



## **St Helen's Catholic Primary School** **SEND Information Report 20-21**



**Respect Yourself,  
Respect everyone in our school community,  
Respect everyone in our local community,  
Respect everyone in our global community,  
But most of all, respect God our father in Heaven.**

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

### St Helen's SEN contacts

Headteacher- Mrs E Mouchel  
Assistant Headteacher for Inclusion-Mrs H Curtis  
Learning mentor-Mrs J Green  
Nurture base Manager-Mrs M Howe  
BCCS Counsellor-Mrs H Putt  
SEN Governor-Mrs P Blight

### What types of SEND does St Helen's provide for?

At St Helen's we value the individual abilities and needs of every child. We believe that every child has a right to a broad, balanced and relevant education within our Catholic ethos. Some pupils will permanently or from time to time have specific difficulties which require intervention. These pupils will be given provision in line with our Inclusion policy to ensure their needs are met.

The SEND (Special Educational Needs and Disabilities) Code of Practice identifies four categories of Special Educational Need that all schools must make provision for:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Some children/young people need increased support to access learning because:

- They have significantly greater difficulty in learning than the majority of children of the same age,
- They have a disability as defined under the Equality act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

#### How do we identify and assess children with SEND?

We acknowledge the importance of the early identification of pupils with Special Educational Needs or Disability (SEND). We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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 the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by making some adaptations or whether something different or additional is needed.

Parents/carers also play a vital and important role in the SEND process.

Where it is determined that a pupil does have SEND, parents will be formally advised of this decision and the child will be added to the SEND register under the category of SEN support. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning.

#### How do we consult with pupils and parents of SEND pupils and involve them in the education of their child?

At St Helen's we acknowledge the valuable contribution of children and parents/carers in the learning process. We have strong home school partnerships and we work together for the best outcome of the child. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

If you have a concern about your child you should:

- Share the concern with your child's teacher.
- Your child's teacher may then make some changes to support your child.

- The impact of these changes will be reviewed.
- If there are still concerns when the changes are reviewed, the teacher will speak to the Assistant Headteacher for Inclusion. Your own views and your child's views will form part of this review.
- If it is agreed that your child has special educational needs requiring additional support, your child will be added to the school's SEND Register and an Individual Support Plan (ISP) may be made. We will formally notify you when it is decided that a pupil will receive SEN support.
- The child's own views and your views will be collected and used to support the agreed outcomes.
- Where appropriate and with discussions with the parent, a referral may be made to an outside agency. You will be kept informed throughout the whole process and be provided with copies of any additional reports or recommendations.

### How do we assess and review children's progress towards outcomes?

At St Helen's we follow the graduated approach and the four-part cycle of:

- Assess
- Plan
- Do
- Review
- This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.
- The class or subject teacher will work with the Assistant Headteacher for Inclusion to carry out a clear analysis of the pupil's needs. This will draw on:
  - The teacher's assessment and experience of the pupil
  - Their previous progress and attainment and behaviour
  - Other teachers' assessments, where relevant
  - The individual's development in comparison to their peers and national data
  - The views and experience of parents
  - The pupil's own views
  - Advice from external support services, if relevant
- Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. The teachers assess the progress of all children and this assessment information is used by the teacher to build a detailed knowledge of each pupil's strengths and weaknesses.
- The Assistant Headteacher for Inclusion alongside the class teacher and parents set termly targets and record SEND provision and interventions using an Individual Support Plan (ISP).
- These interventions are monitored and evaluated termly by the Assistant Headteacher for Inclusion alongside the Senior Leadership team and information is shared between staff, parent/carers and governors.
- All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.
- The provision will be analysed for its success and effectiveness using:
  - Target Tracker/ P scales information.

- Standardised test results and ongoing teacher assessments.
- Movement of children on / off the Special Needs Register.
- Parent/carer/carer feedback from review meetings
- Pupil feedback

### How do we support pupils moving between phases and preparing for adulthood?

#### Primary

Towards the end of each academic year arrangements are made to ensure all pupils have a smooth transition into their next school year. This includes:

- Sessions for all pupils with their new teacher in the Summer Term
- Joint activities organised across the year groups
- Dedicated staff meeting time for handover sessions so that a child's previous teacher has a chance to pass on valuable information to their new teacher
- Transition meetings for support staff to enable Teaching Assistants (TAs) to share information
- The Assistant Headteacher for Inclusion ensures all relevant information about any vulnerable pupils is shared with involved staff. This includes ensuring the class SEND files are passed on containing all relevant and up-to-date paperwork.
- Additional transition arrangements are made on an individualised basis where appropriate for certain children and may include:
- The creation of a transition book that uses photographs to prepare a child for their new teacher/ classroom and learning activities.
- Inviting the new teacher to the Summer Term ISP review meeting with parents

#### Secondary

- Pupils in Year 5 visit the local secondary school for a taster day each year
- The SENCo from the receiving secondary schools is invited to the Annual Review of Statemented / EHC children in Year 5
- Headteachers from the two main feeder secondary schools hold an information evening at St Helen's for parent/carers/carers of Year 5 children.
- Pupils in Year 6 make visits to the local secondary schools and take part in a variety of activities to prepare for transition.
- The Assistant Headteacher for Inclusion has a meeting with the SENCo from the main feeder secondary schools to discuss children on the SEN register.
- Additional meetings are arranged with Year 6 parent/carers and the Assistant Headteacher for Inclusion if necessary to provide information and advice about transition
- All Code of Practice paperwork is passed onto the receiving secondary school.
- The Assistant Headteacher for Inclusion makes arrangements for some children to have extra visits to the secondary school if appropriate.
- The Head of Year 7 from St Bernard's and St Thomas More visits to speak to the pupils and class teacher

### What arrangements does the school make when a child joins the school?

- When the school has been informed that a pupil with additional needs will be joining St Helen's all possible steps are made to ensure that the necessary provision is in place to effectively meet that child's needs. This includes meeting

with parents, visits to preschool settings if appropriate, contacting any involved outside agencies and organising appropriate staff training.

- If a child with identified SEND transfers to St Helen's from another school, parents are invited to meet with the Head Teacher and /or the Assistant Headteacher for Inclusion to discuss the needs of their child and the ways we as a school can ensure a successful transition takes place. Efforts are made to contact the previous school and obtain all records and information as soon as possible.

#### What arrangements does the school make to support pupils transferring to another school?

- When we are notified of which school a child is transferring to, contact is made with the new school and all relevant information is passed on.
- A transition plan may be designed for the child if parents or staff are concerned that they might find the move challenging.
- This plan may include opportunities for the pupil and a member of staff to visit the new school.

#### What is our approach to teaching pupils with SEND?

At St Helen's Catholic Primary School we aim to give all children, including those who have SEND, access to a broad and balanced curriculum. Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

To help every pupil fulfil his or her potential we value a wide range of approaches to support pupils' learning. These include:

- Lessons which are carefully planned and adapted to suit all learners.
- Creating stimulating indoor and outdoor learning environments.
- A creative approach to learning with enrichment activities that provide opportunities for everyone to achieve and succeed.
- A variety of visual and tactile resources to support learning.
- Personalised provision for all pupils, including those with special educational needs and/or disabilities.

#### How do we make adaptations to the curriculum and learning environment?

##### Increased access to the curriculum

At St Helen's we provide a broad and balanced curriculum for all children. We have an inclusive approach to provision which means that the majority of pupils have their needs met within their own classroom through appropriately differentiated lessons.

Where appropriate some personalised learning opportunities may occur through:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

We will also:

- Continue to include disability as a theme within our PSHE programme and assemblies programmes.

- Use Philosophy for Children strategies when discussing disability to help other children develop their empathy.
- Continue to be mindful when ordering books/ resources and make sure that they include positive images of disabled people.
- When buying new resources, to be mindful of the accessibility for disabled pupils to these resources.
- To provide specialised resources for disabled pupils wherever possible
- To embed the use of mobile I.T. devices (ipads, laptops etc.) and purchase appropriate programmes where possible to support the learning of pupils with disabilities.
- To review progress and standards in Maths, Reading and Writing of any disabled pupils.

#### Improvements to the physical environment

- All downstairs classrooms have outdoor exits which are easily accessible for wheelchairs.
- We have a lift to access the upper level
- We have a designated parking bay for the disabled in the car park.
- The main entrance has an automatic entrance door.
- We have toilet/shower room for the disabled.
- All doors are wide enough for wheelchair access.
- When redecorating any area, we choose contrasting colours - for any visually impaired pupils
- Edgings of playground and parts of adventure play- grounds to be painted yellow – for any visually impaired pupils.
- We continually review our playground equipment and its accessibility for disabled children.

#### Information in different formats

- To adapt resources and use different methods to meet individual need e.g. enlarged print, pictorial clues, use of Makaton, use of simplified language, visual timetables, use of sign language, PECS etc.
- To continue to communicate with Parent/Carers in the most effective ways and at the most effective times.

Please refer to St Helen's accessibility plan on our website for more details.

#### How do we provide Additional support for learning?

We have a number of teaching assistants who are trained to deliver interventions such as:

- Maths interventions to enhance number skills.
- Speech and Language interventions focused on ELKLAN training to enhance language development as well as specific Speech and Language Care plans delivered under the guidance of the Speech and Language therapists.
- Social skills intervention programmes.
- Pastoral and emotional support throughout the school day, through 1:1 Learning mentor support.
- Memory Skills development to aid learning.
- Dyslexia support
- Lego Therapy to promote social communication and cooperative learning.
- Counselling delivered by the Brentwood Catholic Children's Society

- Teaching assistants may support pupils on a 1:1 basis who have a specific learning difficulty which requires individual support e.g. speech and language therapy targets
- Teaching assistants may support pupils in small groups when appropriate

We work with the following agencies to provide support for pupils with SEN:

- The Educational Psychologist (EP): the EP visits school on a regular basis
- Local Authority (LA) Advisory/Support Teachers
- Seabrook College (behaviour support team)
- The Speech and Language Therapy Service
- The NHS: G.P.s, School Nurse and specialists, including The Lighthouse Centre
- The NELFT Emotional Wellbeing and Mental Health Service (EWMHS).
- Social Services
- Child & Family Early Intervention Team

#### What is the level of expertise and training of staff in relation to children with SEND and how will specialist expertise be secured?

- Mrs Curtis is our Assistant Headteacher for Inclusion and has a number of years of experience in co-ordinating SEND provision. As a member of the Senior Leadership team she ensures SEND issues are raised and discussed in collaboration with the whole SLT on a regular basis.
- Mrs Curtis meets regularly with SEND professionals from other schools and agencies within the Southend borough including the Southend Local Authority SEND borough and cluster meetings, to discuss and share expertise and to keep abreast of new SEND theory, statutory regulations and Southend Borough advice.
- We have a team of teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision. One HLTA is our Learning Mentor and delivers programmes such as Circle of friends. She is also available to children who need social and/or emotional support on a 1-1 basis. Our other HLTA is our nurture base manager and co-ordinates afternoon nurture sessions for targeted children.
- All of our staff have been trained in basic First Aid and some have received specialist medical training from medical teams to support individual pupils with specific medical needs, such as asthma, epilepsy, and anaphylaxis.
- As specific needs arise the Assistant Headteacher for Inclusion approaches specialists from a range of agencies (e.g. Occupational Therapy, Educational Psychology, Speech and Language) to seek advice about raising awareness of the specific type of SEND.
- The leadership team ensures that training opportunities are matched to school development priorities as well as the identified needs of individual pupils.

#### How do we evaluate the effectiveness of SEND provision?

At St Helen's we have a variety of different approaches to evaluate the impact of provision for our SEND pupils. We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term using the school's assessment framework.

- Assessing interventions both pre and post intervention to ensure the effectiveness of the provision is matched closely to pupil needs. This allows us to identify the outcomes of pupils and to respond appropriately to further recommendations and strategies.
- Using pupil questionnaires
- Half termly monitoring of progress and attainment by the Senior Leadership team.
- Termly meetings with teachers and parents of children with SEND to evaluate provision and assess next steps.
- Holding Annual Reviews for pupils with statements of SEND or EHC plans

#### How do we Enable pupils with SEND to engage in activities available to those in the school who do not have SEND?

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trip(s)
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability. Some children may need extra adult support during these activities and, as a fully inclusive school; we plan carefully to ensure suitable support is put in place.

#### How do we provide support for improving emotional and social development?

We provide support for pupils to improve their emotional and social development in a variety of ways including:

- Providing 1-1 support with our Learning mentor as necessary
- Providing social skills groups such as circle of friends.
- Access to our nurture base where appropriate.
- Access to our school counsellor
- Invitations to our coffee and chat group as we feel that providing support for the whole family and family engagement is a key factor in supporting the learning needs of pupils.
- Taking a Zero tolerance approach to bullying. At St Helen's we are committed to providing a safe and happy learning environment where everyone is respected. As a school we take bullying seriously. Bullying of any kind is unacceptable and will not be tolerated

#### How do we work with other agencies?

In some cases the complexity of need or a lack of clarity around the needs of the child means the school may want to access some external agencies which may provide advice or support to the child and school. An Early Help Family Support Assessment (EHFSA) form is completed in discussion with the pupil's parents/carers and class teacher. Specific agencies are then named on the EHFSA for the parents/carers to approve and sign. Some of these agencies include:

- **Southend Educational Psychology Service**-Accessed through the completion of an EHFSA. The Educational Psychologist carries out assessments and makes recommendations to the school.
- **The school nursing team** - Provide a variety of services including, developmental checks for Reception children and hearing tests when requested.



They can also advise on other areas of health such as diet as well as providing anaphylaxis and epipen training.

- **Speech and Language Therapy.** This is a clinic based service. Children who have been referred to Speech and Language therapy usually attend clinic once a week in a block of approximately six weeks. A care plan is then given to parents and school with advice and recommendations. This is then reviewed after a period of time.
- **The Kingsdown School** specialises in visual and hearing impairment.
- **The St Christopher School** provides advice and support for children with ADHD or those who may be on the Autistic Spectrum.
- **Brentwood Catholic Children's Society counsellor** – The society provides 2 hours of counselling each week from a trained counsellor.
- **Early Help Family support-** All services are now accessed by completing an Early Help Family Support Assessment form.
- **EWMHS-Emotional Wellbeing and Mental Health Service.** This service was previously called CAMHS (Child and Adolescent Mental Health Service). It is accessible by schools or parents by a single phone call.
- **Social Services** - Our school maintains links with child health services, children's social care services and education welfare services to ensure that all relevant information is considered when making provision for our children with SEND.
- **Occupational therapy and Physiotherapy** - These services support the school in the implementation of specific programmes and contribute to the monitoring of outcomes for pupils.
- **Southend Locality Manager** – The locality manager co-ordinates the Early Help Assessment form referral and signposts relevant agencies.
- **Local Authority SEND Team** - We always work in close partnership with the Local Authority to ensure that the needs of pupils are identified and met.
- **The Southend Virtual School**-The virtual school tracks the attainment, progress and wellbeing of Looked After Children in Southend. The Assistant Headteacher for Inclusion is the Designated Teacher for Looked After Children. The designated teacher completes a Personal Education Plan (PEP) form each term in conjunction with the Designated Social Worker. The Designated Teacher or Head Teacher will attend PEP meetings for pupils who are Lactose present at PEP meetings will have input on how Pupil Premium is spent on these children.

These external agencies, working in partnership with the school, parents and pupil may:

- Act in an advisory capacity to refine targets set by the school.
- Extend the expertise of the teaching staff.
- Provide additional assessment.
- Be involved in supporting the child and family directly.
- Suggest that an Education and Health and Care Needs assessment is advisable.
- Consult with all parties involved with the child.

#### How do we deal with complaints about SEND provision?

If you have a complaint about SEND provision in our school please discuss this with the class teacher in the first instance.

Alternatively contact the Assistant Headteacher for Inclusion.

Should there be no satisfactory resolution, please contact the Headteacher.

Further information can be found in our complaints procedure document which can be found on our website

#### Other Information

You will find additional information about our provision for pupils with additional needs on our school website.

The Southend-on-Sea Borough Council Local Offer is available on the Livewell Southend website

<https://livewellsouthend.com/kb5/southendonsea/directory/localoffer.page?localofferchannel=0>

The SHIP website tells parents how to access services in their area and what to expect from these services.

Our Special Educational Needs and Disabilities (SEND) Policy can also be found on our website.

If you have any further questions regarding our provision for children with Special Educational Needs and Disabilities, you can either:

- Contact the school via phone on 01702 343823
- Email concerns or questions to [office@st-helens.southend.sch.uk](mailto:office@st-helens.southend.sch.uk)
- E-mail the Assistant Headteacher for Inclusion at [hcurtis@st-helens.southend.sch.uk](mailto:hcurtis@st-helens.southend.sch.uk)

This policy links to our policies on:

- Inclusion
- Accessibility plan
- Behaviour
- Equality
- Anti-Bullying

This information report will be reviewed by the Assistant Headteacher for Inclusion every year. It will also be updated if any changes to the information are made during the year.