St Vincent's Catholic Primary School SEND Information Report for Parents
Last updated 10th September 2026

1. What is SEND?

SEND stands for Special Educational Needs and Disabilities.

We use the definition in the 2014 Special Educational Needs and Disability Code of Practice (June 2014):

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty or disability if he or she:

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

We support children with a wide variety of needs. The SEND code of practice divides needs into four main categories:

- Cognition and Learning including dyslexia
- Communicating and Interaction including autism and speech and language difficulties
- Sensory and Physical needs including coordination difficulties, ADHD, a medical need or a sensory impairment
- Social, emotional and mental health including attachment difficulties.

We acknowledge that some children may have learning difficulties which may not have a label or diagnosis but still require additional support in school. We aim to identify the needs of children individually and make appropriate provision for those needs accordingly.

2. What should I do if I think my child has SEND?

Start by speaking to your child's class teacher. If you require more information you can meet with or e-mail the school's Special Educational Needs and Disabilities Co-ordinator (SENCo). You know your child best. It is vitally important that we work closely with parents and carers so that we can help your child to achieve as well as they possibly can during their time with us.

Our SENCo is Keme Edumijeke. Her working days are Monday, Tuesday and Wednesday. She can be contacted direct on 020 8857 5134 ext. 106 or by e-mail at rukeme.edumijeke@st-vincents.bromley.sch.uk.

3. How does the school know if my child needs extra help?

Children's learning in school is a continuous cycle of planning, teaching and assessing. We monitor all of the children's progress through observations, class teacher assessment and pupil progress meetings. We consider the needs of each child on an individual basis.

If your child is identified as needing extra help during the school year their class teacher will inform you and liaise with the SENCo to discuss the nature of their needs. You may be invited into school to talk in more detail with the teacher and the SENCo about your child and the support s/he will receive. This is also an opportunity for you to find out how you can support your child at home.

Further information on our approach to teaching pupils with SEND can be found in our SEND Policy which is on the school's website: https://www.st-vincents.bromley.sch.uk

4. How does the school support children with SEND?

Graduated approach

We use a graduated approach to meeting SEND needs, which means that we provide different levels of support appropriate to the individual child's level of need. All children with special educational needs and disabilities receive class-based quality first teaching support and over time may come to require additional interventions and possibly external agency support to address their needs.

Quality first teaching support

A range of strategies used in class to support children, e.g. consideration given to seating position, proximity to an adult for support with focus and/or understanding of the learning, or provision of additional resources to support their access to the learning and enhance their independence such as task modelling frameworks, maths manipulatives or sand timers.

Additional interventions

These are opportunities provided for children to access adult-led small group, or 1:1, tasks and activities to address and develop specific areas of need, such as phonics, reading comprehension skills or social and emotional support.

External agency involvement

External agencies are professional bodies to whom we refer children for assessment according to their identified area of need(s), e.g. paediatricians, speech and language therapists or educational psychologists.

Deciding on the support to be given

At the beginning of every term, class teachers work together with the SENCo to decide on the support to be provided for children in their class over that term. Children with an identified special educational need or disability have an Individual Provision Plan (IPP), reviewed every term by the class teacher and SENCo, which sets out details of recommended support including quality first teaching strategies and additional interventions. We consider carefully how to provide an effective level of support for each child whilst, at the same time, developing their independent learning skills.

Funded Inclusion Plans and Education, Health and Care Plans

If a child is identified as having enduring and complex needs which require a higher level of support than that provided for the majority of children in school, we can make an application to the Local Authority for additional funding to help meet this level of need.

If the Local Authority agrees that the child's needs are enduring and complex and meet the criteria for additional funding, they can issue one of two funded plans:

- a Funded Inclusion Plan (FIP) – this is a source of time-limited, non-statutory top-up funding for school-age pupils currently receiving SEND Support who both attend Bromley mainstream schools and who live in Bromley; or
- an Education, Health and Care Plan (EHCP) – an EHCP looks at all your child's needs and brings together education, health and care services to achieve agreed outcomes to meet those needs; the Local Authority provides a level of funding through the EHCP to enable the school to support the child to achieve the outcomes set.

5. How does the school support children to develop socially and emotionally?

As a Catholic school, part of our mission statement is that we offer a secure and caring environment based on Christ's word in which Christian values are shared and lived by all and where there is equality of opportunity for each child to reach his or her potential.

All classes use the Ten Ten Life to the Full programme as part of our PSHCE curriculum to support children in developing a healthy, respectful understanding of their bodies, relationships and emotions. The programme promotes positive relationships with family members, peers and the wider community and explicitly reinforces an anti-bullying culture. As a faith-based resource designed for Catholic schools, Lighting the Path is rooted in Gospel values and Catholic social teaching, supporting pupils' spiritual, moral, social and emotional development alongside their mental wellbeing.

Opportunities for reflection and prayer are further supported through our prayer garden, which provides a calm and nurturing space for children to pause, reflect and pray.

Across the school, rules and routines are clear, consistent and well understood. Staff promote positive behaviour through encouragement and affirmation, aiming to use a high ratio of positive feedback to corrective feedback. This approach helps to foster a supportive, respectful learning environment in which all children — including those with SEND — feel safe, valued and ready to learn.

For children who need some extra support with their social and emotional development we use various strategies including:

- interventions targeting social skills, self-esteem, managing emotions and reducing anxiety
- where appropriate, social stories to explain social situations to children who may find these difficult
- opportunities for regular checking in with a key adult to discuss feelings and concerns.

Where parents and carers are struggling significantly, we can refer them to a family support service which provides practical interventions for the family and child in the home. If there are significant concerns about a child's mental health we can, with parent/carer consent, refer to the Bromley Child and Adolescent Mental Health Service

(CAMHS), where an in-depth assessment can be undertaken and a specialist therapeutic provision be put in place as appropriate.

6. How is the decision made about how much and what type of, support my child will receive?

When a child starts at St Vincent's, the SENCo will note any SEND which has already been identified and liaise with any previous settings he/she may have attended. If your child has had support from other services, the SENCo will also liaise with these professionals. During his/her time at St Vincent's we will monitor your child's progress through observations, class teacher assessments, summative (test-based) assessments and pupil progress meetings. If your child has an Education, Health and Care Plan we will use the information set out in that document, together with any additional information from parents/carers, other professionals and previous settings, to ensure that appropriate support is put into place when your child starts at St Vincent's.

7. How are parents/carers involved in the assessment and review of their child's needs?

If we feel that a child may have special educational needs, we will meet with the parents/carers to discuss this with them, to seek their views and establish any concerns they may have about their child.

If your child has been supported in school by an agency, such as the educational psychology or speech and language therapy services, you will be invited to attend, and contribute your views to, any review meetings organised with these services. If the school is the only service working with your child, then your child's class teacher and the SENCo may meet with you either at a parent and career evening or at another mutually convenient time to discuss your child's needs and how they are progressing. Consent will always be obtained from parents before referrals are made to specialists outside the school such as the pediatrician, speech and language therapist or educational psychologist.

For those children on the SEND register, a copy of their current Individual Provision Plan (IPP) plus the reviewed previous term's IPP are sent home to parents/carers every term. The IPP sets out the different provisions a child is receiving in that term, and also provides guidance to parents/carers on how they can support their child at home.

If your child has an EHCP your views will have been sought by a SEND Caseworker and other professionals during the assessment process. You will be involved throughout the planning and review process and be kept informed of any changes to the provision for your child. This will include being invited to attend annual review meetings, completing questionnaires or meeting to discuss your child with the professionals who support them.

8. How will my child be involved in the assessment and review of his/her progress and needs?

We encourage all children at St Vincent's to be aware of themselves as learners and identify where their strengths and needs lie, and we aim to develop confidence in speaking and listening with all pupils from an early age. A younger pupil may indicate visually how they feel they are progressing towards a target, e.g. using a 'thumbs up' or a

drawing. As pupils get older we might ask them to complete a questionnaire. We also seek pupil's views via the adults who know them best, e.g. their parent/carer or the learning support assistant who works with them 1:1. It is important to us that your child is enjoying the support we are offering them, so we welcome feedback as it allows us to make improvements to provision.
If your child has an EHCP, his/her views about school and their progress will always be sought and recorded as part of the Annual Review process.

9. How will my child be included in activities and events in school and outside the classroom?

St Vincent's is committed to providing equal opportunities for all children. We want every child to enjoy the same educational opportunities and to feel included in our school community. Every effort is made by the staff to ensure that all children are integrated into every aspect of school life.

School clubs, educational visits and residential trips are available to all children. The school will make reasonable adjustments, as appropriate to individual needs, to ensure that children with special educational needs and disabilities are included in all activities, both in and out of the classroom.

10. What specialist services and professionals does the school work with to meet the needs of pupils with SEND?

We work with a range of external agencies including:

- the educational psychology service
- the community paediatric team
- the speech and language therapy service
- the occupational therapy service
- the school nurse service
- CAMHS (Child and Adolescent Mental Health Services)

Bromley Local Authority has a statutory duty to develop and publish a Local Offer setting out the support they expect to be available for local children and young people, aged 0-25 years, with SEND. We can refer your child to these services but will only do so after we have met with you and gained your permission. If you are concerned about your child and wish to access an appropriate service, you are welcome to contact us.

Bromley's local offer can be accessed here: https://www.bromley.gov.uk/LocalOffer

11. How does the school evaluate the effectiveness of the provision made for children with SEND?

We hold pupil progress meetings once a term to review the attainment and progress of all our pupils and to evaluate the effectiveness of provision. This forms part of the assess, plan, do, review cycle approach to support SEND in the school. Progress in interventions is tracked half termly, and if an intervention is assessed as not having an effective impact on progress and attainment then we explore why and modify our provision accordingly.

Our aim is for all pupils, no matter what their needs, to make at least good progress in their learning year on year. We monitor their progress not only through assessment of academic achievement but also through identifying progress in other areas, e.g. improved social and emotional skills, improved attendance, an improved attitude to learning or an increase in the ability to focus and concentrate in class for longer periods.

12. How will St Vincent's prepare and support my child to join the school?

First and foremost, we will liaise with you as parents/carers to plan for a smooth transition to our school. If your child is due to join St Vincent's at the start of September in the Reception year we will also liaise closely with his/her preschool setting. If your child is due to join us at some stage during the course of the school year we will liaise closely with the previous school. We will also liaise with any other professionals who have been involved in your child's educational provision or in meeting their additional needs, such as health visitors, speech and language therapists or paediatricians. This communication with other relevant professionals will enable us to plan a suitable transition programme for your child, depending on his/her needs, which may include:

- extra visits to our school before your child's start date.
- meeting significant members of staff such as the class teacher and teaching assistant (TA).
- taking photographs of areas in the school which will be important to your child e.g. classroom, hall, toilets and playground, and using these to create a transition booklet.
- ensuring the correct resources are available and reasonable adaptations to the school environment have been made where appropriate.

13. How will St Vincent's prepare and support my child to transfer to secondary school?

We have good relationships with all of our local secondary schools and work closely in the second half of Year 6 to ensure that all children make a successful transition. Our SENCo and the SENCo from your child's receiving secondary school meet early in the Summer term to ensure that any child with additional needs is discussed in depth, and that provision to meet those needs is put in place in advance of his/her start date.

If your child has an EHCP a Transition Review Meeting will be arranged in Year 5, which you will be invited to attend, at which appropriate choices of secondary school will be discussed. Once a secondary school has been allocated, relevant staff members from that school will be invited to your child's Year 6 Annual Review of EHCP so that his/her transition can be planned and prepared for well in advance of the September start date. We can arrange for your child to make extra visits to their new school, take photographs, ask questions and meet the staff before they start. Secondary school staff may also visit your child here in Year 6 so that they have a chance to get to know him/her in a familiar and comfortable environment.

If your child is transferring to a specialist provision, key staff from that school will visit him/her at St Vincent's and meet with the class teacher and SENCo to help plan the transition. A timetable of visits to the new provision by your child, together with key school staff and parents and carers, will be drawn up to ensure that your child has ample opportunity to get to know his/her new school before making the transition.

14. What training have members of staff had to enable them to support my child?

Our SENCo, Ms. Edumi, has worked with children with a range of complex needs in different settings from ASD hubs, special needs schools and mainstream schools

On 9.10.24 all members of staff received training from the Bromley Trust Academy in the following areas:

- de-escalation techniques and strategies
- supporting children with ASD
- supporting children with SEMH and ADHD.

On 26.02.25 all staff attended training in supporting children with ASD, ADHD and Social Communication Differences, which was delivered by Charlotte Worley who is an Advisory Teacher with the Bromley Special Educational Needs and Disabilities Advisory Team.

Speech and language therapist delivered training in the Summer term of 2024 in the following areas:

- Supporting attentive listening skills development
- Supporting development of receptive language skills
- Supporting development of expressive language skills

In the Autumn term the English lead will be delivering updated phonics training to members our early years and key stage one TA team. The maths lead will be attending a weekly maths training course and will be delivering staff meetings to share this information and practice with class teachers.

The SENCo regularly meets with class teachers to discuss and plan for children in their classes with SEND, and also meets with teaching assistants to discuss with them the children they support and how to develop best practice to meet individual needs. In addition, individual staff members have opportunities to work together with external professionals, such as speech and language therapists and educational psychologists, who come into school to assess children and to advise on how best their needs can be supported. There are also opportunities from time to time for members of staff to attend staff training sessions delivered by external professionals.

15. What should I do if I have a complaint?

We would always advise you to contact your child's class teacher initially, to discuss any concerns that you have. Once you have met with your child's teacher, if you still have concerns then please contact our SENCo, Ms Edumi. If you are not happy with the information regarding special educational needs and disabilities and the support being provided then please speak to the headteacher, Mrs Gonzalez.

If you are not satisfied with the response provided by Mrs. Gonzalez please follow our complaints procedure, which is located on the school website at: https://www.st-vincents.bromley.sch.uk/about-us/policies-and-other-documents

16. Who can I contact for further information, and how?

The **Bromley Local Offer** provides information about local services that can support children with special educational needs and disabilities:
https://www.bromley.gov.uk/LocalOffer

Bromley Parent Voice supports families of children with special educational needs and disabilities, providing information about services available:
http://www.bromleyparentvoice.org.uk/
Here is the link to a YouTube video which provides more information about Bromley Parent Voice: https://www.youtube.com/watch?v=VJ1K5IyE2Rc

Bromley Information, Advice and Support Service provides advice, information and support about a range of topics to parents of children with special educational needs and disabilities, and to all Bromley residents around transition from pre-school to primary school or from primary onto secondary school: https://bromleyiass.org.uk/

There are many organisations that provide information about different special educational needs and disabilities including:

- Men cap
- National Autistic Society
- British Dyslexia Association

Here are links to two websites that provide general information about special educational needs and disabilities:

https://www.understood.org/en
(useful general information, although some systems described are those used in the USA and not the UK)

https://www.specialneedsjungle.com/

We would welcome feedback on our SEND information report. If you have any questions you feel we have not answered, or suggestions for how we could improve this information report, then please contact us.

Last updated, following review by the SENCo and SEND governor: 10th September 2026

Next review: by end of September 2027