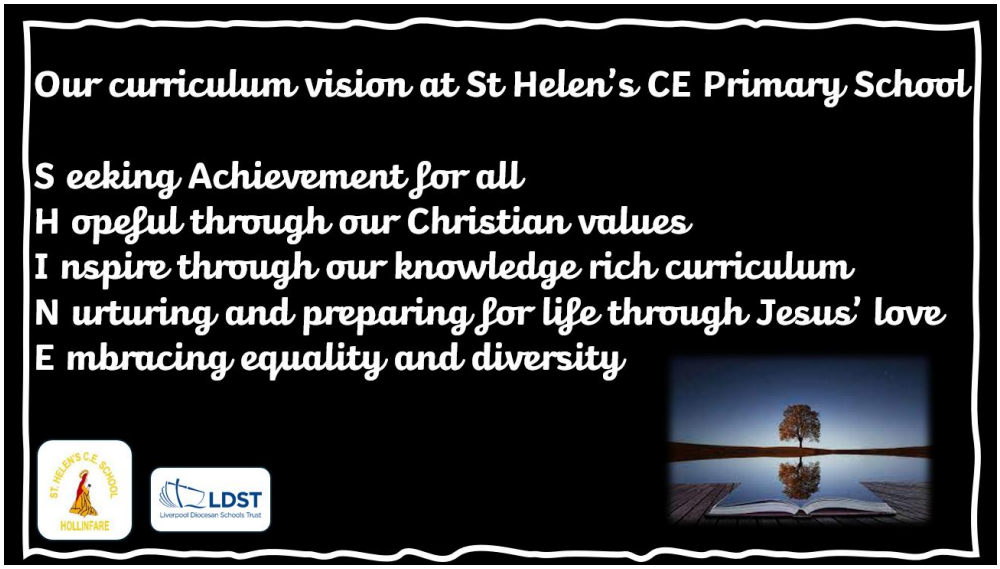
St Helen's Church of England Primary School

Special Educational Needs and Disability Policy



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



The meaning of Special Educational Needs and Disability (SEND)

- A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability that calls for special educational provision to be made for them. A child has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age, or they have a disability which prevents or hinders them from making use of the educational facilities generally provided for others of the same age in mainstream schools.

- Special educational provision means educational provision that is additional to, or different from, that made generally for other children or young people of the same age.

- Children and young people must not be regarded as having SEND solely because the language or form of language they use at home is different from the language in which they are taught.

Our SEND Offer at St Helen's CE Primary School

At St Helen's CE Primary School, we are committed to providing an inclusive, nurturing and aspirational learning environment in which every child is valued, respected and encouraged to achieve their full potential. We believe that all pupils, including those with Special Educational Needs and Disabilities (SEND), have the right to access a broad, balanced and ambitious curriculum and to participate fully in all aspects of school life.
Our intention is to create a culture of belonging where diversity is celebrated and individual strengths are recognised. Through high-quality teaching, adaptive practice and a commitment to meeting individual needs, we aim to ensure that every pupil can access learning, make meaningful progress and develop the confidence, resilience and independence needed to flourish both academically and personally.

We are committed to identifying and addressing barriers to learning at the earliest opportunity through a graduated approach to support. Working in close partnership with pupils, parents, carers and external professionals, we provide provision that is responsive, personalised and regularly reviewed to ensure positive outcomes for all learners.

At St Helen's CE Primary School, we maintain high expectations for every pupil and strive to equip children with the knowledge, skills and values they need to become successful learners, active members of their community and confident individuals who are able to love, learn and shine in God's light.

Identifying children with SEND

As an inclusive school community, we regularly monitor the progress and wellbeing of all pupils to identify any barriers to learning at the earliest opportunity. Through pupil progress meetings and the graduated approach, class teachers and the SENDCo work together to assess pupils' strengths and needs using a range of evidence, including assessments, observations, pupil voice, parent/carer views, attendance information and, where appropriate, advice from external professionals.

Where a pupil continues to make less than expected progress despite high-quality teaching and appropriate adaptations, a Pupil Support Form may be completed to identify whether additional support is required. Using the Assess, Plan, Do, Review cycle, staff work collaboratively with pupils, parents/carers and external agencies to plan, implement and review provision.

If a pupil's needs can be met through Quality First Teaching and reasonable adjustments, they may not be identified as having SEND. However, where provision is additional to or different from that ordinarily available, the pupil may be placed on the SEND register and an Individual Support Plan (ISP) will be developed. This support is reviewed regularly to ensure it remains effective and helps the pupil achieve positive outcomes.

As part of our transition arrangements, information is gathered and shared when pupils join the school. Class teachers work closely with the SENCo and, where necessary, external professionals to ensure appropriate support is in place from the outset.

Inclusion

This policy builds on the school's Equality Policy and reflects our commitment to ensuring that all pupils have access to a broad, balanced and ambitious curriculum. We are committed to providing high-quality, inclusive teaching that meets the needs of all learners and enables every pupil to achieve their full potential.

The Governing Body is committed to ensuring that appropriate provision is made for pupils with Special Educational Needs and Disabilities (SEND) in accordance with the principles of inclusion, equality of opportunity and the graduated approach outlined in the SEND Code of Practice (2015). The school will make reasonable adjustments, where required, to ensure that pupils with SEND are able to access learning and participate fully in all aspects of school life.

Admissions

The Governing Body is committed to ensuring that pupils with Special Educational Needs and Disabilities (SEND) are treated fairly and are able to access the same opportunities as all other pupils. Admissions arrangements do not discriminate against children with SEND and comply with the requirements of the SEND Code of Practice (2015), the Equality Act 2010 and the school's Admissions Policy.

We welcome applications from all children, including those with SEND. Pupils with SEND are admitted in accordance with the school's published admissions criteria. Where a pupil has an Education, Health and Care Plan (EHCP), the school will work closely with parents/carers, the Local Authority and relevant professionals to ensure that appropriate provision and support are in place.

The school does not have any specialist resource provision or alternative provision attached to it. However, through our inclusive ethos and graduated approach, we aim to ensure that all pupils can access learning, participate fully in school life and achieve their full potential.

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 SEND are supported primarily through high-quality teaching within the classroom. Where appropriate, pupils may also access targeted interventions, small-group support or personalised programmes designed to meet their individual needs and remove barriers to learning.

At St Helen's CE Primary School, class teachers are responsible for the progress and attainment of all pupils, including those with SEND. They are supported by skilled teaching assistants who work under the direction of the class teacher to deliver interventions, facilitate learning and promote independence. Staff receive ongoing professional development and targeted training to ensure they are equipped to meet the diverse needs of our pupils.

Where additional support is required, the school works in partnership with a range of external professionals and services. These may include Educational Psychologists, SEND Specialist Teachers, Speech and Language Therapists, Occupational Therapists, Sensory Services, School Health Advisors, Mental Health Support Teams and other relevant agencies. Advice and recommendations from these professionals are used to inform provision and ensure pupils receive the support they need to achieve positive outcomes.

All support is planned, implemented and reviewed through the graduated approach of **Assess, Plan, Do, Review**, ensuring provision remains responsive, effective and tailored to each pupil's individual strengths and needs.

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

Accessibility

At St Helen's CE Primary School, we are committed to providing an accessible and inclusive environment for all pupils. Reasonable adjustments are made to ensure that children with SEND can access the curriculum, learning environment and wider school life alongside their peers.

The school is accessible to pupils with a range of needs and includes facilities such as a disabled toilet and ramped access to the school building and playground to support wheelchair users and those with mobility difficulties. We continually review our environment and provision to ensure that barriers to learning and participation are minimised.

In line with our Accessibility Plan, we aim to ensure that all pupils can access the curriculum, participate in extracurricular activities, educational visits and enrichment opportunities, and enjoy full inclusion within the life of the school. Where necessary, adaptations to the physical environment, resources, teaching approaches and equipment are made to meet individual needs and promote independence.

We are committed to enabling every pupil to thrive, achieve their full potential and participate fully in all aspects of school life.

Monitoring and Evaluating

The progress of pupils with SEND is monitored through a continuous cycle of Assess, Plan, Do, Review. Individual Support Plans (ISPs) are completed and reviewed termly by class teachers, with oversight from the SENDCo. Targets are reviewed at least three times per year and updated to reflect pupils' progress, emerging needs and next steps. For pupils with an Education, Health and Care Plan (EHCP), progress towards outcomes and provision is monitored in line with statutory requirements, including an annual review.

The ISP is a working document that records agreed targets, strategies and support. It is regularly updated to reflect progress and any necessary adjustments to provision. Class teachers remain responsible for implementing and monitoring support, working closely with the SENDCo to evaluate its impact and identify any changes required. Reviews include the views of the pupil, parents/carers and, where appropriate, external professionals, ensuring provision remains responsive and effective.

Where concerns remain or further understanding is required, the school may seek advice and assessment from external agencies such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists and other specialist services.

The SENCo regularly monitors the quality and impact of SEND provision across the school, including the effectiveness of interventions, pupil progress, target setting, classroom support and the deployment of resources and teaching assistants. Progress data for all pupils is reviewed termly by teachers, senior leaders and governors to ensure that support is enabling pupils with SEND to achieve positive outcomes and make sustained progress from their individual starting points.

Graduated Levels of Intervention and Support

Universal Provision

- High-quality teaching (Quality First Teaching) for all pupils.
- Inclusive classroom practice and ordinarily available provision.
- Adaptations and reasonable adjustments embedded within teaching and learning.

Targeted Support

- Additional support is provided when a pupil is not making expected progress.
- Individual Support Plans (ISPs) with targeted interventions and adaptations.
- Close partnership with parents/carers.
- No diagnosis is required to access support.

Targeted Plus Support

- Enhanced provision for pupils with more complex needs.
- Increased involvement from external professionals.
- Personalised programmes, interventions and curriculum adaptations.

- Some pupils may have an Education, Health and Care Plan (EHCP).

Specialist Support

- Provision informed by specialist assessments and recommendations.
- Multi-agency involvement, including services such as Educational Psychology, Speech and Language Therapy, CAMHS, Occupational Therapy and specialist teaching services.
- Support may be delivered through an EHCP where required.

Transition Arrangements

We recognise the importance of effective transition at all stages of a child's education. Information is shared between teachers at key transition points to ensure that pupils' strengths, needs and successful support strategies are understood and continued.

When pupils join St Helen's CE Primary School, information is gathered from previous settings, parents/carers and external professionals where appropriate to ensure support is in place from the outset.

For pupils moving to secondary school, detailed information is shared with the receiving setting. Additional transition arrangements may include meetings with secondary school staff, enhanced visits, transition programmes and joint working with external professionals. For pupils with an Education, Health and Care Plan (EHCP), transition planning forms part of the annual review process to ensure that appropriate provision is in place for the next stage of education.

Roles and Responsibilities

Role of the Class Teacher

The class teacher is responsible and accountable for the progress and development of all pupils in their class, including those with SEND and those accessing additional support from teaching assistants or specialist staff. Class teachers will:

- Deliver high-quality, inclusive teaching that is adapted to meet the needs of all pupils.
- Identify and respond to pupils' individual strengths and areas of need.
- Implement the graduated approach using the **Assess, Plan, Do, Review** cycle.
- Work closely with the SENDCo, teaching assistants and other professionals to plan, implement and review provision.
- Develop, implement and review Individual Support Plans (ISPs).
- Monitor and assess pupil progress and maintain accurate records.
- Communicate regularly with parents/carers regarding progress, support and outcomes.
- Contribute to referrals and reports for external agencies where appropriate.
- Ensure all pupils can access the curriculum and experience success within an inclusive classroom environment.
- Maintain high expectations for all pupils and adapt provision to remove barriers to learning.

Role of the SENCo

The SENCo is responsible for overseeing the strategic development and day-to-day operation of SEND provision across the school. The SENCo will:

- Oversee the implementation of the school's SEND Policy and graduated approach.
- Coordinate and monitor provision for pupils with SEND.
- Maintain and review the SEND Register.
- Monitor the effectiveness and impact of SEND provision and interventions.
- Advise staff on adaptive teaching and appropriate support strategies.
- Support staff with identifying, assessing and meeting pupils' needs.
- Liaise with parents/carers to ensure they are fully involved in decision-making.
- Work collaboratively with external agencies and specialist services.
- Coordinate referrals and access to specialist support where required.
- Support transition arrangements between classes, phases and educational settings.
- Monitor the use of SEND funding and resources.
- Identify staff training needs and coordinate professional development.
- Work with senior leaders and governors to ensure compliance with the SEND Code of Practice and Equality Act 2010.
- Ensure SEND records are accurate, secure and up to date.

Role of the Governing Body

The Governing Body has a strategic responsibility for SEND provision and for ensuring that pupils with SEND receive appropriate support. The Governing Body will:

- Ensure the school meets its statutory duties relating to SEND and accessibility.
- Monitor the effectiveness of the school's SEND provision.
- Appoint a designated SEND Governor.
- Receive regular updates from the Headteacher and SENDCo regarding SEND provision and outcomes.
- Hold school leaders to account for the progress, attainment and wellbeing of pupils with SEND.
- Ensure resources are allocated appropriately to meet pupils' needs.

Role of the Senior Leadership Team

The Senior Leadership Team works alongside the SENDCo to promote high-quality inclusive practice across the school. The Senior Leadership Team will:

- Monitor the progress and attainment of all pupils, including those with SEND.
- Analyse assessment and progress data to identify trends, strengths and areas for development.
- Monitor the quality and impact of teaching, interventions and SEND provision.
- Support staff in implementing effective strategies and interventions.
- Ensure SEND remains a priority within school improvement planning.
- Promote an inclusive culture where all pupils are supported to achieve their full potential.
- Work collaboratively with the SENDCo to ensure resources, staffing and provision are deployed effectively.

Our Inclusive Approach

At St Helen's CE Primary School, we are committed to creating an inclusive, supportive and aspirational environment where every child is valued as an individual and feels a sense of belonging within our school community. We believe that all pupils should be given the opportunity to thrive, achieve and reach their full potential.

We achieve this by:

- Providing high-quality, inclusive teaching that enables all pupils to access learning and make progress.
- Maintaining high expectations for every child and recognising their individual strengths and needs.
- Ensuring that appropriate adaptations, reasonable adjustments and support are in place to remove barriers to learning.
- Creating a safe, nurturing and supportive environment where pupils feel confident to take risks, learn from mistakes and develop resilience.
- Using flexible and responsive teaching approaches that recognise children learn in different ways.
- Promoting independence, confidence and a positive attitude towards learning.
- Ensuring all pupils can participate fully in the wider life of the school.
- Working in partnership with parents/carers, pupils and external professionals to secure positive outcomes.
- Celebrating achievement, effort and progress in all its forms.
- Supporting every child to flourish academically, socially and emotionally.
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Equal opportunities

Pupils with SEND are supported through inclusive practice and high-quality teaching, ensuring they have equal opportunities to access learning, achieve positive outcomes and participate fully in school life.

External Agencies

We work closely with a range of external agencies to support pupils with SEND, including the Local Authority Inclusion Team, CAMHS, Pyramid Education, Local Authority and School-Funded Educational Psychologists, the Early Help (CAF) Team, Health Professionals, St Joseph's Family Centre, High School SENDCos, the ADHD Team, the Local Authority Family Support Worker, The Peace Centre and the NSPCC.

Additional support may be provided by Speech and Language Therapists, Hearing and Vision Impairment Specialist Teachers, Mental Health Support Teams and School Health Advisors. Where appropriate, referrals are made in partnership with parents/carers to ensure pupils receive the specialist support they need.

Resourcing

The allocation of resources for pupils with SEND is reviewed regularly to ensure provision remains effective and responsive to identified needs. Decisions regarding staffing, interventions, training, specialist equipment and other resources are informed by pupil needs, progress data and the graduated approach. SEND resourcing is considered alongside wider school priorities and is aligned with the School Development Plan to ensure that all pupils have access to appropriate support and opportunities to achieve positive outcomes.

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

Speak to Ollie on **01925 442659**, 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

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

Warrington Family Help
The purpose of Family 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
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)

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 Family 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 policy was reviewed in September 2026. It will be next reviewed in September 2027.