

St Helen's Church of England Primary School



SEND Information Report

2025-2026

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



Aims

At St Helen's CE Primary School, we value all God's children and ensure that those with Special Education Needs and/or Disabilities (SEND) get the support they need to make progress in a caring and fully inclusive environment.

Our SEND provision provides opportunities for pupils with learning difficulties and/or disabilities to access a curriculum specifically tailored to their needs to give them self-confidence in order to maximise their potential and work independently. We are committed to narrowing the attainment gap between SEND and non-SEND pupils and the provision we provide may include short-term intervention learning programmes and other learning interventions/adaptations to personalise this learning.

Definition of Special Educational Needs

"A pupil has SEN where their learning difficulty calls for special educational provision, that is provision that is different from or additional to that normally available to pupils of the same age." The New Code of Practice 2014

Our Approach to Teaching Learners with SEN

At St Helen's CE Primary School, we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school, and we endeavor to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge, and skills. We want to ensure that every child with SEND gets the support they need to make progress and be part of school life.

We strive to deliver an academic and enriching curriculum that puts core knowledge and skills at the very heart of what we do whilst also ensuring that all children succeed, achieve, reach their potential and to flourish - shine. All staff have high expectations and demonstrate excellent teaching skills, in order to educate the children, to the highest standard possible. Our school offers a high-quality, progressive and challenging curriculum that is personalised to meet the specific needs of all children. This ensures that every child is making progress based on their own education needs. Our curriculum has been specifically designed to be a fully inclusive curriculum based on research into learning pedagogies from how children (regardless of need) learn best. This will ensure that every child has access to a curriculum that encourages and promotes resilience, perseverance, independence, determination, and self-confidence. With all of these skills and qualities, all children will be able to journey through life, loving, learning, and shining in God's light as well as being able to make positive contributions to school, to society as a whole and to be curious and inquisitive about the world they live in.

All children will have access to a broad and balanced curriculum through class task adaptations, targeted support through the use of class teacher support, teaching assistant support and one-to-one support where applicable. The curriculum and learning environment is adapted, where it is required, appropriate measures will be put in to place to ensure all pupils are able to, where possible, benefit from all curriculum enhancing activities such as but not limited to residential, school trips and sporting competitions. Regardless of SEN, high expectations will be set for all pupils, relevant to their prior attainment. Potential areas for difficulty will be identified and addressed as soon as possible. All staff ensure that teaching and learning is inclusive and will consider an individual's area of difficulty so that any barriers to achievement can be overcome.

We provide support for pupils across the four areas of need as laid out in the SEND Code of Practice 2014:

- **Communication and interaction**
ASD, ADHD, Speech and Language, communication difficulties.
- **Social, emotional and mental health difficulties**
Difficulty managing relationships and emotions, bereavement, self-harming, eating disorders.
- **Sensory and/or physical needs**
Visual impairments, hearing impairments and other physical difficulties.
- **Cognition and learning**
A specific difficulty affecting learning in one or part of learning, working memory, organisation and memory skills.

The categories are used in order to plan additional provision for children who need support; however, identification of a specific type of need is not necessary to put a support plan into place. Equally, the identification of a type of need does not automatically call for the implementation of SEN support. It will often be the case that children have needs across more than one category, and our priority is to gain a good understanding of how the pupils learn to ensure provision is appropriate, rather than focusing on the category of need.

We are committed to:

- Ensuring a high level of staff expertise to meet pupil need;
- Supporting all children to embrace full inclusion in all school activities;
- Consulting with a broad range of professionals in order to meet an individual's need;
- Working in partnership with our local authority and boarding local authorities to meet the needs of all vulnerable learners;
- Working in partnership with our families to ensure that parent/carers' and pupils' views are monitored and requested.

How do we support looked after children (LAC) and previously-LAC who have SEN?

"Looked after children (LAC)" are defined as: Children or young people who are the subject of a Care Order or Interim Care Order under the Children Act 1989.

Previously-LAC" are defined as: Children who are no longer looked after by an LA in England and Wales because they have either been adopted or are the subject of an adoption, special guardianship or child arrangements order.

At St Helen's CE Primary School, we will ensure that LAC and previously-LAC with SEND are supported in line with the SEND Policy. The SENCO, Class Teacher, and other specialists will involve parents/ carers when considering interventions to support their child's progress. If appropriate, the Virtual School's Head (Simon Lennox) will also be involved in the SEND provision we offer for LAC and previously-LAC.

Who should I speak to regarding concerns I have about my child?

Every class teacher at St Helen's CE Primary School is responsible for the progress of the children in his/her class, including those who require additional support. It is therefore the class teacher that parents should initially approach if they have concerns about their child's progress or well-being.

Should parents need further information and advice they can make an appointment, via the school office, to meet with the SENCO (Special Educational Needs Co-ordinator – Miss H Threadgold).

The SENCO works with the Senior Leadership Team and governing body in determining how SEN is catered for within the school, and how additional support is provided for children with SEND.

The Head Teacher and Senior Leadership Team meet at regular points throughout the year with each class teacher in order to monitor the progress of all children in the school. This allows for further expertise and any additional resources a child may need to be allocated to ensure that the school is meeting every individual child's needs.

How are children with SEN identified and assessed?

As a caring school community, we know and value all of our children. We regularly observe, assess and record the progress of **all** children. We identify pupils who are not making expected progress at Pupil Progress Review Meetings termly throughout the year. At this point we would gather information about the child to gain a full understanding of the pupil's learning profile to identify whether any SEN is impacting on learning, which could mean consulting with outside professionals to help gain a better understanding of the child's profile. The teacher and SENDCO will carry out clear analysis of the pupil's needs, drawing on the impact of high 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 the reception basement support attainment on entry;
- Standardised screening and assessment tools such as the dyslexia portfolio;
- 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 summative assessments 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.

Where progress continues to be less than expected the class teacher will complete an expression of concern form which will support the school to ensure whether special educational provision is needed. Through a cycle of: assess, plan, do and review a growing understanding of the pupil's needs will be developed and this will support individuals to make good progress and secure good outcomes. This is known as the graduated approach. If the support needed can be provided by adapting the school's core offer then a child might not be considered SEND nor placed on the SEND register. If, however, the support required is different from or additional to what is ordinarily offered by the school, specialist educational provision will be put in to place and the child will be put on the SEND register. Through collaboration with parents, the school will then seek to remove barriers to learning.

Additionally, 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.

How does the school teach children with SEND and provide for their needs?

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their cohort. The Teacher Standards 2012 detail the expectations on all teachers when teaching children with SEND.

At St Helen's C.E. Primary School we use a 'Quality First Teaching' model to ensure that learning is effectively sequenced and children with SEND can attain new knowledge and skills which is built on what has already been taught whilst also striving towards defined end points. Where appropriate our SHINE curriculum is personalised. Teachers plan lessons to accommodate different learning styles to engage auditory, visual and kinesthetic learners. When a child with complex SEND needs meets the criteria of disability, the school will comply with its duties under the Equality Act 2010. Reasonable adjustments will always be made to enable access to all areas of the school curriculum. Where there are concerns of safety and access, further consideration is given to planning for an activity and where applicable parents/carers are consulted.

Our teachers will use various strategies to adapt access to the curriculum, this might include using:

- Additional focused support from the class teacher or an additional adult in classroom. This should be purposeful, with the aim to develop the pupil's independence and maximise pupils contact with his/her class teacher.
- Visual timetables
- I-pads, laptops, or other alternative recording devices
- Positive behaviour systems
- Proven interventions that have been identified to achieve specific targets.

Some of the interventions that we have found to be effective in helping children to make accelerated progress are the following:

- Little Wandle Keep Up
- Little Wandle Catch Up
- Precision Teaching
- Talkabout - Speech and Language
- Lego Therapy
- ELSA (Emotional Literacy Support Assistants) Programme.
- NCETM Ready to Progress

Each learner identified as having SEN, is entitled to support that is 'additional to or different from' a normal adapted curriculum. The type of support a child will receive is dependent on the individual learning needs and is intended to enable access to learning and overcome the barrier to learning identified. This support is identified on a provision map, which details the individual learner names, describes the interventions, and actions that we undertake at St Helen's C of

E school to support learners with SEN across the school. The provision map is modified termly to reflect the current support that is in place.

How do we find out if this support is effective?

Monitoring progress is an integral part of teaching and leadership within St Helen's C of E. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the quality first teaching approach which consists of an 'assess, plan, do, review' model. During this process parents/carers and the child with SEN is involved in each step. Prior to any addition provision being put in place the SENCO, Teacher, parent/carer and learner will agree on how this intervention will be of benefit for the learner and what they expect to gain from it. A baseline will be recorded on the termly provision map, this will then be used to compare the impact of the provision.

How does the school monitor the progress of children with SEN?

Once a child is identified as having SEN, a SEND Support Plan is put together by the class teacher to outline a profile of the child and his or her needs, identified measurable targets termly, the methods to be used in order to achieve specific outcomes and pupil and parental perspective. We use a four-part cycle of assess, plan, do, review to allow us to develop a growing understanding of an individual's needs and what helps them to make progress and secure good outcomes.

Once recorded, the SEND Support Plan becomes a working document, which can be updated to show progress towards the measurable targets and to set new ones. Adjustments to the plan can be made where necessary. The class teacher manages the plan and suggested actions. They will be accountable for the outcomes and therefore should discuss with the SENCO if they feel the plan is not working, for whatever reason.

A timescale will be attached to the plan so that everyone involved appreciates when outcomes should be reviewed. A review will take place within this timescale in which interventions can be evaluated, along with the views of the child and the parents. The plan can then be updated, or a further plan can be devised, if required, to enable the pupil to achieve their next steps in learning. Alternatively, the pupil may have made sufficient progress for the plan to cease. If a learner has an Educational Health and Care Plan (EHC plan) the same termly review conversations take place, but the EHC plan will also be formally reviewed annually.

Further Options:

- Further assessments requested from outside agencies, such as a Speech and Language Consultant or Educational Psychologist, to gain a better understanding of the pupil's profile and recommendations for support.

The SENCO will regularly collate the impact data of interventions to ensure that we are only using interventions that work and of high quality provision.

Progress data of all learners is collated by the whole school termly and monitored by teachers, senior leaders and governors.

How does the school enable pupils with SEND to engage fully in the activities of the school?

All learners at St Helen's CE Primary School will have the same opportunity to access SHINE enrichment activities. We ensure that children with SEN engage in the activities of the school alongside pupils who do not have SEN, this may involve making reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage when compared with their peers. This requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

In-line with our duties under the Equality Act 2010, all staff have regular training to ensure they are aware of the specific duties this legislation places on schools, settings, and providers. This does include the duty of; not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities." Section 1 (1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

How does the school support the Social, Emotional, Mental health and development of pupils with SEND?

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging behaviour or showing signs of anxiousness.

We have clear processes to support children with social and emotional needs. This includes the effective management of behaviour (as in behaviour policy).

Staff undergo training where necessary in order to support children with particular needs. We currently have one trained Emotional Literacy Support Teaching Assistant (ELSA's) who delivers pastoral support in the form of one to one provision as well as group provision that develops social skills.

In addition to this all of our teaching staff provide pastoral support for all children where it is needed.

How is specialist expertise accessed and to what extent do staff within school undergo training in relation to children with SEND?

School has access to qualified and specialist staff to support the range of needs identified, provided by the Local Authority. These include; Educational Psychologists, Visual Specialists, Speech and Language Therapists, ADHD Nurses and Occupational Therapists. This expertise is accessed via the SENDCO.

Training opportunities for staff, including teachers and teaching assistants, to match identified areas for development, are provided when necessary. This may be via in house training or that from the Local Authority to ensure that all staff have the knowledge and skills required to best support pupils in their classes/intervention groups and provide them with Quality First Teaching.

Classroom teachers have the skills required to fulfil the demands of the graduated approach, particularly with regard to the deployment of teaching assistants and monitoring of interventions.

We are committed to developing the ongoing expertise of our staff. We have the current expertise in our school:

Initials of Intervention Assistant	Trained in Intervention
HT	National SENCO Award - Post Graduate Certificate Level 1 Team Teach Certified Precision Teaching Talk About Social Stories PM Benchmark Reading Assessor Little Wandle Phonics Trauma informed practices
CM	Level 1 Team Teach Certified NCETM Maths Specialist Little Wandle CPD Deliverer Little Wandle Phonics Precision Teach PM Benchmark Reading Assessor Trauma informed practices
CD	Level 1 Team Teach Certified PM Benchmark Reading Assessor Little Wandle Phonics Trauma informed practices
KW	Level 1 Team Teach Certified Little Wandle Phonics Trauma informed practices
EA	PM Benchmark Reading Assessor Little Wandle Phonics

	Precision Teach Trauma informed practices
CN	PM Benchmark Reading Assessor Little Wandle Phonics Precision Teach Trauma informed practices
KB	Level 1 Team Teach Certified Precision Teaching Talk About Social Stories PM Benchmark Reading Assessor SEMH Breaktime Support Trauma informed practices
SD	Level 1 Team Teach Certified ELSA EBSA Drawing and Talking Therapy Precision Teaching Talk About Social Stories Lego Therapy Challenging Behaviours Attachment Theory Little Wandle Phonics PM Benchmark Reading Assessor Colourful Semantics SEMH Breaktime Support Trauma informed practices
JS	Talk About Social Stories Little Wandle Phonics Trauma informed practices
SS	Talk About Social Stories NELI Nuffield Early Language Programme Little Wandle Phonics Lego Therapy SEMH Breaktime Support Precision Teach Trauma informed practices
SL	Little Wandle Phonics

How does the school ensure that equipment and facilities to support children with SEND will be secured?

The school is committed to ensuring that the necessary equipment and facilities to support children with SEND are put in place. As a result, the school building has wheelchair access to entrances. There is a wheelchair access toilet in the main entrance area of the school which is large enough to be used for changing.

As a school we ensure that we make all reasonable adjustments and adaptations possible for children and adults with specific needs. We are sensitive to the needs of parents for whom it may be necessary for us to modify the way in which we communicate information to them.

How does the school work together with parents regarding children with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- The SENCO is also available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Personal progress targets and your child's SEND Support Plan will be reviewed with your involvement termly at SEND support meetings.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

How does the school involve children with SEND in their education?

Within St Helen's CE Primary School, we endeavour to make sure that children with SEND are involved in decision making around their education.

We will talk to the parent / carer who takes care of the children and talk to their class teacher about how they are doing in class with their work. We may also need to speak to any of the other adults who work with them, for example, Teaching Assistants, speech therapists or other professionals.

When measured targets are set with SEND Support Plans, the targets are shared and agreed with the children to ensure that there is an opportunity for pupil voice.

Children are encouraged to tell their Class Teacher, Teaching Assistant, Parents, Carers, Friends or another adult that they can trust what they are finding difficult and what they may find helpful to support them.

In all classes there will be children working at different levels. The class teacher will set a broad and balanced curriculum offer which is adapted appropriately to meet each individual child's needs.

We are a caring school and have understanding teachers and support staff who want to meet the needs of all children and make sure that they are safe. All children can talk to their class teacher about anything in school if they are worried about things other than your school work. All classes have a 'I wish my teacher knew' jar to encourage children to speak if they wish to.

If you need any more help, you can speak to the SENCO, Miss Threadgold, or the Head Teacher, Mrs McDonald.

How does the school support children with SEND when they join our school, leave our school, or move to another class?

If your child is joining us from another school:

- The SENCO will visit pre-schools with the Foundation Stage Leader when appropriate.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.

When moving to another school (in-year):

- We will communicate with the school SENCO and share information about your child, and provisions that have helped them to achieve their learning goals.
- We will ensure that all records are passed on as soon as possible.

When moving classes in school:

- An information sharing meeting will take place with the new teacher, including sharing of the child's Support Plan and current targets and provision.
- Children will have opportunities to visit the new class/teacher.

When moving from Year 6 to 7:

- The SENCO will meet with the SENCO of the secondary school to discuss the specific needs of your child and the nature and level of support which has had the most impact.
- All pupils will visit their secondary school on transition day, and in some cases staff will come to our school to visit the children in addition to this.
- In some cases additional transition days may be organised to support children with SEND to settle into their new school.
- In some cases, additional multi-agency meetings may be arranged to create a more detailed transition plan.

How does the school governing body work alongside other services to meet the needs of children with SEND?

Role of the Governing body:

- The Governors, especially the named SEND Governor, will be kept informed as children move through the SEND elements. Other SEND related updates and amendments are continuously shared with the SEND Governor and the SEND Governor is aware of Warrington's and Salford's Local Offer and the agencies and services that are available to St Helen's CE Primary School.

- The SEND Governor robustly holds that 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.

What additional support is available 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://www.warrington.gov.uk/special-educational-needs-and-disability-send)

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.

<https://www.warrington.gov.uk/SEND>

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.

<https://www.warrington.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://www.salford.gov.uk/mycity-directory)

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

What should I do if I have a complaint?

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 policy was reviewed in September 2025. It will be next reviewed in September 2026.