



SEND Information Report

LAST REVIEWED: SEPTEMBER 2024

ST HELENA'S CHURCH OF ENGLAND PRIMARY SCHOOL

SEND INFORMATION REPORT

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Our 'Local Offer' of support to children with Special Educational Needs and Disabilities (SEND) and their families

We are an inclusive school and strive to support all children to enable them to make the best possible progress and achieve well. To accomplish these aims, we offer a broad and balanced curriculum with high quality teaching.

If your child needs additional help, you will have many questions - we hope the following will help you.





WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

The first thing to do is to speak to your child's class teacher about your concerns, worries or observations. They will be able to offer initial suggestions for adaptations or interventions in the classroom and will liaise with the SENDCo if needed.

The key people in school who can help with information and advice are:

- ❑ Mr Goddard - SENDCo
- ❑ Mr Anderson - Headteacher
- ❑ Alana Boxall - SEND Governor
- ❑ Hayley Groves - Chair of Governors and SEND Governor

HOW WILL SCHOOL RESPOND TO MY CONCERNS?

We will arrange a meeting with you and the class teacher, to discuss concerns. This could be at a parents' evening or after school. The class teacher will discuss your concerns with the SENDCo. A further meeting may take place with you and the SENDCo if necessary. Depending on your child's needs, outside agencies may be requested to assess or observe your child.

A plan of action called a 'Learning Plan', will be put together with you and your child. This contains specific and personalized targets and how school will help your child to achieve them. The plan's targets will be reviewed regularly (at least 3 times a year) with you and your child.

HOW WILL SCHOOL DECIDE IF MY CHILD NEEDS EXTRA SUPPORT?

In our school, children are identified as having SEND through a variety of ways including:

- Liaison with Pre-school settings/previous schools
- Concerns raised by a parent
- Identification by external agencies e.g. Health, Speech and Language
- Formal or informal in-school assessments. If limited progress has been made it will show up on our tracking system which is regularly updated and monitored
- Adult observations over a period of time from teachers, teaching assistants or midday supervisors, including if there is a sudden change in the child's behavior
- Pupil discussions

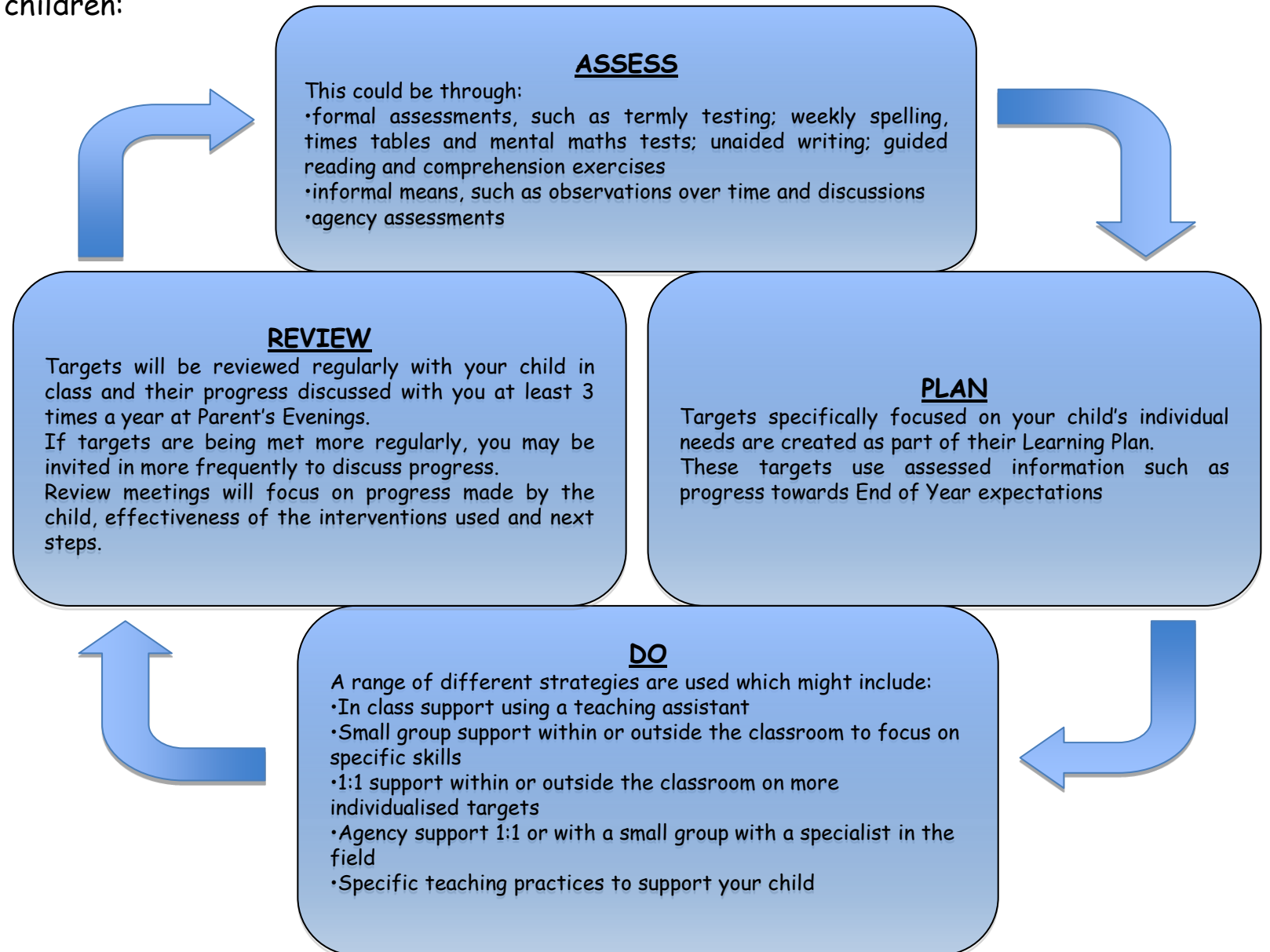
For more information on our criteria for SEND, please see our SEND Policy on the school website.

The SEND Journey 2024/25

| Stage 1 - QFT | Stage 2 - Monitoring | Stage 3 – SEND support | Stage 4 - EHCP |
|---|---|--|---|
| ↓ | ↓ | ↓ | ↓ |
| Area of need identified by the Class Teacher <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social Emotional Mental Health • Sensory and Physical Health | Teacher to meet with SENCo to discuss which assessments need to be carried out. Assessments (eg SNAP) are carried out by Teacher/TA. SENCo to be given results. | Referrals to external agencies may be submitted. | Collate all paperwork If Lincolnshire – V-SEND needs to be completed |
| ↓ | ↓ | ↓ | ↓ |
| Teacher to discuss concerns with parent at a meeting (not parents evening) and prepares a half term intervention to support the specific learning area. Start Internal Referral Form paperwork - page 1 | SENCo to action – meeting with parents/ observations etc | Child moved onto the SEN Register | Information is gathered and an application made for EHCP. There is no guarantee that an EHCP will be granted. Evidence of sufficient graduated approach must be gained. Reports from numerous professionals required. |
| ↓ | ↓ | ↓ | ↓ |
| Child's progress is monitored by class teacher/TA over one half term | Child added to monitoring section of SEN register | Child's progress is monitored by class teacher and SENCO for at least three cycles (terms). If Lincolnshire - V-SEND Tool at this point | |
| ↓ | ↓ | ↓ | ↓ |
| Complete the Internal Referral form – page 1 - Send form to SENCo | Child's progress is monitored by class teachers and SENCO over a 6-8 week block (half term) | Is the child making progress? If yes then remain at this stage. If no then move on to Stage 4 | If an EHCP application is successful, then targets are set and reviewed regularly via the Annual Review process. |
| ↓ | ↓ | | |
| Is the child making progress? If yes then remain at this stage. If no then move on to Stage 2 | Is the child making progress? If yes then remain at this stage. If no then move on to Stage 3 | | |

WHAT WILL THE SCHOOL DO TO SUPPORT MY CHILD?

We support children with a variety of needs, including dyslexia, ADHD, Autism, Sensory impairments, medical needs, physical disabilities, and social and emotional difficulties. Below is an outline of the Assess, Plan, Do, Review process which we use for all SEND children:



WHO WILL SUPPORT MY CHILD IN SCHOOL?

| Who? | How and Why? |
|---------------------------|---|
| Class Teacher | Sets targets based on your child's needs and tasks that are appropriate and accessible for your child Will be ultimately responsible for ensuring the intervention is provided and effectively monitored. |
| Teaching Assistants | Day to day support within the classroom within class tasks (on a 1-1 level or with a small group) May provide additional interventions for specific areas of need Directed by the teacher to support the targets set in Learning Plans. |
| SENDCo | Can support with effective target setting Monitors the effectiveness of intervention groups through the use of provision maps May complete referrals to agency support, including writing letters detailing your child's need to GPs May lead review meetings and complete relevant paperwork Will monitor provision and support across the whole school. |
| Midday Supervisors | May provide support for monitoring and supporting personal, social and emotional needs of your child through play |
| Additional agency support | May complete assessments or observations to support with further details regarding your child's need Will support with target setting Will be involved in the review process and deciding next steps. |
| SEND Governor | Will oversee the provision for SEND and implementation of the SEND Policy within school. |

WHAT TRAINING AND EXPERIENCE DO STAFF HAVE FOR THE ADDITIONAL SUPPORT OF MY CHILD'S NEEDS?

All staff have had training in First Aid, Safeguarding and behaviour management. Teaching staff have also had training on supporting children with autism, dyslexia, and supporting deaf children. Specific CPD is planned for each year, dependent on the needs of the children or staff in that year. The SENDCo has a BA(Hons) in Psychology and SEND & Inclusion and is currently set to complete the NASENCo Award by October 2024. In 2023/4, St Helena's are part of the Lincolnshire SEND Project, which provides the school support with improving our offer as well as a range of CPD for staff in all areas.

HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO THE CHILDREN'S SEND NEEDS?

Provision is made for all children who have additional needs using allocated funds within the school budget.

Additional adults in school are utilised based on our context at any one time, and may change throughout the year. This could include: supporting learning in the classroom, delivering intervention programmes (such as ELSA or Read, Write, Inc intervention) or developing early reading.

The budget is allocated on a needs basis. The children who have the most complex needs are given the most support. We also employ a highly skilled teacher from the Specialist Teaching Team to assess and support any child who may have additional needs.

If a child has a statement/EHC Plan the school's budget may be supplemented by additional funding from the Local Authority.

WHO ELSE MIGHT BE INVOLVED IN SUPPORTING MY CHILD?

We are fortunate to be able to access a range of agencies to support children with additional needs:

| Agency | Support Available |
|---------------------------|--|
| Specialist Teaching Team | Support for teachers on the use of interventions and specific learning needs Support either through 1-1 or small group work on key skills, directed by the SENDCo Completes assessments to identify areas of need including the identification of dyslexia |
| Educational Psychologist | Observations and assessments to support with learning, personal, social, emotional and mental health needs Support with target setting Individual and small group work on specific needs |
| Speech & Language Therapy | Assessments of speech difficulties and language acquisition 1-1 blocks of work on specific speech targets |
| Working Together Team | Observations to support children with social, communication difficulties including those with Autism Support with target setting |

We can also make referrals to:

- Community Paediatricians
- Child and Adolescent Mental Health Service (CAMHs)
- Educational Welfare Service
- Early Help Team
- Easy Counselling Service
- Sensory Impaired Support Service

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S SOCIAL AND EMOTIONAL WELL BEING?

Pastoral and Social Support

- Teachers, Teaching Assistants and Midday Supervisors build up strong relationships with children to support their emotional needs
- All incidents are communicated to the relevant members of staff and recorded in the Behaviour Incidents File and on CPOMS.
- All child protection issues will be reported to one of the safeguarding officers in school - Head teacher and Senior Teacher
- We have a clear behaviour policy, available on our website, which is adhered to by all staff
- Interventions are planned for personal, social and emotional development by need across the school. The content of this will vary according to the identified needs of the children involved but could include social development, small group work, self-esteem workshops and 1-1 support
- We have a structured PSHE curriculum and the use of circle times to promote speaking, listening, empathy, working together, turn taking and following social rules.

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S SOCIAL AND EMOTIONAL WELL BEING?

Medical Needs

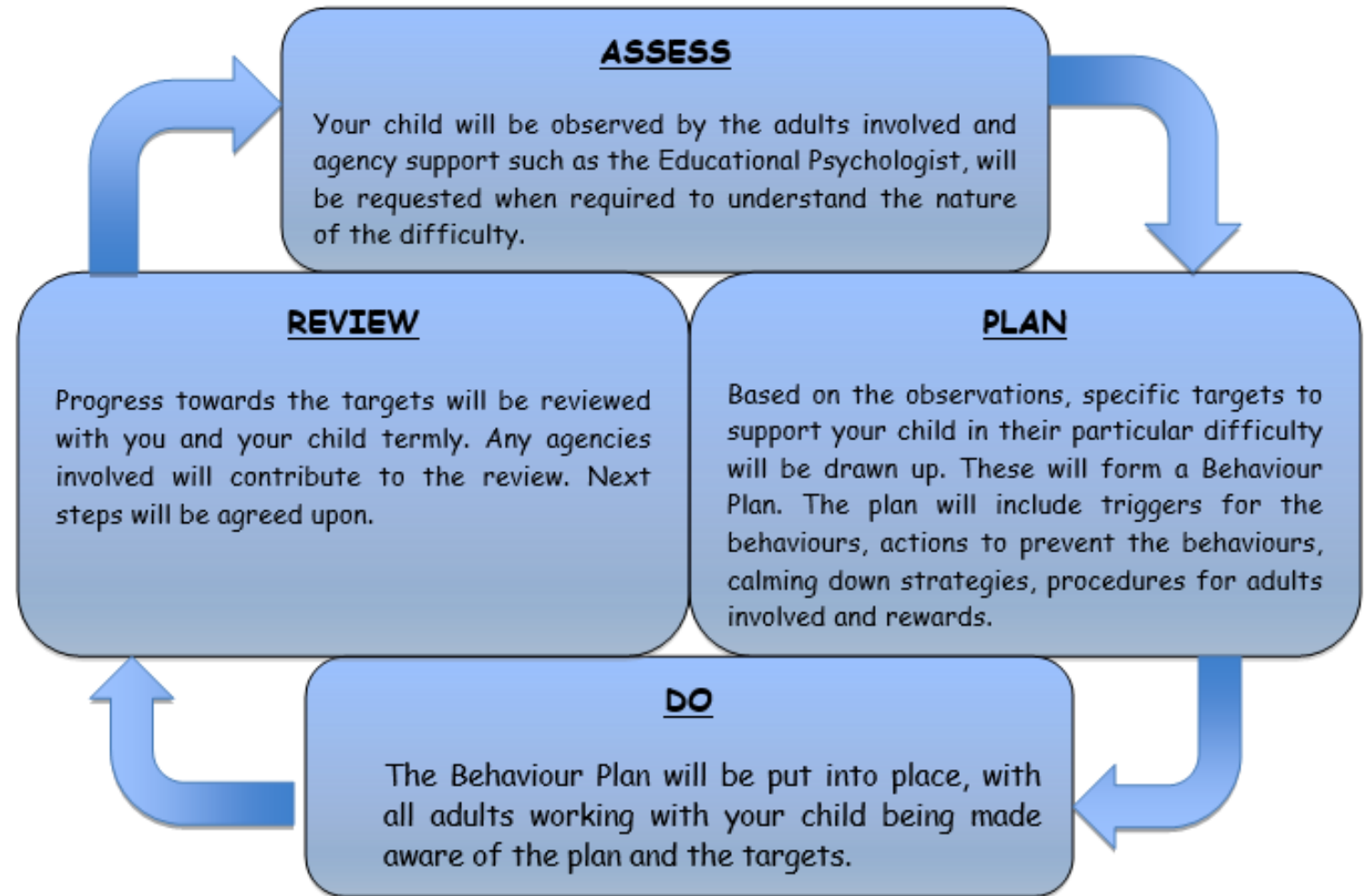
- If your child has specific medical needs then please contact the office so the SENDCo can ensure appropriate plans to support your child are put into action
- If needed, a 'care plan' can be written to inform staff of the specifics of the condition and what should be done to support the needs of the child. This may be written in conjunction with health professionals such as the School Nurse
- If your child requires ongoing medication, please contact the school office and complete a medicine administration form. All medicines will be stored in a locked cupboard in the office (unless it is an Epi-pen) and records will be kept of when they are administered.

(See Medicines Policy on the website for more detailed information)

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S SOCIAL AND EMOTIONAL WELL BEING?


Support for behaviour (including attendance and exclusion)

If your child has specific difficulties regarding behaviour they may have a behaviour plan. This will follow the Assess, Plan, Do, Review process:



HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

Review Meetings – When your child's targets are being reviewed they will be asked to contribute to the process by thinking about their progress, what has worked well for them and what their next steps should be.



Social Stories – These are written with individual children to help them to manage their emotions and behaviours in a certain situation.



On-going recording pupil voice – Your child's views and responses will be recorded throughout interventions to inform future planning.



School Council – Your child can also contribute to the wider school through School Council meetings.

HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

| | | |
|---|--|--|
| Using ICT to record e.g. using I-pads to record or to type as an alternative to writing | Using ICT to support learning e.g. apps to develop basic skills in a motivational way, laptop for typing work. | Using drama techniques e.g. using hot seating, freeze framing, filming and other speaking and listening activities |
| Using concrete apparatus e.g. practical resources in maths, magnetic letters for spelling | Use of seating e.g. careful positioning on the carpet/ at tables, to ensure support and attention | Use of talk partners e.g. sharing ideas and peer learning |
| Use of different groupings e.g. mixture of ability, mixture of age, same ability | Use of visual aids e.g. visual timetables, displays, learning walls, success criteria and word mats | Use of pre-teaching e.g. sharing key points of the learning and vocabulary prior to the lesson |

If your child has Special Educational Needs or Disabilities then they will require support that is 'additional to and different from' the rest of the class. However, this does not necessarily mean that they need to be taught outside of the classroom, it simply means that teachers need to ensure we use a range of different strategies to support your child's learning.

| Opportunity | Details | Frequency |
|--|--|-------------------------|
| Review meetings | Learning Plans are reviewed with parents and pupils | At least 3 times a year |
| | Statements/Education & Health Care Plans (EHC plans) are reviewed with parents and pupils | Once a year |
| Assessment or observation feedback from outside agencies | Feedback will be given for any assessed report or observation from an outside agency or the SENDCo. These may coincide with review meetings. | As required |
| Parent Meetings | Targets reviewed Opportunities for discussions with SENDCo | 3 times a year |
| Class teacher feedback | When there are concerns or particular achievements to celebrate, you may be contacted for a meeting | As required |
| Home/School books | Particular children may have a written record of daily/weekly incidents or achievements | Daily/weekly |

WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S ACHIEVEMENTS? HOW WILL I KNOW HOW WELL MY CHILD IS PROGRESSING?

We pride ourselves on the positive relationships we forge with parents and carers as we understand that to support a child fully, we all have to work together. We have an 'open door' policy at school so if you ever have a concern or just want to find out how your child is doing, then simply speak to your class teacher. If they cannot speak to you straight away, they will arrange a mutually agreeable time to talk to you. Other opportunities for feedback are recorded to the left:

HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

Three times a year your child's progress against age related expectations will be recorded on our tracking system. Their level of achievement is decided upon using tests, classroom work and observations such as:


- End of year expectation statements
- Standardised assessments (carried out by Specialist Teachers and Educational Psychologists)
- Early Learning Goals and Ages and Stages in Foundation Stage
- Reading and Spelling age assessments
- Assessment for learning – carried out within the classroom by the teacher, self- assessment and peer assessment
- Progress towards individual targets as recorded in their Learning Plans




These help to identify areas of weakness to target. If your child is struggling, they will be given specific targets which will be discussed with them initially and then with you. If they continue to struggle it may be necessary to formalise their specific needs by applying for an 'Educational Health Care Plan'. This is the new legal document mentioned in the 'Children and Families Act 2014'. It brings together all relevant agencies appropriate to your child's needs and will clearly set out what actions are required.

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

Through our broad and balanced curriculum, we enhance our children's learning through the use of first-hand experiences such as school visits and residential trips in order to bring learning to life. We will always include your child in visits, ensuring any specific needs they have are taken into account with our risk assessment. We may ask for your support on a visit, dependent on your child's needs.



All children have equal rights to attend our extra-curricular clubs and we make all 'reasonable adjustments' to ensure they can. If the club is run by an external agency, we will make sure that they are aware of any specific needs your child has that would impact on the activities within the club.



Our Breakfast Club and after-school care is available to all pupils and if you would like your child to attend, please make us aware about your child's specific needs.



HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

To support your child in accessing the school facilities we have:

- Easy access to all classrooms either through classroom doors or through the main office
- A disabled toilet and changing facilities
- Support to communicate with English as an additional language (EAL) parents would be provided by the ethnic minority service (EMAS)
- **Please see our Accessibility Plan on the website for more information.**

HOW ACCESSIBLE IS THE CURRICULUM?

To support your child in accessing the curriculum we have:

- Access to technology to support learning, including software and hardware.
- Easily accessible practical equipment in each classroom, such as mathematics resources.
- Personalised SEND equipment (ear defenders etc).
- Adjustments in the classroom to support curriculum access, including interventions.

HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD TO JOIN THE SCHOOL?

Early Years Transition:

- The Early Years teachers visit feeder nurseries including our own
- Parents are encouraged to look round with their children.
- Visits are arranged the term before starting to coincide with the whole school change over week
- School receives and uses relevant paperwork to plan extra support if needed
- Agencies already involved are consulted
- Parents are given an opportunity to attend an information event before their child starts in September

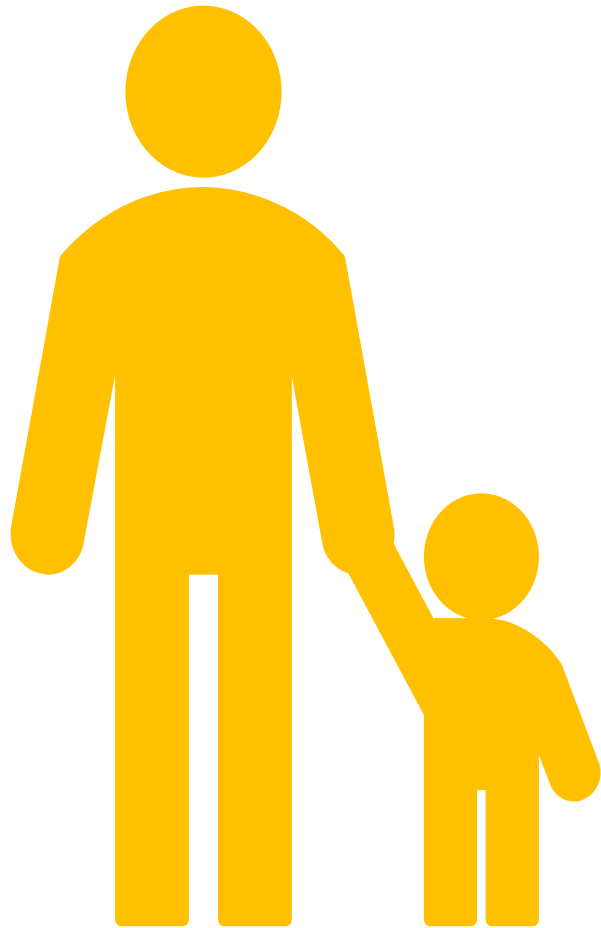
Transition between classes:

- There is an exchange of information between teachers during a staff meeting session
- Transition opportunities with their new teacher in their new class before the end of the summer term
- Extra lessons with the new teacher can be arranged if a pupil is particularly anxious
- A parents' evening in the Autumn term to discuss settling in and any concerns

We understand that this is a daunting time for all pupils but more so if your child has SEND needs. We support your child by:

- Meetings are arranged with outreach services and SENDCos from Secondary Schools for parents if required
- Information is shared with the Secondary School through transfer of paperwork, face to face meetings, emails, etc
- Secondary SENDCos and Teaching Assistants may visit pupils in school to provide them with additional information and meet them prior to any visits
- Additional visits can be put in place to meet each child's individual needs
- If your child has an Educational Health Care Plan, relevant outside agencies and the Secondary School SENDCo will be invited to the annual review prior to transition

***HOW WILL
THE SCHOOL
PREPARE AND
SUPPORT MY
CHILD TO
TRANSFER TO
SECONDARY
SCHOOL?***



HOW CAN I BE INVOLVED IN SUPPORTING MY CHILD?

There are many ways that we would encourage you to support your child in school:

- By attending meetings about your child as regularly as possible
- At target setting reviews you will be asked to comment on progress and make suggestions for future targets
- You will be asked to support your child in achieving these targets either through the normal homework or with extra work/games which we will provide for you
- All parents are asked to hear their child read regularly, assist in learning spellings and their times tables
- You may wish to volunteer in your spare time to hear readers or support with an after-school club
- By attending celebration events such as open days, class assemblies, Christmas performances and fundraising events
- Completing the annual parent questionnaire and other methods of feedback that we may use

HOW CAN I ACCESS SUPPORT FOR MYSELF AND MY FAMILY?

| Organisation | Telephone | Website/Email |
|---|---------------|---|
| Lincolnshire County Council Support and Aspirations | 01522 782030 | http://www.lincolnshire.gov.uk/parents/support-and-aspiration/ |
| Lincolnshire Children's Services | 01522 554673 | |
| Parent Partnership | 01522 553351 | www.lincolnshireparentpartnership.org.uk |
| Parentlineplus | 0808 800 2222 | www.parentlineplus.org.uk |
| The National Autistic Society | | www.autism.org.uk |
| Lincolnshire ADHD Support Group | 01522 539939 | lincoln.adhd@btconnect.com |
| EMC Services Equality for Minority Communities | 01427 787190 | emc_lincs@lincolnshire.gov.uk |
| Lincolnshire Centre Grief & Loss | 01522 546168 | |
| Alford's Children's Centre | 01507 463218 | alfordCC@lincolnshire.gov.uk |
| Lincolnshire County Council – Local Offer information | | www.lincolnshire.gov.uk/SENDlocaloffer |

WHO CAN I CONTACT FOR FURTHER INFORMATION?

For any further help and advice please contact:

Your child's class teacher (your first point of contact)

SENDCo - Mr Goddard

Headteacher - Mr Anderson

SEND Governor via the School Office