



St John Vianney Catholic Primary School

Seeking Growth Together through Jesus



FREQUENTLY ASKED QUESTIONS

1. How will we know if your child has SEN/D?

Early identification of need is essential. At St. John Vianney we will use a variety of assessments to help us support needs. The information may be collected from

- Parents/Guardians
- Class teachers or other adults
- Previous settings e.g nursery, health visitors
- Other professionals working with the child.

2. What is the graduated approach?

Initial observations will be gathered by the class teacher in partnership with the child's parent. Monitoring of progress and achievement over time will be considered and strategies from Blackpool's fyi toolkit will be put in place. Initial observations will be recorded on our school systems.

First and Second concerns will follow the **assess, plan, do, review cycle**. Parents will be involved in each stage of the process. First and second concerns will be recorded on our school systems.

SEND Support 1 and 2 A child may be put on the SEND register if

. The child has speech and language difficulties and continues to make limited progress.

. Limited progress is made even with targeted interventions.

. The child presents with sustained emotional or social difficulties.

. Has sensory or physical difficulties that requires additional to /different from other provision.

The child, child's parent/carer, class teacher, SENCO and possibly an outside agency will be involved at this stage. Assess, Plan, Do, review cycles will continue.

Educational, Health and Care Plans

For a child who is not making progress following cycles of Assess, Plan, Do, review and support from external agencies (including Educational psychologists, inclusion team advice, speech and language therapy) a person centred planning (PCP) meeting may take place and discussions about an application for statutory assessment may take place.

Children with an Educational, Health and Care plan will have clear targets set by the local authority which will be reviewed annually.

3. What is our universal offer?

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| <ul style="list-style-type: none">• Quality teaching in all our classes.• High quality resources and materials• High expectations for learning and behaviour across school.• TA support in all classes• 1:1 support from Learning Support Assistants for identified need• Evolving curriculum• Extensive enrichment activities across curriculum areas• Use of assessment for learning to identify gaps and set ambitious but achievable targets. | <ul style="list-style-type: none">• Use of scaffolding• Use of models and visual images• Working walls• Clutter free learning environments• Individual resources eg wobble cushions, pencil grips, thera-putty• visual timetables• ICT equipment• Outdoor learning opportunities• Referrals to outside agencies |
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