



Communication:

As a school we will listen to any concerns that you have about your child/ren and can set up further meetings to plan additional support depending on the nature of your concerns. We can also discuss any referrals that may need to be made to outside professionals to help support your child's learning.

How will I know how my child is doing and how will you help me support my child's learning?

The class teacher will monitor the progress of all children in line with age related expectations and will identify any child that appears to be making slower than average progress. To this end, a child with identified SEN/D will have their progress monitored in the same way. The class teacher will try to make sure that all children make progress that is appropriate for them, and their ability

The school has two parents evening in Term 2 and Term 4. However as a school we pride ourselves on developing open and honest communication with parents/carers.

As well as regular structured parents evening meetings, formal SEN support meetings will be held three times a year-that will focus on the progress being made by your children with SEN/D. However we encourage you to make contact whenever possible with your child's teacher or the SENCo, if you have any concerns about any issues regarding your child's education and they will be more than willing to help.

The school SENCO, Helen Hardy is also available to be contacted at anytime. He can be contacted by emailing the school office: Email address: sthelen-sprimary@sgmail.org.uk



0-25 SERVICE Special Educational Needs and Disabilities

STATUTORY EDUCATION, HEALTH & CARE PLAN

Educational Health Care Plans:

The majority of children and young people with SEN/D will have their needs met at St.Helen's through intervention programmes, or a modification of the school curriculum for example through differentiated work, however some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make extra provision in accordance with an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and as they get older, prepare them for adulthood.

More information about the EHCP process can be found on the DFE website:



<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Special educational needs and disability: A guide for parents and carers p22.

Special educational needs and disability

A guide for parents and carers

If you would like to find out more about this process, please feel free to contact– Mr.Chappell.



What support will there be for my child's overall well-being?

At St.Helen's we are an inclusive school; we welcome and celebrate diversity.

All staff believe that self-esteem is crucial to a child's well-being. We have a caring, understanding staff team looking after our children. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class; therefore this is always a parents' first point of contact.

If further support is required, the class teacher liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

Plans and Policies are put in to place for all children to access the curriculum and all other aspects of school life including trips and extra-curricular clubs if children wish to: Children's wellbeing is considered through:

Medical needs:

Please inform the school if your child has a specific medical need. It is the responsibility of the parents to provide the school with any necessary medication. Parents must ensure that medication kept in school is within date and that school is informed immediately should there be any changes.

Should a child need medication to manage a condition such as ADHD, epilepsy, diabetes, asthma or anaphylaxis, a health care plan facilitated by the school nurse will be provided for the school and necessary training to deliver the medication will be provided by the necessary professional. School staff will be trained to administer medication where appropriate.

Should a child have a physical disability and need to receive regular physiotherapy, this can be arranged through the school SENCO as part of their SEN support plan or an EHC plan.

Special equipment for disabled children can be provided by the local authority where necessary.

Should a child need a reduced time table in order to receive additional therapy, this can be discussed as part of the initial EHC plan meeting.





Pastoral and Social Support.

As part of the weekly curriculum, the children will cover Personal, Social, Health, Education through PSHE Jigsaw sessions. These lessons will cover managing feelings, friendships, worry, coping with change, dealing with other people, grief, loss and working towards goals. It will also cover aspects of safety such as sun safety and road safety.



Behavioural Issues:

Class teachers are trained to deal with low level disruption and mild behavioural issues but should a child present more challenging behaviour, the school will follow the agreed behaviour policy. Parents will be made aware that their child is disrupting lessons or displaying disruptive/abusive behaviour and small periods of exclusion (within school or away from school) may be necessary. Occasionally a referral to the Behaviour Support Service may be necessary. Should this be the case, Kelvin Chappell or the Head teacher Andy Spens will make the referral to the Behaviour Support Team who come into school to carry out assessments and make recommendations for support.



How will my child be included in activities outside of the classroom, including school trips?

Your child's special educational medical need will be taken into account when planning school trips/ camps. Staff will modify activities to include all children; however, it may be necessary to give children a different learning experience to their peers in order to best match their needs. Staff will visit all new camp/trip locations to assess accessibility should there be any physically disabled children in the cohort. Full risk assessments will always be undertaken.

Appropriate numbers of staff will accompany children depending on their age and any special educational need within the class.

Should a child have an identified need, parents may be contacted to accompany their child on the trip if appropriate.

Medications/asthma inhalers can be administered by staff whilst children are away on camps for longer than one day. Staff will also carry first aid kits and will have parental contact details for all children on the trip/camp.

All children are included in all parts of the school curriculum, and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. On the rare occasion that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

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.



How accessible is the school environment?

St Helens Primary School is fully accessible by wheelchair and is all on one level. One of our Elliott classrooms has a ramp to the door.

The school has one disabled toilet which includes a working shower facility.

Should a child have a visual impairment, working alongside the local authority we will provide visual aids such as magnifiers, books with enlarged print, personal ipads, visualisers etc.

The school may have to identify appropriate resources to allow for the physical adaptation of the environment. This allocation will come from the central school budget.



How are the school's resources allocated and matched to children's special educational needs?

The Head teacher and SENCO, in discussion with Governors will identify expenditure for SEN/D resources when planning the next year's budget. Expenditure could entail appointment of staff, covering the cost of release of staff from classroom duties, buying educational or medical equipment or the modification of the school environment for those children with physical disabilities or with an identified SEND need.

Occasionally, a statutory assessment panel from the local authority may allocate further funds to purchase specialist equipment or give additional resources and training may also be provided depending on individual circumstances.



How will the school prepare and support my child when joining and transferring from the school?

Many strategies are in place to enable your child's transition to and from another school to be as smooth as possible. These include:

Our Year six teacher, Mr. Leeming, alongside Mrs. Hardy will prepare the Year six children for their transition to secondary school and will be in touch with Secondary teachers/ SENCOs to discuss individual children should this be necessary. Kelvin Chappell will also meet formally to hold discussions with secondary school SENCOs.

As a parent you are also welcome to contact your chosen secondary provider and discuss any concerns you may have.

Should a child with SEN/D need an enhanced transition to secondary school, this will be arranged by Kelvin Chappell in the first instance. He will develop a link with local secondary SENCOs and an earlier, more detailed induction process can be arranged. This could involve an initial meeting with parents and then several sessions in which the child can visit the school and familiarise themselves with the surroundings.

Occasionally, it may be felt that a child's special educational need may not be able to be fully met at or that an alternative, more specialised secondary placement should be sought. In this case, in consultation with parents and the local authority, the most suitable alternative educational setting will be discussed and visits can be arranged.

Should a child with SEN/D transfer to an alternative setting, all records and paperwork will be sent on with them

We encourage all new children to visit the school prior to starting. We liaise closely with pre-school settings, visiting these (wherever possible) before children start school. When pre-school children are identified with SEN/D, transition meetings are arranged with the pre-school SENCO, key worker or Early Years Area SENCO. All children with SEN/D are encouraged to visit St. Helen's on several occasions to assist with a smooth transition. We also aim to visit them in their current school, a clear programme for transition will be developed and organised with parents/carers. When children are preparing to leave us for a new school, typically to go to Secondary education, we can arrange additional visits.

The Head teacher and SENCO, in discussion with Governors will identify expenditure



St.Helen's CE 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.
- The teaching prepares pupils well for the next stage of their education as it is helping them to develop into enquiring and enthusiastic learners.
- The quality of teaching is good, and has improved since the last inspection.
- There is a strong focus on equality of opportunity, fostered well by leaders who are keen that all pupils should benefit from all that is on offer. This is exemplified well by the school's successful work to improve the attendance of some persistent absentees. Discrimination in any of its forms is not tolerated.
- Pupils' behaviour is good. In particular, pupils work keenly in lessons, are eager to do well and are proud of their efforts.
- Teaching assistants play an important role in classes, aiding the progress particularly, but not exclusively, of pupils who are struggling with their learning.
- Pupils' spiritual, moral, social and cultural development is good.
- Pupils' attendance has improved and is now above the national average. Particularly impressive is the success of efforts to reduce persistent absence. Work with families has improved the attendance of these pupils dramatically.



St.Helen's CE 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 children and a willingness of teachers and pupils to be the best that they can be.'

All children read regularly with an adult. Disadvantaged children are well supported through daily individual reading sessions. When teaching reading, staff use effective prompts and questions to help children sound out words and make sense of what they are reading. However, the records held on children's reading do not always show sufficiently clearly what children know and can do.

- Pupils' attendance has improved and is now above the national average. Particularly impressive is the success of efforts to reduce persistent absence. Work with families has improved the attendance of these pupils dramatically.



Supporting Families:



St.Helen's has set up a website page dedicated to SEN/D. On this page you will find lot's of information to help you understand SEN/D processes. The direct link can be found here:

<http://www.sthelensprimaryalveston.org.uk/special-education-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/>



Supporting Families: Dealing with Complaints:



INFORMATION ABOUT DEALING WITH COMPLAINTS:

If you have a concern about any aspect of your child's education at St.Helen's, please feel free to discuss it with, your child's class teacher.

Alternatively please email the school and make contact with our SENCo Kelvin Chappell.

If necessary the school has a policy for dealing with complaints—please ask at reception for a copy of this procedure.



Glossary of Terms:

Child and Adolescent Mental Health Services (CAMHS): These services assess and treat children and young people with emotional, behavioural or mental health difficulties. They range from basic pastoral care, such as identifying mental health problems, to specialist 'Tier 4' CAMHS, which provide in-patient care for those who are severely mentally ill.

Education, Health and Care plan (EHC plan): An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

Graduated approach: A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

Local Offer: Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

Special Educational Needs (SEN): 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 of compulsory school age or a young person 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 or mainstream post-16 institutions.

Special Educational Needs (SEN): Code of Practice: The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England. It relates to children and young people with special educational needs (SEN) and disabled children and young people. A 'young person' in this context is a person over compulsory school age and under 25.

