



Special Educational Needs and Disabilities (SEND) Policy

Required Review Frequency	Annually
Next Review Due:	September 2025
Committee Responsible:	Full Governors Board
Document Location	School

Version	Approved By	Date of Approval	Key Changes
1.0	FGB	20/05/2020	Policy updated for current academic year.
1.1	FGB	01/12/2021	Policy updated for current academic year including link to school web page
1.2	FGB		Policy re-written style by SENCO
1.3	FGB	11.12.25	Updated SEND governor and formatting

Aim
 At St Helen’s Primary School we aim to deliver teaching and learning which enable every pupil, regardless of barriers to learning, to achieve their full potential. We aim to help children to develop the skills needed to become independent young people and adults who can make a positive contribution, stay safe, be healthy and achieve economic well-being.

Rationale
 This policy outlines our approach as a school to provision for SEND (Special Educational Needs and Disability) at St.Helen’s Church of England Primary School and the roles and responsibilities for all involved.

St Helen’s Primary School is committed to providing an appropriate and high quality education to all children. We believe that all children, including those identified as having SEND, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life as far as possible.

St Helen’s Primary School is committed to inclusion for all children. We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We aim to create a sense of community and belonging and to include all pupils alongside their peers, whilst also adapting provision for specific needs. We therefore respond to all learners individually, taking into account their varied needs and life experiences. All children with SEND are valued, respected and equal members of the school.

At St Helen’s Primary School, we recognise that pupils learn in different ways and at different rates and that many factors affect progress, including early development, life experiences, emotional wellbeing, age and maturity. We

recognise that many pupils, including those with SEND, will encounter barriers to learning at some point in their school careers and that these may be long or short term. We are committed to identifying these barriers to learning and providing timely support to address them and enable pupils to make progress from their starting points.

Equality of opportunity

St Helen's Primary School does not discriminate against children on the grounds of race, gender or ability. We endeavour to enable all children to have reasonable access to the school's curriculum and opportunity for inclusion.

Objectives

- To identify individual needs as early as possible and provide support for these needs
- To provide high quality teaching for pupils with SEND
- To use our best endeavours to make sure that a child with SEND gets the support they need through reasonable adjustments
- To ensure that pupils with SEND are included in the activities of the school alongside their peers wherever possible
- To provide a broad and balanced curriculum for pupils with SEND
- To ensure that relevant and appropriate advice, strategies and interventions are implemented to adapt provision for pupils as needed
- To ensure that the progress of individual pupils is continually monitored and provision is continually evaluated and adjusted in light of this
- To ensure equality of opportunity for children with SEND
- To eliminate prejudice and discrimination against children with SEND and foster a culture of inclusion throughout the school community which celebrates diversity
- To involve parents/carers in decisions made about providing for their child's SEND and discussions about their progress
- To involve children in decisions made about their education and discussions about their progress
- To provide consistency in provision for SEND across the school
- To provide support, advice and continuing professional development for all staff working with pupils with SEND
- To enable a multi-professional approach to meeting the needs of all vulnerable learners

Legislation and guidance

This policy is based on the following statutory legislation and additional guidance:

- The Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years
- Part 3 of the Children and Families Act 2014
- Teachers' Standards 2012

Definitions

The SEND Code of Practice (2014) states that:

A child or young person has SEN 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 or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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.

Special educational provision is:

Provision different from or additional to that normally available to pupils of the same age.

SEND includes a broad range of needs that should be planned for. The SEND Code of Practice groups these into four broad areas of need:

- **Communication and interaction**
- **Cognition and learning**

- **Social, emotional and mental health difficulties**
- **Sensory and/or physical needs**

In practice, children with SEND often have needs that cut across all of these areas and their needs may change over time.

Who is responsible for SEND at St Helen's Church of England Primary School?

All staff will work together to ensure that the school follows the statutory 2014 SEND Code of Practice, so that we as a school use our best endeavours to ensure that the necessary provision is made for any individual who has SEND.

The Class Teacher will:

- Remain responsible for the progress and development of every pupil in their class, including where pupils access support from teaching assistants or specialist staff
- Discuss pupils' progress and wellbeing with parents/carers
- Raise any concerns regarding SEND with the SENCO
- Implement the Graduated Approach (Assess, Plan, Do, Review) for those pupils in their class identified as having SEND, including:
 - Assessing pupils' attainment and progress and identifying next steps
 - Planning and resourcing any reasonable adjustments made for pupils with SEND
 - Monitoring the progress of pupils with SEND and adapting provision in light of this
 - Implementing recommendations from the SENCO or other professionals
- Ensure that all staff working in the school know how to adapt their approach for pupils with SEND in their class
- Follow the school's SEND Policy for all the pupils they teach
- Work directly with all children in their class, including those with SEND, on a daily basis

The SENCO will:

- Work with the head of school and SEN governor to determine the strategic development of the SEND policy and provision across the school
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support pupils with SEND, including those who have Education, Health and Care plans (EHCPs)
- Provide professional guidance to colleagues and work closely with staff, parents and other agencies
- Liaise with other professionals and the Local Authority as appropriate
- Liaise with other educational settings to ensure a smooth transition to and from our school
- Update the school's SEN register and ensure records of pupils' needs, progress and provision are kept up-to-date

The Head of School will:

- Retain overall responsibility for the day-to-day management of all aspects of the school, which includes the support for children with SEND
- Work with the SENCO and SEN governor to determine the strategic development of the SEND policy and provision across the school
- Inform the Governors of the school of any relevant issues in school relating to SEND

The school's Governing Body will:

- Work with the head of school and SENCO to determine the strategic development of the SEND policy and provision across the school
- Monitor the quality and effectiveness of provision for SEND within the school and promote high standards

Teaching Assistants will:

- Follow the direction of the class teacher, SENCO and Head of School to support the pupils they work with
- Follow the school's policies and procedures for SEND



Helen Hardy
SENCO



Kelvin Chappell
Head of School



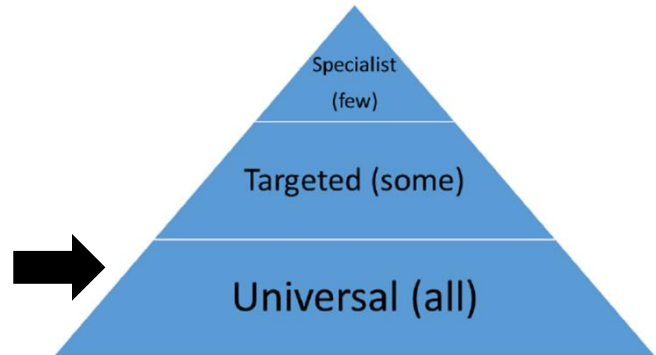
Kelly Reed
SEN Governor

High quality teaching

All pupils at St Helen's should receive high quality teaching as part of our universal offer. The first response to slow progress should be high quality teaching targeted at identified areas of weakness. Teachers should use teaching approaches that are in line with school policies and up-to-date educational research. These approaches should be adapted to individual pupils' needs and learning styles.

High quality teaching includes:

- High expectations
- An ambitious and appropriate curriculum
- Focussed planning
- Strong relationships and knowing the pupils well
- Scaffolded learning that develops independence
- Engagement and challenge
- Assessment and feedback
- Inclusive learning environment
- Effective questioning and modelling
- Explicit instruction
- Appropriate use of technology



Strategies recommended to support pupils with SEND often support all pupils, for example:

- Visual and concrete resources
- A low arousal environment
- Dyslexia-friendly fonts and presentation of information
- Teaching on emotional regulation
- Regular movement breaks

Teachers should directly support pupils with SEND daily. Teachers can seek advice and support from the SENCO on high quality teaching approaches.

More information on high quality teaching can be found in Section 2 of The South Glos Way Inclusion Toolkit:

<http://sites.southglos.gov.uk/safeguarding/wp-content/uploads/sites/221/2020/09/2.1-Universal-Provision-High-Quality-Teaching.pdf>

Identifying SEND

Teachers will know pupils in their class well and have a good understanding of their starting points, attainment and progress. Through regular assessments of pupils, informal observations, conversations with colleagues and parents, concerns may be raised that a child is not making expected progress or that their needs have changed.

Pupil progress meetings will be held three times a year and involve the class teacher and a member of the senior leadership team (SLT). Members of staff may also raise concerns about pupils' progress with members of SLT or the SENCO at other points in the year.

Progress in all areas should be considered, including academic; social/emotional; speech, language and communication, etc.

In response to concerns being raised, the following actions should be taken:

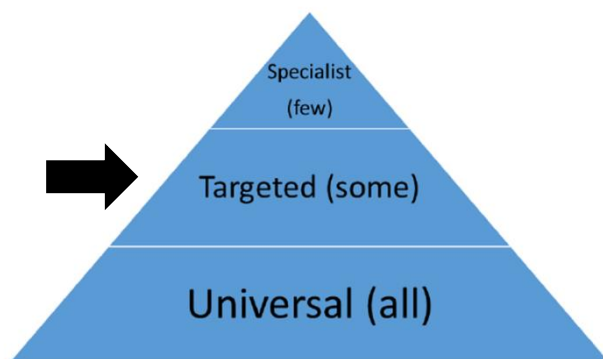
- The class teacher will discuss this with the parents/carers of the child
- The SENCO will gather information; this could be through discussions with staff working with the child, discussions with parents and/or direct observations
- Additional assessments or screening tools may be used to provide more precise information
- External professionals may also be accessed for specialist assessment or advice
- Next steps will be agreed; this may involve trialling specific approaches and reviewing progress at a later date

If it is decided that a pupil has SEND, the SENCO will add them to the SEND register, the class teacher will develop a Pupil Passport with the child and use the My Support Plan document to track the Assess, Plan, Do, Review process for the child. Parents will be involved in this process and will be informed if their child is added to or removed from the SEND register.

SEND Provision

If a pupil is identified as having SEND, reasonable adjustments will be made to target their provision using the Graduated Approach, which follows a cycle of: **Assess, Plan, Do, Review**.

Teachers will spend time with the child to develop a **Pupil Passport**, to capture the child’s views and their preferences on how they would like to be supported, alongside the teacher’s suggestions. This should then be shared, confidentially with all members of staff working with the child. This will be updated annually but should be updated more regularly if the child’s views, needs or successful strategies change.



Teachers will record their application of the Assess, Plan, Do, Review process on a **My Support plan** document. Teachers will review this three times a year, with new outcomes set and provision adapted based on the level of success and progress of the approaches implemented. Parents and pupils will be involved in this process at each cycle.

Pupil Passport	
Name:	
Add photo	
From me	
My family:	I like...
My friends:	I don't like...
Things I am good at:	Things I find difficult:
I want to improve...	It helps me when...
Anything else I want you to know about me:	
From adults who know me	
Strengths:	Needs:
What you might notice if I am finding things difficult:	Strategies that help:
Try to avoid:	Adults at school who know me well:

My Support Plan			
Name:			
Year Group:			
Area of Need:			
Previous Data:			
Advice from any external professionals:			
Other info:			
Assess, Plan, Do, Review			
Term 1 & 2			
Key Barriers to Learning: 	Target outcomes by the end of Term 2: 	Provision: (Who, what, when, time & duration) 	End of Term 2 Review:
Cognition and Learning:			Impact: Reflection and next steps: (What worked and what did not? What will you change or try next?)

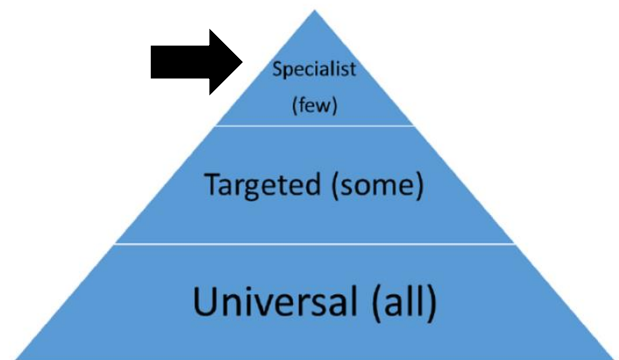
More information on the Graduated Approach for the four broad areas of need can be found in Section 2 of The South Glos Way Inclusion Toolkit:
<http://sites.southglos.gov.uk/safeguarding/children/i-am-a-professional/the-south-glos-way-inclusion-toolkit/>



EHCPs

If a child has significantly complex needs and does not make expected progress regardless of high quality targeted support, the school and parents may consider requesting an Education, Health and Care needs assessment.

The SENCO will work alongside the class teacher to gather evidence to send to the Local Authority, who will decide whether it is necessary to complete a needs assessment. This needs assessment will ascertain whether it is appropriate for a child to receive an EHCP.



If a child receives an EHCP, this will detail their complex strengths and needs, long-term targeted outcomes and the provision that should be delivered in order to reach these outcomes. As a school, we will use this to plan our provision for this child and all staff working with the child will work together to deliver this.

Teachers will break this information down into shorter-term outcomes and provision on a **Pupil Passport** and **My Support plan** and follow the Assess, Plan, Do, Review process just as they would for other pupils with SEN. If other members of staff are involved in supporting

EHCPs are reviewed yearly at an **Annual Review**. The SENCO will arrange this and liaise with all involved (class teachers, teaching assistants, parents/carers and any relevant external professionals). Before the meeting the SENCO will seek input from the class teacher and any other staff members working with the child to produce the Annual Review School Report, gather the pupil's views and the views of the parents/carers and gather information from any other professionals involved with the child. At the meeting, the SENCO will take notes to produce the Annual Review Meeting Summary. After the meeting, the SENCO will ensure that all information is communicated to the Local Authority. The Local Authority will decide if any changes need to be made to the child's EHCP.

Inclusion and differentiation

All pupils at St Helen's, including those with SEND, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life as far as possible. We aim for pupils to be included with their peers as much as possible. This may mean that adaptations need to be made to activities in order for pupils to access them alongside their peers. For example:

- Pupils with SEND who are working below age-related expectations in a particular subject may join in with the lesson but complete a differentiated task, or join in with part of the lesson but not all, depending on their needs. They may need adapted seating expectations or movement breaks in order to support them to do this
- If the class are writing towards a particular outcome, for example a set of instructions, the pupil with SEN will produce a similar outcome, but this could be adapted for their interests or current ability level
- If the class are focusing on a particular unit of Maths and a pupil with SEND is working below age-related expectations in this area, they may access activities from that unit, at the appropriate level
- If the class access Rainbow Challenges, adapted Rainbow Challenges could be developed for the pupil with SEND to complete
- Pupils with SEND will engage in class discussions and partner talk where possible
- Pupils with SEND will have their learning celebrated through displays and class books in the same ways that their peers' learning is celebrated
- For one-off events like Sports Day or Nativity plays, activities can be adapted so that the pupil with SEND can take part and the pupil may be supported by an adult if needed

Interventions

Some pupils may need additional interventions on top of the learning provided for the whole class; teachers must carefully consider how these are timetabled to avoid pupils missing out on significant elements of the curriculum or interaction with their peers. These should take place in small groups where possible, although there may be some occasions in which it is most appropriate that pupils receive interventions on a one-to-one basis.

These interventions may be delivered by a teacher or teaching assistant. Where interventions are delivered by teaching assistants, pupils' progress remains the responsibility of the class teacher. The class teacher should ensure that they plan and resource these sessions, or if the TA is asked to prepare for these sessions they should have adequate training and time in order to do so. Teachers must ensure that they are aware of pupils' progress and engagement with these interventions and regularly review their impact and whether they need to be changed or adapted.

Interventions should be:

- Brief (15-30 mins) and regular (3-5 times per week)
- Maintained over a sustained period (8-20 weeks)
- Carefully timetabled to minimise time out of class
- Delivered by staff who have been trained on the approach and are following relevant resources and lessons plans closely
- Closely monitored
- Explicitly linked with classroom teaching, with staff members explaining these links to the children

Independence

At St Helen's we want to foster all pupils' independent skills so that they can feel confident in their own abilities and grow into young people and adults who can make a positive contribution, stay safe, be healthy and achieve economic well-being.

Pupils with SEND may need additional support in order to reach their potential, however we want our learners to be aware of what they are able to do and apply their skills independently where possible.

Staff members will offer the least amount of help first, then scaffold support accordingly. Where adult support is needed, staff members will gradually reduce this support until the child is able to complete the activity independently. We will aim for all pupils to work independently at least once a day.

Record-keeping

Class teachers will keep clear, accurate records of pupils' progress and of any relevant incidents. This information may be recorded in various ways:

- Pupils' needs, preferences and strategies to support them will be recorded on a Pupil Passport
- Evidence of the Assess, Plan, Do, Review process will be recorded on the pupils' My Support plan, which will include:
 - Baseline assessments demonstrating specific barriers to learning
 - Outcomes to be targeted within the time period noted
 - Planned provision, including who will deliver the provision and how regularly
 - Reviews of progress and provision with adaptations made for the next cycle
 - For pupils with EHCPs, this document will break down the EHCP long-term outcomes and provision into smaller chunks for each school term
- Notes on specific incidents or meetings with parents will be recorded on CPOMS using the category 'SEN'
- Assessments will be recorded on the same proformas as for the rest of the class, however if pupils are working below age-related expectations, their assessments may be recorded against the objectives for previous year groups

Teachers will record evidence of both areas of strength and progress and areas of weakness and no progress. This evidence will include numerical assessments as well as observations and will be precise, for example recording how many minutes a child is able to concentrate for or whether an incident occurs daily or weekly.

Where pupils with SEND are supported by a group intervention, this will be recorded as part of the Pupil Progress document. This will include:

- Baseline assessments demonstrating the specific barrier to learning shared by the group
- Outcomes to be targeted within the time period noted
- Planned provision, including who will deliver the provision and how regularly

Records will be kept on the school server in order to ensure that they are only viewed by staff members.

Staff communication

Teachers will communicate timetabling and planning with all staff working in their classrooms, including those who support pupils with SEND. Teachers will inform teaching assistants, PPA cover teachers, supply teachers, sports coaches, volunteers and lunchbreak supervisors about the SEND of any pupils they work with so that they can also make the relevant reasonable adjustments (the Pupil Passport document can be helpful for this). Teaching assistants will be included in discussions about provision and progress.

If members of staff have questions about the provision for a child with SEN, they should ask the child's class teacher initially and seek the advice of the SENCO if they continue to have questions or concerns.

Parents/carers

Teachers will keep in regular communication with the parents/carers of pupils with SEND. They will value the input of parents/carers in planning provision for pupils and keep them informed of changes to their provision, progress they are making and any other relevant information. Teachers will meet parents twice a year as part of parents evening and produce a report once a year. Teachers will meet with parents of pupils with SEND three times a year as part of the 'Assess, Plan, Do, Review' process. Two of these meetings may be during parent's evenings, which are provided for all parents, or they may be additional to this. Teachers will clearly communicate targeted outcomes, the range of ways in which a child with SEND is being supported and how they are progressing in all areas, detailing both their strengths and their needs. Parents will be made aware of any ways in which they can support their child at home.

Teachers will signpost parents to the SENCO if they feel they need further support from external agencies or have further questions. The SENCO will produce and regularly update the SEN Information report to inform all stakeholders of how this policy is implemented. This will include ways in which parents of pupils with SEND can access further support.

Pupils

Children are at the heart of everything we do at St Helen's Primary. Staff should endeavour to listen to children's views when planning their special educational provision through working with them to produce their Pupil Passport, discussing their progress with them as part of the 'Assess, Plan, Do, Review' process and through informal conversations and observations.

Involving specialists

Sometimes the school may seek external advice for help and support, to tailor provision for a child and support their progress.

These services include for example:

- School Health Nurse
- Community Paediatrician
- Speech and Language Therapy
- Educational Psychology
- Physiotherapy
- Occupational Therapy

- Sensory Support Service (Hearing and Vision Impairment)
- Autism Spectrum Disorder Diagnostic Assessment Service
- Inclusion Support
- Behaviour support
- Social Services
- Primary Mental Health Specialist (CAMHS - Child and Adolescent Mental Health Service)

Transition

Transitions between teachers, lessons, year groups and school settings can be particularly vulnerable times for pupils with SEND.

Teachers will support colleagues, pupils and their parents/carers for these transitions by:

- Discussing the transition with the pupil and their parents/carers ahead of time
- Sharing pupil passports with the child's next teacher
- Producing transition documents to support the child's understanding of the transition, including for example photos of classrooms, members of staff, outside areas, etc. and sharing these with the pupils and their parents/carers.

The SENCO will support colleagues, pupils and their parents/carers for these transitions by:

- Liaising with early years and secondary settings to find out about any additional transition opportunities that can be accessed
- Ensuring information on pupils with SEND is up-to-date and that this is shared with the relevant colleagues

More information on Effective Transition can be found in Section 2 of The South Glos Way Inclusion Toolkit:

<http://sites.southglos.gov.uk/safeguarding/wp-content/uploads/sites/221/2020/09/2.12-Effective-Transition.pdf>

CPD

Staff members will need continuing professional development to ensure that their knowledge and understanding of SEND is up-to-date and they are equipped with appropriate strategies to support the pupils in their care.

The SENCO will work with the rest of the SLT to strategically plan whole-school CPD that is relevant to the needs of the staff and children, and individual CPD that will support staff members working with specific needs or delivering specific interventions.

If staff members would like to receive CPD on a particular area of SEND in order to develop their provision for the children in their care, they will discuss this with their line manager and/or the SENCO.

SEN Information report

Information for families on how this policy is implemented is published in our **SEN Information Report**, which can be found on our website.