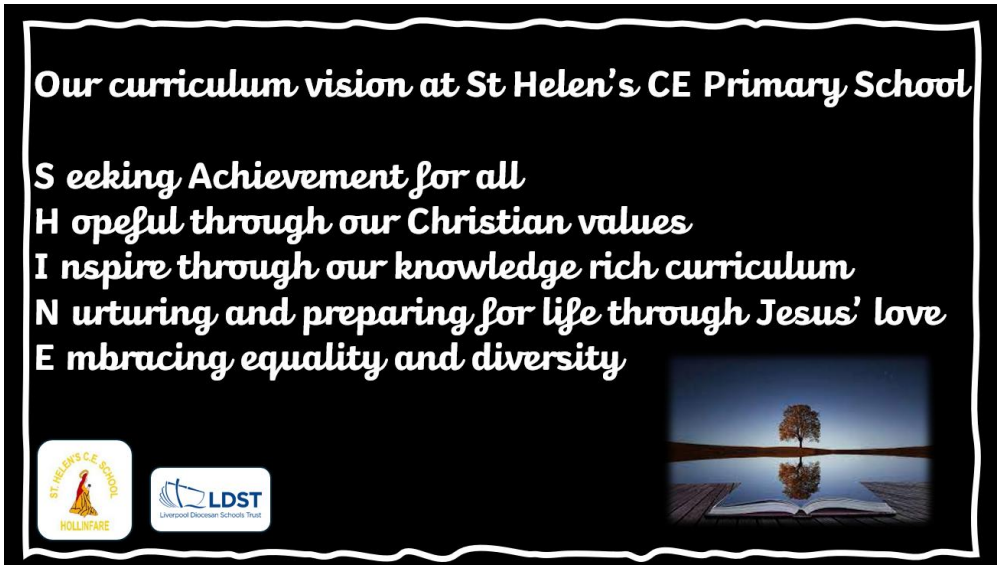
St Helen's Church of England Primary School

SEND Information Report

2026-2027



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



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 value and celebrate every member of our community. We are committed to creating an inclusive culture where all pupils feel welcomed, respected and supported to achieve their full potential. We recognise and respond to the diverse strengths, needs, backgrounds, interests and experiences of our pupils, ensuring that every child, including those with SEND, can fully participate in school life and make meaningful progress.

We strive to provide a broad, balanced and ambitious curriculum that places knowledge, skills and personal development at its heart. High-quality teaching is the foundation of our provision, and all staff have high expectations for every pupil. Through adaptive teaching, reasonable adjustments and personalised support where required, we ensure that all learners can access the curriculum and achieve success from their individual starting points.

Our curriculum is designed to be inclusive and accessible for all pupils. It promotes resilience, independence, perseverance, confidence and a positive attitude to learning, enabling children to flourish both academically and personally. We aim to equip pupils with the knowledge, skills and values they need to become confident, responsible and active members of their community.

All pupils have access to a broad and balanced curriculum through Quality First Teaching and appropriate adaptations to teaching, learning and assessment. Where additional support is required, this may include targeted interventions, small-group teaching, personalised programmes or specialist provision. Support is determined through the graduated approach and is regularly reviewed to ensure it remains effective and responsive to individual needs.

We are committed to removing barriers to learning and ensuring that pupils with SEND can participate fully in all aspects of school life, including educational visits, residential experiences, enrichment activities, clubs and sporting opportunities. High expectations are maintained for all pupils, and potential difficulties are identified and addressed at the earliest opportunity. Through inclusive practice and a strong understanding of individual needs, we work to ensure that every child is able to thrive, achieve and flourish within our school community.

Four Broad Areas of Need

Provision is planned around the four areas of need identified in the SEND Code of Practice:

Communication and Interaction

- Speech, language and communication needs.
- Social communication and interaction difficulties, including autism.

Cognition and Learning

- Difficulties with literacy, numeracy, memory, processing and learning.
- Including specific learning difficulties such as dyslexia and dyscalculia.

Sensory and/or Physical Needs

- Visual and hearing impairments.
- Physical disabilities and medical needs affecting access to learning.

Social, Emotional and Mental Health (SEMH)

- Emotional regulation, mental health, anxiety, attachment difficulties and behavioural needs.

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 needs;
- Supporting all children to embrace full inclusion in all school activities;
- Consulting with a broad range of professionals to meet an individuals need;
- Working in partnership with our local authority and boarding local authorities to meet the needs of all vulnerable learners;
- Working in partnership with parents or carers and pupils at every stage of the graduated approach. Pupil and family views are gathered through Pupil Support Forms, review meetings and SEND planning processes to ensure support reflects individual strengths and needs.

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

"Children Looked After (CLA)" 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-CLA" 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 CLA and previously-CLA 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 CLA and previously-CLA.

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 and inclusive school community, we know and value every child as an individual. We regularly assess, monitor and review the progress and wellbeing of all pupils. Through ongoing pupil progress meetings and the graduated

approach, we identify pupils who may not be making expected progress or who may be experiencing barriers to learning.

Where concerns are identified, the class teacher and SENDCo work together to gather information and build a detailed understanding of the pupil's strengths and needs. This may include observations, assessment information, pupil voice, parent/carer views, work scrutiny and, where appropriate, advice from external professionals.

The child's needs are analysed using the Assess, Plan, Do, Review cycle, drawing upon the impact of Quality First Teaching, teacher assessments, previous attainment and progress, and information from the school's tracking systems. This collaborative approach ensures that any support put in place is carefully matched to the pupil's individual needs and reviewed regularly to ensure it is effective.

This analysis may include:

- Teacher observations and assessments.
- Attainment and progress data.
- Attendance and pastoral information.
- Parent/carer views and contributions.
- Pupil voice.
- Screening and standardised assessments.
- Information from previous settings or schools.
- Advice and assessments from external agencies and professionals where appropriate.

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 gather information and identify any additional support required. This process helps the school determine whether a pupil may have Special Educational Needs and/or Disabilities (SEND).

Using the graduated approach of **Assess, Plan, Do, Review**, staff work collaboratively with pupils, parents/carers and, where appropriate, external professionals to develop a detailed understanding of the pupil's strengths and needs. Provision is then implemented, monitored and reviewed regularly to ensure it is effective and leads to positive outcomes.

Where a pupil's needs can be met through the school's universal provision, including Quality First Teaching and reasonable adjustments, they may not be identified as having SEND or placed on the SEND register. However, where a pupil requires provision that is **additional to or different from** that ordinarily available to their peers, they may be identified as having SEND and placed on the SEND register.

An Individual Support Plan (ISP) will then be developed in partnership with parents/carers and the pupil, setting out agreed outcomes, strategies and support. Progress will be reviewed regularly through the Assess, Plan, Do, Review cycle to ensure barriers to learning are reduced and the pupil is supported to achieve their full potential.

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 graduated approach to identifying and supporting pupils with SEND through the continuous cycle of Assess, Plan, Do, Review (APDR). This ensures provision is responsive, personalised and regularly evaluated to help pupils make progress, develop independence and achieve their potential.

Four Levels of 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.

How is support delivered?

Our teachers will use various strategies to adapt access to the curriculum, support may include:

- Adaptive teaching and learning.
- Visual support.
- Assistive technology.
- Social, emotional and wellbeing programmes.
- Sensory strategies and environmental adaptations.
- Additional adult support where appropriate.
- Personalised timetables and curriculum adaptations.
- 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:

- WellComm
- Little Wandle Keep Up
- Little Wandle Catch Up
- Precision Teaching
- Toe by Toe
- Nessy
- Lego Therapy
- ELSA (Emotional Literacy Support Assistants) Programme.
- NCETM Ready to Progress

Each learner identified as having SEND is entitled to provision that is additional to or different from the adapted curriculum ordinarily available to all pupils. Support is tailored to the individual's strengths and areas of need, with the aim of removing barriers to learning, promoting independence, and ensuring full access to the curriculum. The level and type of support provided will reflect the learner's specific needs and will be reviewed regularly to ensure it remains effective and enables progress.

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?

- ISPs are completed 'termly' by class teachers and overseen by the SENCo
- Targets are reviewed regularly, at least three times per year.
- Progress and provision are evaluated through the Assess, Plan, Do, Review cycle.
- EHCP outcomes and provision are monitored in line with statutory requirements.

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, at least, annually. 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 SENCO.

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
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
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.

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

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 Family 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)

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
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 2026. It will be next reviewed in September 2027.