



Special Educational Needs Information Report

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This report provides information for families on how our Special Educational Needs (SEN) policy is implemented at St Helen's Church of England Primary School.



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What is SEN? What types of SEN are provided for at St Helen's?

The SEND Code of Practice (2014) states that:

A child or young person has special educational needs (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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special educational provision is:

Provision different from or additional to that normally available to pupils of the same age.

SEND includes a broad range of needs that should be planned for. The SEND Code of Practice groups these into four broad areas of need:

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

In practice, children with SEND often have needs that cut across all of these areas and their needs may change over time.

Our school context

As of September 2025, 14.5% of pupils at St Helen's are on the SEN register. We support pupils with a wide range of SEN in all of the four broad areas of need.



What is St Helen's approach to SEN?

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 (SEN), 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.

St Helen's Primary School is committed to inclusion for all children. 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. We aim to create a sense of community and belonging and to include all pupils alongside their peers, whilst also adapting provision for specific needs. We therefore respond to all learners individually, taking into account their varied needs and life experiences. All children with SEND are valued, respected and equal members of the school.

At St Helen's Primary School, we recognise that pupils learn in different ways and at different rates and that many factors affect progress, including early development, life experiences, emotional wellbeing, age and maturity. We recognise that many pupils, including those with SEND, will encounter barriers to learning at some point in their school careers and that these may be long or short term. We are committed to identifying these barriers to learning and providing timely support to address them and enable pupils to make progress from their starting points.

St Helen's Primary 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.

Who is responsible for SEN at St Helen's?

Your child's Class Teacher will:

- Be responsible for the progress and development of every pupil in their class, including pupils with SEN
- Discuss your child's progress and wellbeing with you
- Discuss your child with the SENCO and other colleagues
- Assess, plan and monitor your child's provision
- Implement recommendations from other professionals
- Work directly with your child on a regular basis

The SENCO will:

- Oversee provision for pupils with SEN in our school
- Work with the head of school and SEN governor to review SEN policy and provision in our school and make any changes needed
- Provide professional guidance to the staff supporting your child
- Organise training related to SEN for staff in the school
- Liaise with other professionals and the Local Authority if this is relevant for your child
- Liaise with other educational settings to ensure a smooth transition to and from our school for your child
- Make sure that any records related to your child's SEN are kept up-to-date



SENCO: Mrs Hardy

The Head of School will:

- Have overall responsibility for all aspects of the school
- Work with the SENCO and SEN governor to review SEN policy and provision in our school and make any changes needed
- Inform the Governors of the school about any relevant issues in school relating to SEND



Head of School:
Mr Chappell

The school's Governing Body will:

- Work with the head of school and SENCO to review SEN policy and provision in our school and make any changes needed
- Monitor the quality and effectiveness of provision for SEND within the school and promote high standards



SEN Governor:
Hannah Peacock

Teaching Assistants will:

- Follow the direction of the class teacher, SENCO and Head of School to support pupils in this school, including pupils with SEN

All staff will work together to follow the school's SEN policy and support your child to Fly High!

How will St Helen's identify if my child has SEN?

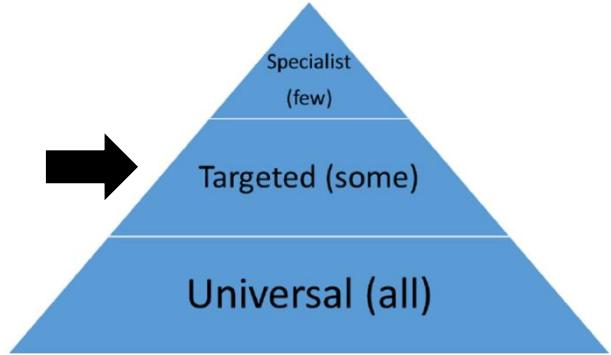
Teachers know the pupils in their class well and have a good understanding of their starting points, attainment and progress. Teachers regularly assess pupils' attainment and progress. Pupil progress meetings are held three times a year between the class teacher and a member of the senior leadership team (SLT) to discuss these assessments in detail. Through these assessments, informal observations, conversations with colleagues and with yourselves, concerns may be raised that your child is not making expected progress or that their needs have changed.

If concerns have been raised about your child's progress or development:

- The teacher will discuss this with you and find out your views and experiences, as you know your child best!
- The SENCO will gather information; this could be through discussions with staff working with your child, discussions with you and/or direct observations of your child
- We may use additional assessments or screening tools to give us more precise information
- Next steps will be agreed; this may involve trialling specific approaches and reviewing progress at a later date, or making a referral to other professionals for specialist assessment or advice

If it is identified that your child has SEN:

- The SENCO will add your child's name to the SEN register, which is a list of pupils with special educational needs
- The class teacher will develop a Pupil Passport with the child to talk about what their strengths and needs are and what they think helps them
- Reasonable adjustments to your child's learning and experience of school will be put in place
- The class teacher will carefully track the impact of these adjustments and your child's progress
- The class teacher will use the My Support Plan document to track the Assess, Plan, Do, Review process for your child.
- You will be involved in this process through conversations with your child's class teacher
- We may decide that, after some time, your child no longer needs SEN Support, at which point we may remove them from the SEN register. We will discuss this with you if the situation arises.





What do I do if I think my child has SEN?

If you have concerns about your child's development or wellbeing, please speak to your child's class teacher in the first instance and discuss your concerns with them. They will be able to share with you whether they observe similar concerns in school and how they are supporting your child. They will discuss this with the SENCO and the SENCO may get in touch with you to discuss further if this is appropriate. If you would like to have a direct conversation with the SENCO, please contact the school office to request a phone call or meeting.

What is the Local Offer?

Local Authorities are required in the SEND Code of Practice to inform parents/carers about the support they expect to be available for local children and young people with special educational needs (SEN).

You can find the South Gloucestershire Local Offer [here](#).

Local Authorities must involve children with SEN and their parents/carers in planning, publishing and reviewing the Local Offer. If you want to share feedback with the Local Authority, you can do so [here](#).

 <p>Early years and childcare Find out information about services and support for children with special educational needs or disabilities during their early years, including childcare options for preschool and school-aged children.</p>	 <p>Education and learning Find out about education and learning for children and young people with special educational needs or disabilities aged 0-25.</p>	 <p>Information, advice and support for parent carers Information advice and support to help parents and carers of a child with special educational needs and/or a disability.</p>
 <p>Health and wellbeing Find out local information about health and wellbeing services and support, including those for specific conditions and disabilities.</p>	 <p>Social care Find out further information about social care for children and young people 0-25 with special educational needs or disabilities.</p>	 <p>Activities and things to do Activities and things to do in the local area for children with a special educational need or disability aged 0-25, including Short breaks.</p>
 <p>Have your say Giving your feedback about SEND services and the SEND local offer, and how your child is involved in their care planning and reviews.</p>	 <p>Young people's information Information to help children and young people with a special educational need or a disability plan for the transition to adulthood.</p>	 <p>SEND policies and guidelines Find policies and documents relating to special educational needs and disability.</p>

What is the South Glos Way Inclusion Toolkit?

As part of its Local Offer, South Gloucestershire Local Authority has produced a toolkit to support its implementation. It includes lots of information about SEN and processes in the Local Authority.

The South Glos Way Inclusion Toolkit can be found [here](#).

The South Glos Way Inclusion Toolkit



Toolkit sections

- + Section 1: The South Glos Way of Doing Things
- + Section 2: Meeting the Needs of Children and Young People with SEND (The Graduated Approach)
- + Section 3: Understanding Social Emotional Mental Health and Reducing Exclusions
- + Section 4: SEN Funding
- + Section 5: Advice and Guidance
- + Section 6: South Glos Forms, Templates and Model Policies
- + Section 7: EYFS Advice, Guidance and Templates
- + Section 8: Preparing for Adulthood and Post 16 Support
- + Section 9: Health
- + Section 10: Social Care
- + Appendices

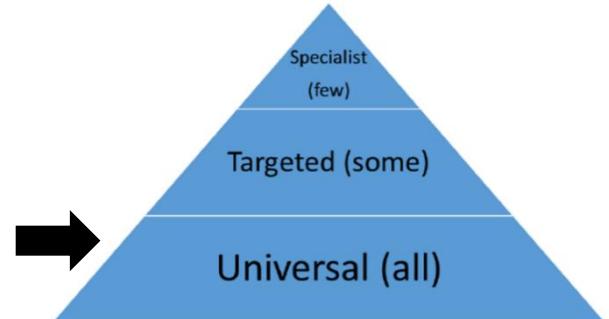
How will my child with SEN be provided for at St Helen's?

High Quality Teaching

The first response to slow progress or difficulties with learning is high quality teaching. All pupils at St Helen's should receive high quality teaching, targeted at areas of weakness. Teachers should use teaching approaches that are in line with school policies and up-to-date educational research. These approaches should be adapted to individual pupils' needs and learning styles.

High quality teaching includes:

- High expectations
- An ambitious and appropriate curriculum
- Focussed planning
- Strong relationships and knowing the pupils well
- Scaffolded learning that develops independence
- Engagement and challenge
- Assessment and feedback
- Inclusive learning environment
- Effective questioning and modelling
- Explicit instruction
- Appropriate use of technology



How will my child with SEN be provided for at St Helen's?



SEN Support is provided in a four-part cycle called **The Graduated Approach – Assess, Plan, Do, Review**



Your child's strengths and needs will be assessed to provide a clear picture of their needs. This could include assessments, screening tools, staff observations, discussions with you and sometimes advice from other professionals or specialists.



We will identify some targets or outcomes that we would like to aim for and how we will support your child to work towards these.



We will put the planned support into place, continually adapting provision in response to your child's needs and progress. Your child's teacher will remain responsible for their learning and progress but will work closely with colleagues including teaching assistants (TAs) and the SENCO.

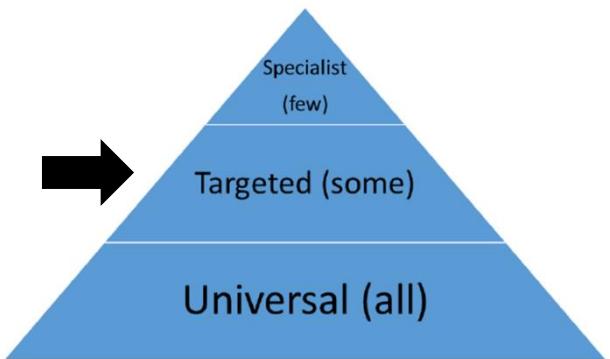


The support your child receives will be reviewed to consider its impact on your child's progress. Assessments will be carried out and discussions held between staff to consider what has worked well and what could be changed or improved in the next cycle.

What might SEN support include?

Support for your child could include a wide range of approaches, including:

- Adjustments to seating, routines and policies
- Visual and practical resources or equipment
- Small group support
- A structured weekly intervention
- Peer support
- Additional adult support



Making reasonable adjustments means that we will select approaches that we feel are most appropriate and achievable to support your child.

How will my child with SEN be provided for at St Helen's?

Teachers will record their application of the Graduated Approach on a My Support Plan document, which will be shared with you:

 <p>My Support Plan Name: _____ Year Group: _____</p> 															
Assess															
<p><u>Area(s) of Need</u></p> <p>Communication and Interaction:</p> <p>Cognition and Learning:</p> <p>Social, Emotional and Mental Health:</p> <p>Sensory and Physical:</p>															
<p><u>Advice from external professionals</u></p> <p><u>Previous years' assessment data</u></p> <p><u>Other info</u></p>															
Plan, Do, Review															
<p><u>Term 1 & 2</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Target outcomes by the end of Term 2: Specific, Measurable, Attainable, Realistic and Time-bound</th> <th style="width: 25%;">Provision: Who, what, when, time & duration (Additional to whole-class high quality teaching strategies)</th> <th style="width: 25%;">End of Term 2 Review: Assess, observe & reflect RAG rate each target Comment on progress/next steps linked to targets Discuss with parent & child</th> <th style="width: 25%;">Parent & child comments:</th> </tr> </thead> <tbody> <tr> <td>Communication and Interaction: •</td> <td>- - -</td> <td></td> <td></td> </tr> <tr> <td></td> <td>Home support if applicable:</td> <td></td> <td></td> </tr> </tbody> </table>				Target outcomes by the end of Term 2: Specific, Measurable, Attainable, Realistic and Time-bound	Provision: Who, what, when, time & duration (Additional to whole-class high quality teaching strategies)	End of Term 2 Review: Assess, observe & reflect RAG rate each target Comment on progress/next steps linked to targets Discuss with parent & child	Parent & child comments:	Communication and Interaction: •	- - -				Home support if applicable:		
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Interventions

Interventions are structured programmes of learning carried out over a number of weeks, that target specific gaps in learning or development. These are in addition to core classroom learning and may be delivered by a teacher or teaching assistant, often in small groups, but sometimes individually. If your child is in an intervention, this does not necessarily mean that they have SEN; some children may need support for a short time in order to develop their understanding of a specific concept, but others may need longer-term support.

Interventions will also follow the Assess, Plan, Do, Review process and are discussed in Pupil Progress meetings.

Will my child with SEN be able to take part in all of the activities of the school?

All pupils at St Helen's, including those with special educational needs (SEN), 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 aim for pupils to be included with their peers as much as possible. This may mean that adaptations need to be made to activities in order for pupils to access them alongside their peers.

We may ask you for your views on how we can best include your child in specific activities. Please do speak with your child's class teacher if you have any questions or ideas about how your child can best be included in the activities of the school.

How will I be involved as a parent/carer if my child has SEN?

As part of the Assess, Plan, Do, Review process, your child's class teacher will meet with you or speak with you at least three times a year to discuss their provision and progress. However, we aim for open and regular communication with you, so please do not hesitate to get in touch throughout the year! The best way to do this is through face-to-face conversations with your child's class teacher after school. If you would like a longer conversation with either your child's class teacher or the SENCO, you could arrange this by contacting the school office.

How will my child with SEN be involved in decisions about their education?

Your child's class teacher will spend time talking with your child to ask their views on their strengths, needs, interests and what they think helps them. They will record these ideas on a Pupil Passport. This will be used to adapt provision for them and to share their views with other members of staff.

Your child's teacher will continue to consider their views throughout the Assess, Plan, Do, Review process.

However, we are aware that sometimes children prefer to discuss their needs and preferences with you, so please do let us know of anything we need to be aware of.

From me	
My family:	I like...
My friends:	I don't like...
Things I am good at:	Things I find difficult:
I want to improve...	It helps me when...
When I'm older, I want to...	Anything else I want you to know about me:
From adults who know me	
Strengths:	Needs:
What you might notice if I am finding things difficult:	Strategies that help:
Try to avoid:	Adults at school who know me well:

Which members of staff will be involved in my child's education and what expertise will they have?

At St Helen's we have a fantastic team of professionals who work together to support all of the children in each class. This includes:

- Teachers
- Teaching Assistants
- Lunchbreak supervisors
- SENCO
- Executive Head Teacher and Head of School
- Administrative staff

Your child's class teacher is primarily responsible for their teaching and progress, but they will communicate with other colleagues about how we can all best support your child.

The SENCO will attend regular SEN conferences and training as well as cluster meetings with other local SENCOs, in order to keep our school up to date with recent research and developments.

Our staff team have knowledge and skills in supporting pupils with SEN through prior training and experience, but we are committed to Continuous Professional Development (CPD), including continually developing our knowledge and skills in supporting pupils with SEN.

The SENCO will work with other members of the Senior Leadership Team (SLT), including the Head of School, to identify priority areas for CPD based on the needs of our staff and pupils.

Some members of staff may receive specific training on interventions or areas of SEN that are relevant to children they directly work with.

Which specialists can be consulted to support my child with SEN?

Sometimes we may seek external advice for help and support, to tailor provision for your child and support their progress.

These services include, for example:

- School Health Nurse
- Community Paediatrician
- Speech and Language Therapy
- Educational Psychology
- Physiotherapy
- Occupational Therapy
- Sensory Support Service (Hearing and Vision Impairment)
- Autism Spectrum Disorder Diagnostic Assessment Service
- Inclusion Support
- Behaviour support
- Social Services
- Primary Mental Health Specialist (CAMHS - Child and Adolescent Mental Health Service)

Access to these professionals is dependent on their workload and waiting lists.

If you would like us to refer your child to a specialist, please have a conversation with your class teacher, who may direct you to the SENCO.

How will my child with SEN be supported to transition to another class or school?

We know that transitions between teachers, lessons, year groups and school settings can be particularly challenging for pupils with SEN.

Teachers will aim to support you and your child with these transitions by:

- Discussing the transition with you and your child ahead of time
- Sharing pupil passports with your child's next teacher
- Producing transition documents to support your child's understanding of the transition, including for example photos of classrooms, members of staff, outside areas, etc.

The SENCO will aim to support you, your child and staff members with these transitions by:

- Liaising with early years and secondary settings to find out about any additional transition opportunities that can be accessed
- Ensuring information about your child is up-to-date and that this is shared with the relevant colleagues

Please get in touch with your child's teacher if there is anything we can do to support you or your child with a transition.

What is an EHCP?

An EHCP is an Education, Health and Care Plan.

The majority of children with SEN will have their needs met through high quality teaching and the range of support available.

However, pupils with significantly complex needs or pupils who are not making progress, regardless of high-quality targeted support that is monitored over time, may need an Education, Health and Care Plan (EHCP).

The purpose of an EHCP 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.

EHC Needs Assessments

The Local Authority decide whether a child should receive an EHCP.

If a child has significantly complex needs and does not make expected progress regardless of high-quality targeted support, the school and/or parents may consider requesting an Education, Health and Care needs assessment. Following this request, the Local Authority will decide whether it is appropriate to carry out an Education, Health and Care needs assessment. This gathers the views of several professionals across Education, Health and Social Care and is used to decide whether it is appropriate to issue an Education, Health and Care Plan (EHCP).

EHCPs

If your child has an EHCP, the staff working with your child will be aware of the information in this plan and apply the recommended provision to our school context. Your child's class teacher and the SENCO will be in contact with you about this.

Annual Reviews

If your child has an EHCP, once a year we will hold an Annual Review of the EHCP. This is a meeting that will involve you, the SENCO, your child's teacher, and in some cases teaching assistants who support your child or other professionals. It is an opportunity to celebrate your child's successes over the past year and discuss their areas for development, checking that the EHCP is still relevant to your child.

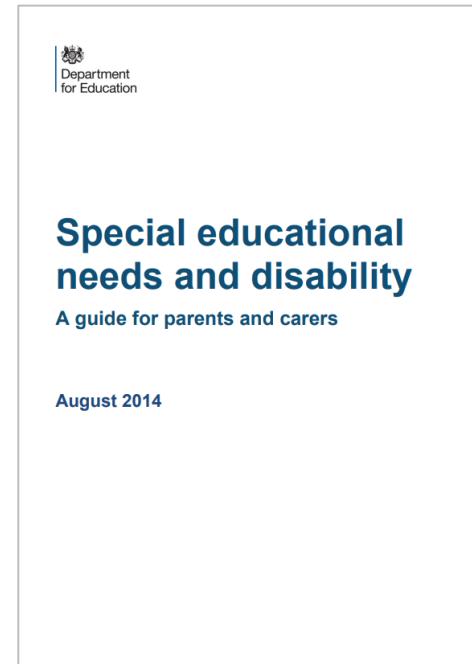
- The SENCO will arrange a date for this meeting with you.
- The SENCO will ask you to complete some information to share your views, which you can send in to school before the meeting or bring with you to the meeting. You can

handwrite or type this information, or if you'd prefer you could meet with the SENCO to share your thoughts verbally.

- Your child's views will be gathered by a staff member who knows them well. The way in which we seek their views will depend on their methods of communication.
- Your child's teacher and any teaching assistants who contribute towards their support will work with the SENCO to produce an Annual Review School Report, which will be shared with you before the meeting.
- The SENCO will take notes during the meeting to produce an Annual Review Meeting Summary, which will summarise what was discussed and agreed next steps or changes to the EHCP.
- The SENCO will check this document with you and others who attended the meeting to ensure it accurately represents the discussion, before you sign it.
- The SENCO will send all documents included in the Annual Review to the Local Authority to be processed. The Local Authority will respond to explain whether the EHCP will continue in its current form or if changes will be made to it. If they make changes to the EHCP, they will share these with you in draft form before finalising them.

More information provided by the Department for Education on the EHCP process can be found [here](#).

If you have any questions about EHCPs or these processes, please contact the SENCO via the school office.





How can I raise a concern about the provision for my child with SEN?

If you have a concern about any aspect of your child's education at St Helen's, please discuss it with your child's class teacher in the first instance. Alternatively, please make contact with the SENCO or the Head of School by contacting the office.

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

How can I seek support as a parent/carer of a child with SEN?

We hope that you feel able to ask us at school for support if needed.

There are lots of other organisations that can also provide support for you as the parent of a child with SEN.

SEND and You (SAY) Special Educational Needs and Disability Information Advice and Support (SENDIAS)

<https://www.sendandyou.org.uk/>



SEND and You provide information, advice and support about SEN to children, young people and their parents and carers. This was previously called 'Supportive Parents'.

South Glos Parent Carers (SGPC) <https://sgpc.org.uk/>

SGPC aims to give a voice to Parent Carers living in South Gloucestershire who have a child (aged 0-25) with SEN.



Jigsaw Thornbury <https://www.jigsawthornbury.org.uk/>

Jigsaw Thornbury is a charity that works with all children and young people with additional needs or disabilities and their families. They provide support groups, educational workshops for parents, courses for children and parents to attend together and a range of resources. This includes support for emotional wellbeing, mental health, resilience, sensory needs and a range of other areas of SEN.



There are also various organisations that focus on specific areas of SEND:

British Dyslexia Association <https://www.bdadyslexia.org.uk/advice/children>

National Autistic Society <https://www.autism.org.uk/>

Downs Syndrome Association <https://www.downs-syndrome.org.uk/>

ADHD Foundation <https://www.adhdfoundation.org.uk/>