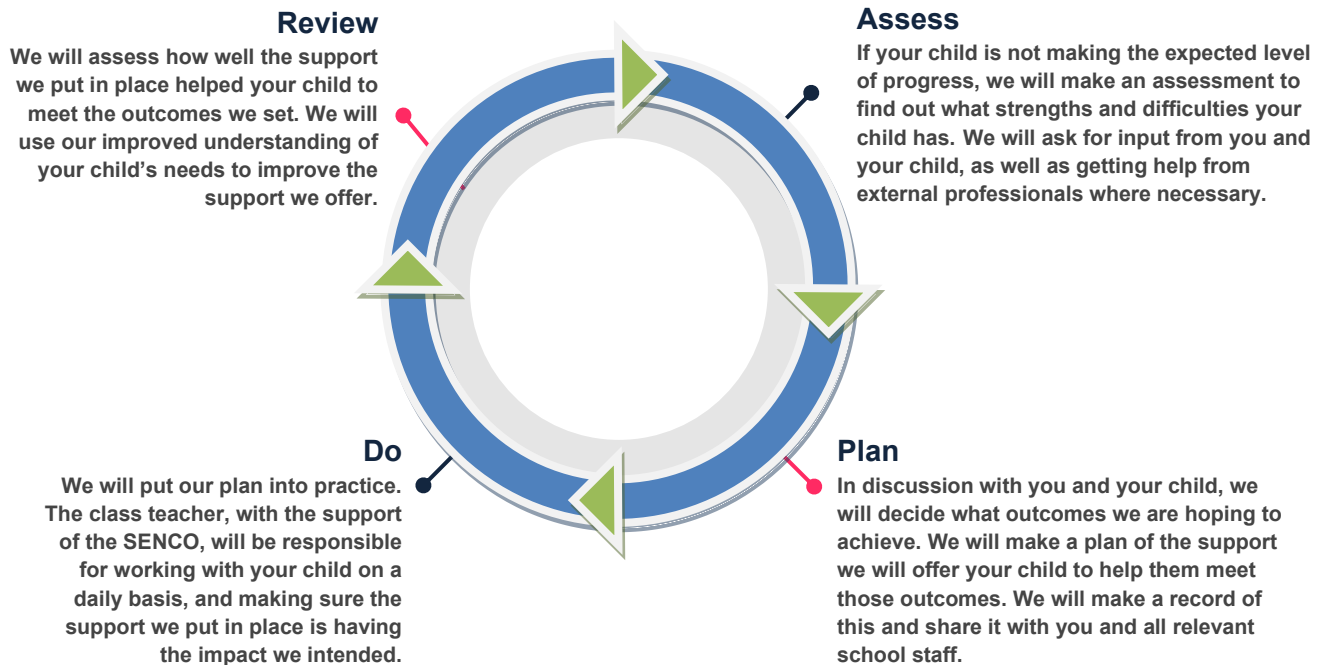
Based on all of this information, the SENCo will decide whether your child needs additional SEN support. You will be told the outcome of the decision in writing.

If your child does need additional SEN support, their name will be added to the school's SEND register, and the SENCo will work with you to create a SEN support plan for them.

## 5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can determine how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## 6. How will I be involved in decisions made about my child's education?

We will provide reports on your child's progress twice per year.

St. Vincent's School will meet you twice per year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. Therefore, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher, via the daily diary system, or the school office, who will then inform the SENCo.

## **7. How will my child be involved in decisions made about their education?**

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- › Attend meetings to discuss their progress and outcomes
- › Prepare a presentation, written statement, video, drawing, etc.
- › Discuss their views with a member of staff who can act as a representative during the meeting
- › Complete a survey

## **8. How will the school adapt its teaching for my child?**

St. Vincent's School has an Accessibility policy, which can be found on the school website, [www.stvin.com](http://www.stvin.com), and paper copies are available upon request.

The aims of the Accessibility policy include:

- › Increase access to the curriculum for pupils with a disability.
- › Improve and maintain access to the physical environment.
- › Improve the delivery of information to pupils with a disability.

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year that they attend our school.

We will differentiate (or adapt) how we teach to suit the way your child works best. There is no '1 size fits all' approach to adapting the curriculum; we work on a case-by case basis to make sure the adaptations we make are meaningful to your child. School also benefits from an in-house reprographics department, allowing for bespoke tactile models and resources to be made by our staff.

These adaptations include:

- › Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing to meet the needs of all VI conditions
- Using recommended aids, such as laptops, coloured overlays, visual timetables (where appropriate), larger font and braille etc.
- Learning Support Assistants will support pupils on a 1-to-1 basis where appropriate and directed to
- Learning Support Assistants will support pupils in smaller groups where appropriate

We may also provide the following interventions:

<b>AREA OF NEED</b>	<b>CONDITION</b>	<b>HOW WE SUPPORT THESE PUPILS</b>
<b>Communication and interaction</b>	Autism spectrum disorder (ASD)	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope, LVAs, coloured overlays or coloured paper/writing materials
	Moderate learning difficulties	
	Severe learning difficulties	
<b>Social, emotional and mental health</b>	ADHD, ADD	Quiet workstation
	Adverse childhood experiences and/or mental health issues	Nurture groups, quiet area
<b>Sensory and/or physical</b>	Hearing impairment	Appropriate seating near/facing teacher, Sign Supported English where appropriate
	Visual impairment	Limiting classroom displays, use of large print, use of braille, use of audio equipment, use of ICT
	Multi-sensory impairment	
	Physical impairment	Lift access to upper floors of building

## **9. How will the school evaluate whether the support in place is helping my child?**

We will evaluate the effectiveness of provision for your child by:

- › Reviewing their progress towards their goals each term
- › Reviewing the impact of interventions after each half term
- › Using pupil questionnaires
- › Monitoring by the SENCo and Senior Leadership Team
- › Using provision maps to measure progress throughout the curriculum
- › Holding an annual review
- › Discussions with wider teaching staff group

## **10. How will the school resources be secured for my child?**

It may be that your child's needs mean we need to secure:

- › Extra equipment or facilities
- › More Learning Support Assistant hours
- › Further training for our staff
- › External specialist expertise

If this is the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

## **11. How will the school make sure my child is included in activities?**

- › Extra-curricular activities and school visits are available to all our pupils.
- › All pupils are encouraged to go on our school trips, including residential trips.
- › All pupils are encouraged to take part in sports day, school plays, community events and special workshops.
- › No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

## **12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?**

- › Please refer to the school admissions policy which is available on the school website and in alternative formats.

## **13. How does the school support pupils with disabilities?**

- › All pupils at St. Vincent's School are supported with their SEND needs.
- › We are a fully accessible site, including elevators, ramps, wide corridors, disabled toileting facilities and practical and adjustable learning spaces for wheelchair access.

- › Specialist equipment, resources and teaching styles are implemented to cater for all level of need of our pupils.

## **14. How will the school support my child's mental health, and emotional and social development?**

We provide support for pupils to progress in their emotional and social development in the following ways:

- › Pupils with SEN are encouraged to be part of the school council
- › Pupils are also encouraged to be part of different enrichment sessions to promote teamwork/building friendships across the entire school. We also have mixed age football teams, a debating club and horticulture group.
- › We provide extra pastoral support for listening to the views of pupils through having an open-door environment, where pupils are encouraged to speak to staff about any concerns they have, whether inside or outside of school. We also have a school Chaplain who comes into school to provide pastoral care and support for pupils. We can also outsource the employment of an educational psychologist.
- › We run a nurture club for pupils who need extra support with social or emotional development.
- › We have a 'zero tolerance' approach to bullying. We work sensitively with pupils to understand their anxieties related to sensory needs and support children who become overwhelmed and display behaviours that challenge towards others whilst supporting the well-being and emotional needs of any children who have been targeted. We prevent bullying in the school by having home-school agreements, ensuring both parents, pupils and staff know and understand the expectations of being a pupil at St. Vincent's School; have a staff team who quickly act to support pupils when conflict arises; have partnerships with parents, allowing them to be informed and inform school of any behavioural concerns.

## **15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?**

When your child transitions into St. Vincent's School, they will be invited in for a period of transition days. This enables your child to get to know their new school, along with peers and staff. The length of time for transition may be dependent upon level of need. The SENCO will be involved to ensure a smooth transition between settings.

In the case of mid-term admissions, the SENCO will liaise with the previous school and family to gather information and plan for any support or strategies that are needed.

Once a child joins our school, we begin to build up a further picture of them as a learner. Each pupil's current skills and levels of attainment are assessed on entry using cognitive abilities tests and baseline literacy and numeracy assessments, building on information from previous settings and key stages where appropriate.

Across school years and phases, the teaching staff at school share information about your child, such as any specific learning style preferences, and share data for your child's current ability level. Staff frequently meet to discuss specific provision that your child requires and the targets/outcomes that they are working towards.

### **Between years**

To help pupils with SEN be prepared for a new school year we:

- › Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- › Schedule lessons with the incoming teacher towards the end of the summer term

## **Between schools**

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

## **Between phases (for primary schools)**

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

## **Between phases (for secondary schools)**

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community.

## **Moving to adulthood (for secondary schools)**

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

## **16. What support is in place for looked-after and previously looked-after children with SEN?**

Mr. McSorely will work with Mr. Morris our Designated Safeguarding Officer, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## **17. What should I do if I have a complaint about my child's SEN support?**

The link to our complaints policy can be found here: [School complaints policy for parents](#)

Complaints about SEN provision in our school should be made to the Headteacher, Mr Swanston, in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- › Admission
- › Exclusion
- › Provision of education and associated services
- › Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

## 18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

Information on the Local Offer can be found on the website: [Liverpool Local Offer](#)

National charities that offer information and support to families of children with SEN are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

## 19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- › **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- › **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCo** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision that meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages