



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

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| Committee Responsible: | FGB |
| Document Location | School |

| Version | Approved By | Date of Approval | Key Changes |
|---------|-------------|------------------|--|
| 1.0 | FGB | 20/05/2020 | Policy updated for current academic year. |
| 1.01 | FGB | 01/12/2021 | Policy updated for current academic year including link to school web page |

Rationale:

This policy guide is all about the provision of SEND (Special Educational Needs and Disability) at St.Helen's CE Primary School. It will help you understand the different things we do in school to help your child and also to answer any concerns you may have about your child's provision. Please note it should be read in conjunction with the school's SEND information

report which you will also find on the website.

St Helen's Primary school is committed to providing an appropriate and high quality education to all children. We believe that all children including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully **included in all aspects of school life as far as possible.**

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

St Helen's Primary School is committed to inclusion for all children. We aim to create a sense of community and belonging, and to offer new opportunities for learners who may have experienced previous difficulties. We therefore respond to all learners in ways which take account of their varied life experiences and needs. All children with Special Educational Needs/ Disability (SEND) are valued, respected and equal members of the school.

At St Helen's Primary School we recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are aware of the needs of our Foundation and Key Stage 1 pupils, for whom maturity is a crucial factor in their readiness to learn. We believe that many pupils, at some point in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

Equality of opportunity:

The School does not discriminate against children on the grounds of race, gender or ability.

We seek to enable children to have reasonable access to the school's curriculum and opportunity for inclusion for all.

Ofsted Report January 2020



Teachers make sure they understand pupils as individuals. They provide support that is expertly matched to these needs. Pupils with special educational needs and/or disabilities (SEND) achieve very well as a result.

Ofsted Report June 2018:

Pupils say that teachers make learning fun. Teachers' very high expectations can be seen both in the level of challenge in lessons and in the quality of the well-presented work in pupils' books. Pupils increasingly understand their own strengths and areas to improve and demonstrate their commitment to be 'flying high' in line with the school's vision. A parent typically described the ethos by saying: 'You can see and feel the dynamic and positive atmosphere, beautifully behaved polite



Aims and Objectives of SEN/D Provision at St.Helen's CE Primary School.

Aim: At St Helen's Primary School we aim to deliver teaching and learning which enable every child regardless of ability to achieve his or her full potential.

Objectives: In order that all children fulfil their potential— for any child who has an identified SEND need, as a school we try to use our best endeavours to make sure that a child with SEND gets the support they need through the process of reasonable adjustments.

We will also endeavour to:

- work within the guidance provided in the SEND Code of Practice 2014.
- ensure the **Children and Families Act 2014** and relevant statutory guidance are implemented effectively across the school.
- identify and provide for pupils who have special educational **need/ or a disability**
- ensure equality of opportunity for; and to eliminate prejudice and discrimination against, children with special educational **needs or a disability**
- continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- provide full access to the curriculum through differentiated planning by class teachers, SENCO, and support staff as appropriate.
- provide specific input, matched to individual needs, in addition to differentiated classroom provision, for pupils recorded as having SEN Support.
- ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusion provision is positively valued and accessed by staff and parents/carers.
- provide support and advice for all staff working with SEND children.
- involve parents/carers at every stage in plans to meet their child's additional needs.
- involve the children themselves in planning and in any decision making that affects them.
- ensure access to the curriculum for all pupils including those with SEN/D



Who is responsible for SEN/D at St.Helen's CE School?

The Class Teacher is responsible for:

- Monitoring the progress of your child and then identifying planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.
- Ensuring that all staff working with your child in school know and are able to deliver the planned work/programme for your child, so they can achieve the best possible progress.
- Ensuring that the school's SEND Policy is followed for all the pupils they teach.
- The class teacher can also be the first point of contact for any parent who is concerned about their child's progress or well-being in school.



The Assistant SENCO and SENCO s responsible for:

- Co-ordinating all the support for children with Special Educational Needs and/or Disabilities and developing the school's SEND Policy to make sure all children receive a consistent, high quality response to meeting their needs in school.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best possible progress.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of your child's progress and needs.
- Keeping you informed about the support your child is getting.
- Reviewing how all children are doing.
- Liaising with outside agencies to ensure the best possible provision.





The Head of School and SENCO is responsible for:

- The day to day management of all aspects of the school, which includes the support for children with SEND.
- Giving responsibility to the SENCO co-ordinator and the class teachers for developing SEND provision but is still responsible for ensuring that your child's needs are met.
- Ensuring the Governors of the school are kept up to date about any issues in school relating to SEND.

The school's Governing Body is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Ensuring that provision for SEND pupil is made and that it promotes high standards.



The school's SENGO (Special Educational Needs Governor) is Joanne Chambers.

All these different people work together to ensure that the school follows the statutory 2014 SEND Code of Practice so that we as a school:

'Use our best endeavours to ensure that the necessary provision is made for any individual who has SEN/D.'



Special educational needs and disability code of practice: 0 to 25 years

Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities

Needs.

Head of School:

Please follow the link below to read the full version of the 2014 Code of Practice for Special Educational

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/

Identification, Assessment and Provision At St.Helen's.

Identifying Special Educational Needs: How does St.Helen's CE know if my child/ren need extra help?
What shall I do if I think my child has a Special Educational Need?

Students have special educational needs if they have a learning difficulty **or disability** which calls for special educational provision to be made for them.

Definition from SEND Code of Practice 2014 states that:

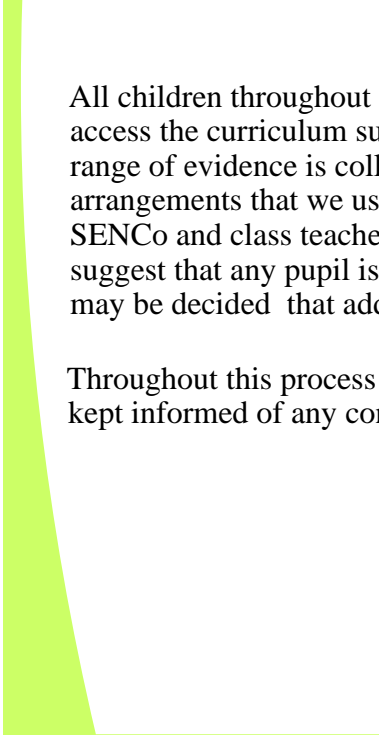
6.15 A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age p94 Identification:

At St.Helen's, rigorous monitoring of assessment information is one way we can identify children who may be experiencing some difficulty and any concerns expressed by parents/carers can also be taken in to account.



Special educational needs and disability code of practice: 0 to 25 years

Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities



All children throughout the school are monitored regularly to ensure they continue to access the curriculum successfully. To help early identification of any area of concern, a range of evidence is collected through different assessment procedures and monitoring arrangements that we use in school as well as regular formal discussions between the SLT, SENCo and class teachers about the children in their class. If these sources of evidence suggest that any pupil is not making the expected progress or their needs have changed, it may be decided that additional and/or different provision is necessary.

Throughout this process the school will communicate to you as parents and you will be kept informed of any concerns that we may have.



What should I do if I think my child may have Special Educational Needs?

If you have any concerns about your child's progress, you should speak to your child's teacher initially and they will discuss those concerns with you and then if necessary with the Assistant SENCO: Mrs.Helen Hardy

At St.Helen's we work hard to develop open and honest communication with parents/carers and feel that working together is the best outcome to help children develop and make progress.





What does it mean if my child has been identified as having Special Educational Needs?

Once appropriate assessments have taken place, and following conversations between staff members and you as parents, a decision will be made on whether a pupil has a specific SEND need and whether they will require school based SEN support.

There are four broad areas of need that the 2014 SEN Code of Practice identifies:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

For more information about these areas please see the 2014 SEND Code of Practice.

What does it mean by the SEN/D Register?

The SEN/D register is a record that the school keeps to monitor the number of children who are receiving SEN support within school and who are identified as having a special educational need. It is one of the responsibilities of Helen Hardy the school's Assistant SENCO to keep an up to date record of which children are on the register and receiving intervention support. This register is continually reviewed by the SENCO, SLT and teachers in discussion with parents/carers and may involve some children being added throughout the year and some children being removed from the register. If a child has been identified as making good progress and has closed the attainment and achievement gap between themselves and their peers, s/he may no longer be deemed to be needing SEN support and will exit the SEN register.



Teachers make sure they understand pupils as individuals. They provide support that is expertly matched to these needs. Pupils with special educational needs and/or disabilities (SEND) achieve very well as a result.

Ofsted Report January 2020:

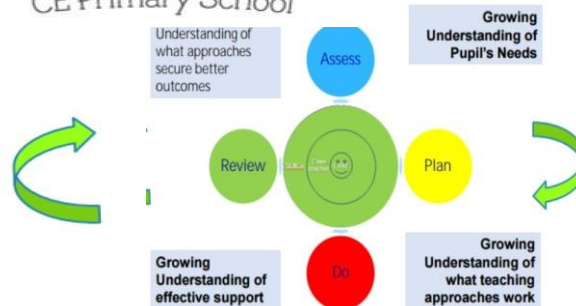
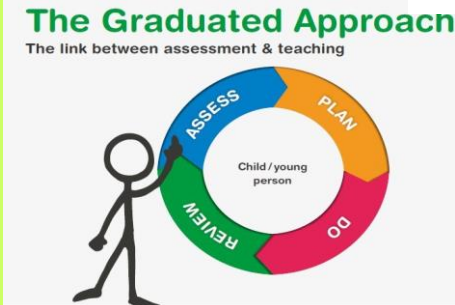
How will school staff support my child if they are identified as having a special educational need?

Following first wave quality teaching, if the achievement and progress gap widens between the individual and their peers, the class teacher may highlight the child as having a particular need and they will be given extra support in an identified area. This will be discussed and communicated with you, the parents. This may mean that your child attends an intervention group for extra targeted support with other children in the first instance.

The progress of the children will continued to be monitored and the effectiveness of the intervention provision considered. If it is felt that the child is not making adequate progress, once interventions have been put in place, then in discussion with you, your child may be added to the school SEND register.

Children will then be referred to as receiving SEN Support. This will mean that a SEN support plan is developed in collaboration with the child, parents/carers, teachers and SENCO who monitors the plan. This plan will clearly show what skills and knowledge your child is aiming to develop and how these will be achieved. The amount of support that the child is given is decided and clear targets developed and shared with all members of staff who work directly with a particular child. This process of working is in line with the SEN graduated approach.

I have heard about the graduated approach to Special Educational Needs– but what does this actually mean?



The type of SEN support that is provided at St.Helen's CE is known as the 'Graduated Approach'. This follows the advice set out in the 2014 SEN Code of Practice about providing the most effective support for SEN/D.

The four stages of SEN support are:

- Assess
- Plan
- Do
- Review.



Your child's difficulties will be assessed so that the right support can be provided. This should include, for example, asking you what you think, talking to professionals who work with your child (such as their teacher), and looking at records, assessments and other information. This needs to be reviewed regularly so that the support provided continues to meet your child's needs. That might mean getting advice and further assessment from someone like an educational psychologist, a specialist teacher or a health professional.



Your school or other setting needs to agree, with your involvement, the outcomes that the SEN support is intended to achieve – in other words, how your child will benefit from any support they get – and you need to be involved with that. All those involved will need to have a say in deciding what kind of support will be provided, and decide a date by which they will review this so that they can check to see how well the support is working



The setting will put the planned support into place. The teacher remains responsible for working with your child on a daily basis, but the SENCO and any support staff or specialist teaching staff involved in providing support should work closely to track your child's progress and check that the support is being effective.



The support your child receives should be reviewed at the time agreed in the plan. You can then decide together if the support is having a positive impact, whether the outcomes have been, or are being, achieved and if or how any changes should be made



What are the different types of support available for children with SEN/D at St. Helen's ?

First and foremost the class-teacher is responsible for the provision and support for your child, through the process of quality first wave teaching. For your child this may see:

- That the teacher has the highest possible expectations of all children, including those with SEND
- That different ways of teaching are in place so that your child is fully involved in learning in class through differentiated activities.
- That specific strategies (which may have been suggested by outside agencies) are in place to support your child to learn.
- That your child's class teacher carefully tracks the progress of your child and provide extra support to help them make the best possible progress, including providing intervention groups.

My child's teacher said he/she will receive intervention provision- what does this mean by intervention provision?

If your child has a particular SEN need, sometimes small group intervention or one to one intervention is provided for your child. This may involve working with a TA (Teaching Assistant) or the class teacher on a specific learning programme or looking at a specific area of the curriculum. This will be as part of the Do phase of the graduated approach.

Please note: Sometimes some children receive help in small groups or in a one to one situations with a TA or class teacher. This does not automatically mean that they are classed as SEND. Sometimes small group work or a quick intervention programme might be used to follow up a particular problem a child has encountered in a subject, or to check a child's conceptual understanding.



What is meant by external agencies? My child's teacher and the SENCo said we may have to make a referral to an external agency.

Sometimes the school may seek external advice for help and support, to help a child's progress and for them to develop further. At St.Helen's we have worked hard to forge different positive links with outside external agencies which helps support the learning and development of the pupils in care.

Additionally should a parent/carer need further support and advice on an area of need, then the SENCo Kelvin Chappell can make a referral to an external agency. These services include for example:

- Speech and Language Therapy
- Educational Psychology
- Occupational Therapy
- Sensory Support Services (Hearing and Vision Impairment)
- Inclusion Support
- Behaviour support.
- Physiotherapy Services
- Occupational Therapy
- Social Services
- Play Therapist (if school pay for this—not centrally funded)
- School Health Nurse
- Educational Psychology Service
- Visual Impairment team—see above
- The Supportive Parents Team
- CAMHS (Child Adolescent Mental Health Service)



Ofsted Report January 2020



Teachers make sure they understand pupils as individuals. They provide support that is expertly matched to these needs. Pupils with special educational needs and/or disabilities (SEND) achieve very well as a result.

If my child has special educational needs how will the curriculum be matched to my child's needs?

At St. Helen's if your child has SEND, we will use our best endeavours – that means to do our very best – to give your child the support they need. That could include getting advice and support from specialists outside the school or by providing intervention provision which is 'different from or additional to that normally available to pupils of the same age.'

As discussed earlier first and foremost the class teacher, through quality first wave teaching, will ensure that the needs of all learners within one class are appropriately catered for including children with

Where it has been decided that the needs of an individual requires extra SEND support, the child may take part in extra intervention sessions as part of a small group in the first instance. This could be to target specific areas of difficulty such as spelling, reading, and comprehension, certain areas of maths or speech and language activities.

In these instances Teaching Assistants (TAs) may be allocated to work with the pupil in a 1 to 1 situation or small focus group to target more specific needs.

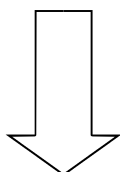


Appropriate specialist equipment may also be given to the child to help access the academic curriculum e.g. writing slopes, cushions, pen/pencils grips or easy to use scissors.

Overview of St.Helen's CE SEND Provision: The Graduated Approach:

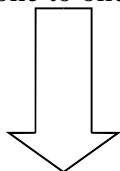
Quality First Wave Teaching: What we offer every child at St. Helen's.

QFWT: is about what should be on offer for all children: the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explained new vocabulary; use of lively, interactive teaching styles and also make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour .



School Based Support: Teachers

Following quality first wave teaching, class teachers constantly review the progress of children in their class and then plan, targeted support to help specific children make more progress in a particular area. This may involve small group interventions on specific area of need or may sometimes involve one to one work with the TA or Teacher.



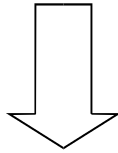
School Based SEN/D Support: Teachers and SENCO

Following quality first wave teaching, and by monitoring very closely any initial support, class teachers review the progress of children who have been receiving any school based support interventions. If it is felt that the child is not making expected progress despite QFWT and School based support. A child may be assessed as having a Special Educational Need and will require provision that is 'additional to and different from that which is provided for most children.' They will then be added to the school's SEN register. The SENCO may then seek support from different external agencies. At this point a support plan will be put in place in consultation with the child and parent/carers.



Overview of St.Helen's CE SEN/D Provision: The Graduated Approach.

EHCP (Educational Health Care Plan) Assessments: If it is felt that despite receiving rigorous intervention provision, and where the school has taken relevant and purposeful action to identify, assess and meet the needs of an SEND child, that the child is still not making expected progress, the school or parents could make a request to make an EHCP needs assessment. An assessment takes place over a twenty week period.



EHCP (Educational Health Care Plan)

Following a needs assessment and consultation between the Local authority, the school and parents, a plan may be given to a child that can run from anytime between 0– 25. This will ensure that long term support is provided and provision given to support the child into adulthood. All agencies including education, health and social services are involved to work together for the best of the child,



Supporting Families:



St.Helen's has set up a website page dedicated to SEN/D. On this page you will find lots of information to help you understand SEN/D processes. The direct link can be found here: <https://www.sthelensprimary.org.uk/our-school/special-educational-needs/>

Home About the School **School Life** Classes News Calendar

Special Education Needs

Latest SEN/D News and Information:



On this page you can also access the links to the school's local offer and South Gloucestershire's SEN Local offer. Over the year this page will continually be updated with news and information, if you have any ideas or suggestions about what else could go on the website page, please email the school office with suggestions. Examples below show a screen snapshot of our website.

Please click here to read our St Helen's Local Offer:

[St.Helen's Local Offer](#)

Please find below the direct link to the South Gloucestershire Council's SEN page:

<http://www.southglos.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs/>

This will take you directly to information about Special Education Needs. The next link will take you directly to the local authority's local offer page.

<http://www.southglos.gov.uk/health-and-social-care/local-offer/local-offer-education/>