



## SEND Information Report 2019-20

### **Contextual Information:**

This SEND information report outlines how we identify and support children in our school to ensure that they have full inclusive access to our school education. This SEN information report should be read in conjunction with the school's SEND Policy.

### **School context:**

The current number of pupils on roll at St.Helen's is 205

As of September 2019 the number of children at St.Helen's who are classified as receiving SEN support is: 10%

The number of children with an EHCP (Educational Health Care Plan) is 2.5%

The information below gives a breakdown of the previous % of children who were categorised as receiving SEN Support:

2018-19 9%  
2017-18 9%  
2016-17 8%  
2015-16 8%

### 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



### Ofsted Report February 2015:

- Pupils with special educational needs make good progress relative to their starting points due to the carefully planned provision and the support they receive in class.



## **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 enables 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 SEN/D need, as a school we try to use our best endeavours to make sure that a child with SEN/D gets the support they need through the school's use of **reasonable adjustments**.

### **We will also endeavour to:**

- work within the guidance provided in the SEND Code of Practice 2014.
- ensure the SEN and Disability Act and relevant statutory guidance are implemented effectively across the school.
- identify and provide for pupils who have special educational needs and additional needs.
- ensure equality of opportunity for; and to eliminate prejudice and discrimination against, children with special educational needs.
- 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 class room provision, for pupils recorded as having SEN Support.
- ensure that pupils with SEN/D are perceived positively by all members of the school community, and that SEN/D and inclusion provision is positively valued and accessed by staff and parents/carers.
- provide support and advice for all staff working with SEN/D 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



**What do the pupil say about St.Helen's CE school.**

Each long term Mr.Chappell our Head of school carries out pupil conferencing with our SEND pupils to find out all about their thoughts and feelings about school. Please find below a selection of quotes from pupil conferencing sessions last year.

**School is great for me! It's lots of fun!**

**I enjoy working independently.**

**Pupils in Year 6**

**It's a good school...it's friendly ....people are nice.**

**School is good because I am getting better at writing.**

**Pupils in Year 5**

**I like school- break times are fun.**

**Pupils in Year 4**

**School is good! I like it that I get to work on computers.**

**I enjoy working with an adult... they make me work hard.**

**Pupils in Year 3**



**What do the parents say about St.Helen's CE school and provision for SEND?**

Each year Mr.Chappell our Head of school carries out confidential questionnaires with the parents of our SEND pupils to find out all about their thoughts and feelings about school. Please find below a selection of quotes from the returned forms:

17) Please feel free to add any further comments:  
*I'm very impressed with St Helen's, I'm confident my child is in the best place.*

17) Please feel free to add any further comments:  
*I feel that St Helens is providing excellent schooling for my child with SEN - it is fantastic how he is included in the lessons and wider school but how he is enabled to access the curriculum at his level. I am aware this takes a lot of extra work for a teacher.  
He loves school, has friends and is developing well.  
If I could work out where to nominate the school for an award for SEN - I would.!*

16) Is there anything that school could do better for me as a parent or my child? *NOT AT PRESENT TIME, VERY HAPPY WITH EVERYTHING.*

17) Please feel free to add any further comments:  
*ONLY A THANK YOU TO ALL THE STAFF FOR THE GREAT JOB YOU ALL DO.*



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17) Please feel free to add any further comments:

I can't fault the support my child has had. He finds school very difficult but the support he has means he enjoys going and has made significant progress.

BACK TO ME.

16) Is there anything that school could do better for me as a parent or my child?

NO, you are amazing!



## What is the local offer?

A statutory requirement of the 2014 SEND Code of Practice is for the LA (Local Authority) to outline to parents/carers what services are available and what support they can expect from a range of local agencies, including from the local authority, health services, schools, leisure services and the voluntary sector to support children with SEN/D. (Special Educational Needs/Disability.)

As part of South Gloucestershire's local offer the following questions and answers detail how we support the teaching and learning of SEN/D children at St.Helen's CE Primary School and also form the basis of our first SEN/D Information statement. This is continually reviewed and updated. If you have any thoughts or questions about this information please feel free to email our school to make contact with our SENCO.

Further information about South Gloucestershire SEND services and support can be found at the link below:

Local Offer in South Gloucestershire | +

southglos.gov.uk/health-and-social-care/care-and-support-children-families/local-offer/

## SEND Local Offer

### Improving our SEND local offer

From October 2019 you can browse South Gloucestershire's improved [SEND local offer](#) which is available as one of three advice and guidance channels on our new ['Find information for adults, children and families'](#) website. For the initial launch, content has been added according to the priority information needs of users. For the SEND local offer this includes information about education health and care plans (EHCPs) and what support is available for parents and carers. Over time we will expand the amount of content available on the website. It is currently a beta website meaning there will be opportunities for users to feedback and contribute to its ongoing development. You may also find the information you are looking for below as we transfer information over to the new site. Thank you for your patience whilst we improve the SEND Local Offer and to everyone who is helping and supporting us with this important work.

#### Local Offer - Education, health and care plans

Find out about the assessment process and education, health and care plans

#### Local Offer - Education

Find out about special educational needs in early years, primary, secondary and post 16.

#### Local Offer - Health

Find out about healthcare provision and services.

Type here to search

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## 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 SENCO is responsible for:**

- Co-ordinating all the support for children with Special Educational Needs and/or Disabilities and developing the school's SEN/D 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 SEN/D in the school achieve the best possible progress.
- Updating the school's SEN/D register (a system for ensuring all the SEN/D 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.

SENCO: Mrs..Hardy





**The Head of School is responsible for:**

- The day to day management of all aspects of the school, which includes the support for children with SEN/D.
- 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 SEN/D.

Head of School: Kelvin Chappell



**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 SEN/D.
- 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

Please follow the link below to read the full version of the New Code of Practice for Special Educational Needs.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>



## **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 which calls for special educational provision to be made for them. (Definition from SEN/D Code of Practice 2014)**

A child can be identified as having SEN/D (Special Educational Needs and/or Disabilities) if he or she seems to be experiencing significant difficulties accessing the curriculum in line with their peer group. A pupil may have SEN/D 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.



**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

### **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.

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 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 are pupil progress meetings?

To ensure that all children's progress and achievements are rigorously monitored at the end of long term, pupil progress meetings are held between class teachers, the Head and the SLT. (Senior Leadership Team)

During these meetings each teacher meets with the head and the SLT to talk about the progress of individual children in their class.

SEN pupils are also significantly talked about in these meetings and other follow up meetings may be held to discuss the progress of SEN children and to look at the effectiveness of current intervention provision which is in place. .



### **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 SEN/D 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 use the link below to access the 2014 SEND Code of Practice.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### **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 SENCo to keep an up to date record of which children are on the register. 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.



### 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



**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 or difficulty 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?**