St Helen's Church of England Primary School

SEND Information Report

Approved by:	Governing Body	**Date:**	
Last reviewed on:	April 2025		
Next review due by:	April 2026		

St. Helen's Church of England Primary School
SEND Information Report

This policy is written in line with the requirements of:-
Children and Families Act 2014
SEND Code of Practice 2015
SI 2014 1530 Special Educational Needs and Disability Regulations 2014
- Part 3 Duties on Schools – Special Educational Needs Co-ordinators
- Schedule 1 regulation 51– Information to be included in the SEND information report
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010
Schools Admissions Code, DfE 1 Feb 2012
SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies
Behaviour Policy, Equalities Policy, Safeguarding Policy, Complaints Policy

This report was developed with representatives from the governing body and will be reviewed annually.

Definition of SEND
A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

(a) Has a significantly greater difficulty in learning than the majority of others of the same age; or

(b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEND Code of Practice (2015, p 15)*

Definition of disability

Many children and young people who have SEND may also have a disability under the Equality Act 2010 – that is'…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEND Code of Practice (2015, p16)*

1 The kinds of special educational need for which provision is made at the school

At St. Helen's Church of England Primary School, we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with a statement of special educational need / Education, Health and Care plan with the following kinds of special educational need: Communication and interaction and Cognition and Learning Needs. Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2 Information about the policy for identification and assessment of pupils with SEND

At St. Helen's Church of England Primary School, we monitor the progress of all pupils three times a year to review their academic progress. We use a range of assessments with all the pupils at various points including statutory assessments (SATs) in Year 6 and the Phonics Screening Check in Year 1. Pupils in Reception are assessed using Speech and Language Link assessments to identify early difficulties in these areas.
Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. This extra support may include in-class provision such as further support for learning from a teaching assistant or the class teacher, focus learning groups in class, provision of specific resources such as task management boards or visual cues/prompts, learning behaviour systems, spelling support or handwriting programmes. There are

a range of interventions currently in place at St Helen's Church of England Primary School.

This list is not exhaustive and there are other, alternative interventions we are able to offer should they be required.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. At St. Helen's Church of England Primary School, we are experienced in using a range of assessment tools, these may include:

Language Link and Speech Link, BPVS (British Picture Vocabulary Scale), Neale Analysis of Reading Ability, Dyslexia Portfolio, DST J, Lexplore and Dyscalculia Assessments.

We may also refer children in need of additional support to external advisors who are able to use additional assessment tools, where appropriate to the child's apparent difficulties.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be discussed with parents, put into a SEND support plan and reviewed termly against the targets set to assess impact of SEND support. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources, he or she will not be identified with special educational needs. When any change in identification of SEND is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

3a How the school evaluates the effectiveness of its provision for such pupils

Each review of the SEND support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEND Code of Practice (2015, 6.17)* describes inadequate progress thus:

• Is significantly slower than that of their peers starting from the same baseline
• Fails to match or better the child's previous rate of progress
• Fails to close the attainment gap between rate of progress
• Widens the attainment gap

For pupils with or without a statement of special educational needs / Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked three times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc, including those carried out by professionals from external agencies. The assessments we use at St. Helen's Church of England Primary School are see list in section 2. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEND support plan will be reviewed and adjusted.

3c the school's approach to teaching pupils with special educational needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered *SEND Code of Practice (2015, 6.37)*

In St. Helen's Church of England Primary School, the quality of teaching is judged to be good, as reported in our last Ofsted inspection.

In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / precision teaching / mentoring, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEND funding'

3d how the school adapts the curriculum and learning environment for pupils with special educational needs

At St. Helen's Church of England Primary School, we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

3e additional support for learning that is available to pupils with special educational needs

As part of our budget we receive 'notional SEND funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEND support. The amount of support required for each pupil to make good progress will be different in each case but the following list shows some of the interventions that have been offered at St. Helen's Church of England Primary School.

Cognition and Learning Needs: Plus 1, Power of 2, handwriting, precision teaching, Active literacy, Numbers and Patterns reading comprehension targeted support, TRUGs, activities for visual and auditory memory.

Speech, Language and Communication Needs: Individual Speech and/or language programmes (set up by speech and language therapists), individual speech or language link programmes, language development programmes.

Social, Emotional and Mental Health Needs: Talk about programmes, Nurture groups, SEAL, circle time, emotions cards, 1:1 session/s, Lego Therapy, Drawing and talking Therapy

Physical and Sensory: Sensory Circuits, BEAM, Fizzy physical programme, Thera putty exercises, Clever Fingers, handwriting programmes, individual physical exercise programmes (set up by an Occupational Therapist or Physiotherapist).

In very few cases a very high level of resource is required. The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

3f how the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils at St. Helen's Church of England Primary School are available to pupils with special educational needs either with or without a statement of special educational needs / Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity

3g support that is available for improving the emotional and social development of pupils with special educational needs

At St. Helen's Church of England Primary School, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance PSHE (Personal, Social, Health and Economic Education) in class and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following e.g. mentor time with member of Senior leadership team, external referral, time-out space for pupil to use when upset or agitated etc

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support. It may also require personalised adaptations to the class or school environment or to the school behaviour policy in order to take into consideration those needs, especially where the behaviour is linked to other diagnosed conditions such as ASD, ADHD, ODD or Attachment Disorder or difficulties. This may include task and reward provision, Sensitive seating arrangements, personalised learning environments or personal reward systems to promote good social skills or learning behaviours.

4 The name and contact details of the SEND Co-ordinator

The SENDCO at St. Helen's Church of England Primary School is Mrs Emma Le Mar, who is a qualified teacher and has been accredited by the National Award for SEND Co-ordination.
Mrs Le Mar is available on 01634 220246.

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured
The school's SENDCO co-ordinates all of the training needs in relation to children and young people with special educational needs. Should you wish to make an enquiry about any of this training, please contact the SENDCO.

All teachers and teaching assistants have had the following awareness training Dyslexia, Autism, Attachment and ADHD.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are, Outreach programmes from special schools, Educational Psychologist, Speech and language therapist, occupational therapists, physio therapists, dyslexia specialists. The cost of training is covered by the notional SEND funding.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured
Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEND funding, or seek it via loan.

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education
All parents of pupils at St. Helen's Church of England Primary School are invited to discuss the progress of their children twice a year and receive a written report once per year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents three times per year.

If, following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards, the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with a statement of SEND / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years. All children taking part in interventions are asked to feedback their views; this then forms part of our evaluation of a particular programme or support.

9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at St. Helen's Church of England Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, SENDCO or Head Teacher to resolve the issue before making the complaint formal to the Chair of the Governing Body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First–tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEND where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following bodies:-

- The ability to engage the services of an Educational Psychologist
- Free access to discuss pupils of concern with our Educational Psychologist at our In School Review, held 3 times per year
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice

• Membership of professional networks for SENDCO e.g. SENDCO forum, NASEND etc

11 The contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 2015, 6.39)

Contact the independent **SEND information and advice service**. In Medway this is provided by Family Action, who can be contacted by telephone on 01634 566303 during office hours Monday to Friday or by email medwaySENDdias@family-action.org.uk

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At St. Helen's Church of England Primary School, we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer is a seamless as possible. The SENDCO attends meetings for prospective parents so that families are able to discuss any needs at that early stage. Reports from pre-school meetings are used to inform the class teacher and highlight any needs or professional input already in place, so that this can be continued. The class teacher also conducts home visits with all reception families at the start of term 1; so that a full picture of the child's developmental history can be obtained. Occasionally, it may be appropriate for the SENDCO and/or the class teacher to visit the child in his/her early years setting in order to fully assess the needs and discuss provision to be put in place.

We also contribute information to a pupil's onward destination by providing information to the next setting. We work collaboratively with secondary schools to complete documentation relating to SEND and disabilities and to alert schools to those children who may require an extended transition experience (where available). SEND files are transferred to their new schools at the end of term 6. We regularly communicate via phone or emails with secondary schools to give further background information or to answer questions where required, both prior to and following the transition.

As a school we do not recommend the use of Flexi School. This school, St. Helen's Church of England Primary School, will not contribute towards the cost of parents using Flexi School.

13 Information on where the local authority's local offer is published.

The local authority's local offer is published on the Medway Council's website at https://www.medway.gov.uk/info/200139/social_care_and_health/466/medway_s_local_offer

Parents without internet access should make an appointment with the SENDCO for support to gain the information they require.

Acronyms used within this Information Report

SEND	Special Educational Needs and Disabilities
ADHD	Attention Deficit and Hyperactivity Disorder
ASD	Autism Spectrum Disorder
BSL	British Sign Language
DfE	Department for Education
EHCP	Education Health and Care Plan
LA	Local Authority
NASEN	National Association for Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SLCN	Speech, Language and Communication Needs
TRUGs	Teaching Reading Using Games