

St Helen's Church of England Primary School



Special Educational Needs and Disability Policy

Our curriculum vision at St Helen's CE Primary School

S eeking Achievement for all
H opeful through our Christian values
I nspire through our knowledge rich curriculum
N urturing and preparing for life through Jesus' love
E mbracing equality and diversity



Our LDST Prayer

Heavenly Father,

Let peace, friendship and love grow in our schools.

Send the Holy Spirit to give:

Excellence to our learning,

Love to our actions and

Joy to our worship.

Guide us to help others,

So that we may all

Learn, Love and Achieve, Together with Jesus.

Amen

**"You are the light of the world...Let
your light shine before others."**

Matthew 5:16



The meaning of Special Educational Needs and Disability (SEND)

- A child is considered to have SEND if they are over two years of age, have a learning difficulty or disability and educational provision is different from, or in addition to, the provision made generally for children of the same age in maintained schools (other than Special Schools).
- Children must not be regarded as having SEND solely because their language or home language is different from that in which they are taught.

SEND Offer at St Helen's CE Primary School

STATEMENT OF INTENT

- At St Helen's CE Primary School, we have due regard for the Special Educational Needs and Disability Code of Practice when carrying out our duties towards all pupils with SEND and ensure that parents and carers are aware and involved when SEND provision is being made for the child.
- We recognise that all children, including those with Special Educational Needs, are an integral and valued part of our school community.
- We believe that every child matters and our inclusive philosophy stresses the right of all children to be fully involved in all aspects of school life.
- Our Shine curriculum ensures that every child has the opportunity to succeed, achieve, flourish, make progress and have their educational needs fully met.
- The school works closely with parents and health education professionals in the process of identifying and meeting the individual special needs of children.

Identifying children with SEND

- As defined in the SEND code of practice January 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 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

The SEND aims of the school

We recognise:

- the views, wishes and feelings of the child and the child's parents or carers
- the importance of the child and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

Through working in partnership with parents, carers and children we aim to ensure:

- Identification of all pupils requiring SEND provision as early as possible in their school career.
- Parents and carers of children with SEND are kept fully informed about their child's progress, attainment and are fully involved in all decision making in how to support their child best.
- Children with SEND are involved, where possible, in decisions effecting their development and provision.
- Realistic SMART targets, in the form of Individual Educational Plans, are set termly with children and parents that challenge children and enable them to succeed.
- All pupils have access to a broad and balanced curriculum.
- All children have the opportunity to receive first quality teaching from their class teacher.
- Provide a differentiated approach, tailored to each individual child's needs so that they succeed and make progress.
- All activities are tailored to pupil's individual needs so that they are able to take part in all school activities.

Identification Process

As part of our transition process, any difficulties children may experience are discussed when children join our school. Class teachers liaise closely with the SENDCO to ensure that appropriate provision is made. This may involve working with a range of professionals.

We regularly observe, assess and record the progress of **all** children. In doing this, it allows us to identify children who are not progressing satisfactorily and who may have additional needs.

The teacher and SENDCO will carry out clear analysis of the pupils needs, drawing on the impact of quality first teaching strategies; teacher assessment and experience of the pupil, their previous progress and attainment as well as information from the school's current tracking systems for measuring progress and attainment. This analysis may include:

- Foundation Stage Profile – measurement of progress and attainment against Early Years Outcomes and Baseline (CEM) to support Attainment on Entry
- Standardised screening and assessment tools
- Observations of social, emotional and behavioural development
- An existing Educational Health Care Plan
- Assessments by a specialist service, such as the Educational Psychology service, speech and language, visual impairment and others.
- Year 1 Phonics Screening
- Marking and feedback of children's work both written and orally
- Internal Reading, Writing and Maths Tests using NFER or previous SATs material
- Statutory National Assessment Tests at Key Stage 1 and Key Stage 2.
- Assessments made by another school or LA which has identified additional needs and provided support

Inclusion

This policy builds on our Equality Policy, which recognises the entitlement of all pupils to a broad, balanced curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive; of the highest standard and meets the needs of all pupils.

The Governing Body will ensure that appropriate provision will be made for all pupils with SEND. This policy recognises the Special Educational Needs and Disability Act 2002 (SENDA) in developing provision within the school.

Admissions

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice, in that, 'All schools should admit pupils already identified as having SEND as well as identifying and providing for pupils not previously identified. Pupils with SEND but without Educational Health Care Plans must be treated as fairly as all other applicants for admission.'

All admissions to the school are based upon the school's admissions policy. There is no alternative provision attached to the school.

Staffing

The SEND team in the school are:

HEADTEACHER: Mrs Catherine McDonald

SEND Coordinator (SENDCO): Miss Hannah Threadgold

SEND Governor: Mrs Gemma Holmes

Pastoral Support Assistant: Mrs Sara Davies

Organisation and management of Support

Children with identified SEND are supported within the classroom by a teacher; some may be withdrawn for short periods of time for specialist support or intervention, where appropriate.

At St Helen's, in addition to the class teachers, we have dedicated teaching assistants who, through strategic planning by the class teacher, also support our children with SEND. Targeted CPD training is provided so that teachers and teaching assistants can support our children in the best possible way.

Where necessary, additional support and advice may be provided by teaching assistants, the Educational Psychologist, Inclusion Team Teachers, Inclusion Practitioners, Speech and Language Specialists, Sensory Specialists and School Health Advisors.

The Warrington Inclusion Service is split up into 4 areas. Our school is in the East Team Area.

Special facilities

All reasonable adjustments are made to make the school building accessible to pupils with SEND. There is no alternative provision, but the school is well-resourced and has a disabled toilet. Ramped access, which allows wheelchair access, is available to the front of the school and playground. Every effort is made to make sure that our school and grounds enable all pupils to be able to meet their full potential.

Monitoring and Evaluating

- The SENDCO regularly monitors children's progress, alongside each class teacher.
- The SENDCO monitors that Individual Education Programme (IEP) targets are set within the following IEP calendar: **October - February** (Targets reviewed and new targets set); **February - May** (Targets reviewed and new targets set) and **May - July** (Targets reviewed and new targets set).
- The SENDCO monitors termly that Individual Education Programme (IEPs) targets are reviewed by the class teacher and that new appropriate targets are set.
- The SENDCO monitors that every term class teachers invite parents to attend a meeting to discuss their children's progress and to share their new IEP targets.
- As of September 2019 termly meetings take place between the SENDCO and the Special Needs Governor to ensure that they are kept fully informed and that there is appropriate challenge and that St Helen's CE Primary School is fully meeting the needs of SEND children.
- Analysis of pupil tracking data and test results of individual pupils and cohorts is also regularly undertaken in consultation with the Assessment Co-ordinator who is also the Headteacher.
- The SENDCO monitors that class teachers are effectively deploying Teaching Assistants and utilising resources to meet the needs of all children, including those with SEND.

The following levels of intervention are used to support children with increasing levels of need:

Wave 1: (SEN support): The core element for all children and young people, including those with a defined special educational need or disability, whose learning needs can be met through **Quality First Teaching** from a class teacher as part of their adapted mainstream classroom practice. We recognise that difficulties may be short or long term. At this level of intervention, the class teacher is **responsible** for writing a personalised IEP plan and sharing this with the pupil and parents or carers. Support focuses on SMART IEP targets. Within the classroom, support may be provided by a teacher or TA in small groups or individually, working on specific gaps in the child's understanding or learning. Some children may access intervention groups, run outside the classroom by an additional adult to use a specific programme. Targets from the pupils' personalised plans are reviewed termly by the class teacher and shared with the pupil and parents or carers.

Wave 2: (SEN support+): At this level of intervention, school need to make additional provision from its delegated budget for children who require less than 20 hours of support a week but have a specific barrier to learning that can't be met in an intervention group. We request advice from the Warrington Inclusion Service or other outside agencies. This is discussed with parents or carers beforehand. Personalised plan targets match the advice given. The class teacher is **responsible** for writing a personalised IEP plan and sharing this with the pupil and parents or carers. Support focuses on SMART IEP targets. Within the classroom, support may be provided by a teacher or TA in small

groups or individually, working on specific gaps in the child's understanding or learning. Some children may access intervention groups, run outside the classroom by an additional adult to use a specific programme. Targets from the pupils' personalised plans are reviewed termly by the class teacher and shared with the pupil and parents or carers.

Wave 3: (Education Health Care Plan (EHCP) This is prepared for a child who has a level of need that cannot be provided for using the school's own resources, or has severe, complex or lifelong needs. At this level, we as a school or the parents or carers, may request that the Local Authority (LA) carry out an Education Health Care needs assessment. This is a multi-agency assessment that aims to define the long term needs of the child. It may or may not result in the writing of an EHC Plan. The LA will decide if a child will require an EHC Plan. An EHC Plan Co-ordinator will write the plan with input from school, the child and parents or carers. Targets and support will be outlined in the plan and it is reviewed annually. The parents or carers are invited to attend this meeting. Personalised plan targets match the advice given. The class teacher is **responsible** for writing a personalised IEP plan and sharing this with the pupil and parents or carers. Support focuses on SMART IEP targets. Within the classroom, support may be provided by a teacher or TA in small groups or individually, working on specific gaps in the child's understanding or learning. Some children may access intervention groups, run outside the classroom by a trained member of staff to use a specific programme. Targets from the pupils' personalised plans are reviewed termly by the class teacher and shared with the pupil and parents or carers.

Targeted Support:

- Children identified as having SEND usually have a personalised IEP plan with up to three child friendly SMART targets.
- The child's class teacher is responsible for providing the child with appropriately differentiated quality first teaching, support and work. It is the SENDCO and Headteacher's responsibility to ensure that the use and allocation of Teaching Assistants and resources, is appropriate to the needs of children with SEND.
- Personalised plans give information about how the targets may be achieved, as well as which adults will support our SEND children in achieving them.
- The targets are evaluated on a termly basis, and as a result of the evaluation, either new, more challenging or simplified targets are given. The teacher, child and parent or carers are involved throughout the process.

Review

Each child's progress is continually monitored by the class teacher. If a child fails to make adequate progress with their targets, after two reviews, or if a specific problem is identified, appropriate action is taken. This could include involving specialist support from the Inclusion Team or another outside agency. However, it is recognised that a simpler action might be required, one of updating the personalised plan with more specific achievable targets.

The SENDCO reviews the progress made by children on the SEND register termly. This informs discussions with teachers in termly Pupil Progress Meetings, so as to give them advice and guidance wherever possible. It also informs the allocation of Teaching Assistants and resources or the involvement of outside agencies.

Planning meetings are held on a termly basis with the School's Allocated Educational Psychologist. This is an opportunity for the SENDCO and Headteacher, to discuss with the Special Needs Team individual pupils' needs, staff training needs, prioritise available resources and share expertise.

A record of all personalised IEP plans, any Inclusion Team or outside agency involvement is filed and securely stored.

So as to maintain a smooth transition from one teacher to the next, a transfer of information meeting is held at the end of the school year or when member of teaching staff leaves mid-year. This ensures that all members of staff are aware of any additional needs that a child may have.

Detailed information about Year 6 children is passed on to the local High School. We have established a very good working relationship with Inclusion Team Manager who attends the transfer reviews. They are also invited to attend annual review meetings of children with Education Health Care Plans in Year 6.

Role of the Class Teacher

The class teacher will:

- Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.'
- 'The class or subject teacher should remain responsible for working with the child on a daily basis, even when interventions involve group or one-to-one teaching away from the main class or subject teacher...'
- 'The class or subject teacher should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.'
- 'Working with the SENCO, [they] should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.'
- Identify each child's needs and skills levels. The class teacher will inform the SENDCO.
- Advise parents of any concerns.
- Provide reports for external agencies.
- Monitor and assess progress and maintain appropriate records.
- To provide each child with quality first teaching which is differentiated to fully meet their needs.
- Implement the graduated approach for all SEND children.
- To review IEP targets and write new IEP targets termly.
- Ensure that delivery of the curriculum allows each child to experience success.

Role of the SENDCO

- Oversee the day-to-day operation of the school's SEND policy
- Coordinating the provision for children with SEND
- Monitoring the impact of provision for children with SEND
- Liaising with the relevant designated teacher, where a Looked After Pupil has SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively
- Liaising with parents and carers of pupils with SEND
- Liaising with Early Years providers, other schools, educational psychologists, health and care professionals and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education, to ensure pupil and their parents or carers are informed about options and a smooth transition is planned
- Working with the Headteacher, and school governors, to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensuring that the school SEND Register is kept up-to-date.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date.
- Audit and address training needs of staff who are working with SEND children.
- Roll out whole staff CPD training in line with the Speech and Language Development programme.
- Liaise with the SEND Governor on a termly basis; updating them of any issues and ensuring that they have an accurate picture of SEND provision within the school.
- Review and update the SEND policy annually.
- Update the school's provision map so as to allow the use of teachers, TAs, strategies and progress of SEND pupils to be monitored.
- Complete and evaluate an annual SEND Action Plan.
- Research and initiate new initiatives that will benefit children with SEND.

Role of the Governors

- The Governors, especially the named SEND Governor, will be kept informed as children move through the SEND elements. The SEND Governor is aware of the Local Offer of Warrington and Salford as well as the agencies and services available to our school from the Local Education Authority.
- The SEND Governor robustly holds the SENDCO to account for ensuring that the needs of SEND pupils are being fully met.
- The Governing Body evaluates the success of SEND provision through reports from the SEN Governor to the Curriculum committee. The Head Teacher's report also includes SEND developments.

Role of the Senior Leadership Team

- Analysing all data termly, to identify any children with additional needs.
- Discussing with relevant trained staff, the best intervention strategies and setting a programme of interventions to take part over a term.
- Monitoring the impact of quality first teaching on the progress / attainment of all children, including those with SEND.
- Monitoring the impact of interventions on pupil progress and attainment.
- Providing on-going informal assessment of progress and deciding on the next course of action.

Practice

Our aim is that every child feels that he/she is a valued member of our St Helen's family.

We aim to do this by:

- Recognising the right that all children, including those with SEND, have **Quality First Teaching** from a class teacher.
- Providing opportunities for all children to succeed.
- Providing a supportive environment where children are not afraid to make mistakes.
- Meeting the needs of all children so that outcomes within their learning allow them to shine.
- Being flexible in our teaching styles, recognising not all children learn in the same way.
- Celebrating success and sharing children's achievements.

Equal opportunities

Children with special educational needs or a disability will be taught in accordance with the present policy for Equal Opportunities.

External Agencies

We work closely with the LA Inclusion Team, CAMHS, Pyramid Education, LA Educational Psychologist, School Funded Educational Psychologists, CAF Team, Health Professionals, St Joseph's Family Centre (for anger management), High School SENCO, ADHD Team, LA Family Support Worker, The Peace Centre, NSPCC.

Any other educational specialists may be used where required. Additional support and advice may be provided by the Speech and Language Therapist, Hearing-Impaired Specialist Teacher, Visually-Impaired Specialist Teacher, Schools Link Mental Health Team or the School Health Advisor.

Resourcing

Resourcing for special needs is considered on an annual basis and at other significant times of the academic year. These are matched with other curriculum areas and priorities in the School Development Plan.

Additional Support for Parents

The Local Offer – Warrington

Warrington's Local Offer supports parents and carers of children and young people with Special Educational Needs and/or Disabilities (SEND) and young people with SEND themselves.

[Special educational needs and disability \(SEND\) | warrington.gov.uk](https://warrington.gov.uk/special-educational-needs-and-disability-send)

Speak to Ollie on [01925 442659](tel:01925442659), or E- mail askollie@warrington.gov.uk

Warrington SEND, Information, Advice and Support Service

Warrington SEND IASS helps parents, carers and young people with special educational needs in early education settings, schools and colleges.

[Warrington SEND Information Advice and Support Service \(SENDIASS\) | My Life Warrington](https://mylifewarrington.gov.uk/warrington-send-information-advice-and-support-service-sendiass)

Tel: 01925 442978
Warrington SEND IASS Families and Wellbeing Directorate
New Town House
Buttermarket Street
Warrington
WA1 2NH

Warrington Early Help

The purpose of Early Help is to offer families advice, support and/or intervention. This is to prevent any issues from escalating as support be offered at the right time.

[Early Help | My Life Warrington](https://mylifewarrington.gov.uk/early-help)

Tel: 01925 443136, or E-mail earlyhelpsupport@warrington.gov.uk

The Local Offer – Salford

Salford's Local Offer provides information on what support services are available in Salford for Children and young people with special educational needs and/or disabilities and their parents/carers.

[Local Offer | mycity Directory. \(salford.gov.uk\)](https://mycitydirectory.salford.gov.uk)

Salford Information, Advice and Support Service (SIASS) Salford Information, Advice and Support Service give information, advice and support to children, young people and parents about special educational needs and disability, including health and social care matters.

https://directory.salford.gov.uk/kb5/salford/directory/localoffer.page?localofferchannel=1_3

E-mail - siass@salford.gov.uk.

Salford Early Help

Salford Family Partnership is how we offer early help for children, young people and families in Salford. Salford's Family Partnership identifies children and families who need help, support or guidance at the earliest possible opportunity. An Early Help Assessment (EHA) is completed to explore and gain an understanding of what is going on for a family. It highlights a family's strengths and needs and what support they want and they could benefit from. goals.

<https://www.salford.gov.uk/children-and-families/early-help-for-families/>

Tel: 0161 686 7235
South Family Hub
Winton Children's Centre
Brindley Street
Winton
Eccles
Salford
M30 8AB

Complaints

At St Helen's CE Primary School, we are eager to work in close partnership with parents/carers and will endeavor to consult with them at every stage of the special educational needs process. If parents/carers have any worries or concerns about their child's progress, in the first instance, they should speak to their child's class teacher or the SENCO to discuss the matter. We will always do our best to respond to concerns raised with us.

Any complaints should be addressed in writing to the Headteacher Mrs C McDonald or to our Chair of Governors Gemma Holmes if the complaint is about the Headteacher. In the case of an unresolved complaint please contact LDST Operations Team. Parents/carers can also seek neutral advice and support from SENDIASS.

The effectiveness of this policy will be monitored by the SENDCO in consultation with the Headteacher, Special Needs Governor and staff.

The policy was reviewed in September 2024. It will be next reviewed in September 2025.