

St. Helen's Catholic Primary School



St Helen's School Offer

Approved by Staff:	September 2016
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Special Educational Needs/Disability (SEND) provision for Children and Young People at St Helen's Catholic Primary School

“United by its Catholic Faith, St Helen's is a multicultural school, committed to developing the spiritual, academic and social potential of each child”

The School's Mission Statement and the Gospel Values encompass the way we work with the children and families. We recognise and celebrate the individuality of all the children regardless of ability, race, ethnicity or opportunity.

As part of the Children and Families Act 2013, Local Authorities are required to publish a Local Offer which sets out the support that is available for children and young people with SEN/D in the local area.

Newham's Local Offer is available on the Newham Website and tells parents how to access services in the local area and what to expect from these services.

Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEN.

St Helen's School Offer forms part of Newham's Local Offer.

The following information outlines the support and provision pupils with SEN can expect at St Helen's.

The diagram on the next page illustrates the school's graduated response to children's needs. It shows the standard offer of teaching, learning and care for ALL pupils, the additional provision which may be needed by some pupils and the specialist provision available to the few children with significant or complex needs.

More information about St Helen's Offer of SEN Provision

How does the school know when a pupil has learning difficulties or special educational needs?

When children have identified SEN before they start at St Helen's the school will work with people who already know the pupil and use information already available to support them in school.

When a child is at school and we have any concerns Miss Bullock the Special Needs Co-ordinator (SENDCo) OR Miss Amy Doherty the (Deputy SENCo) will observe the child in class or individually. If you think your child has SEN please speak to the Class Teacher or Miss Bullock. The school will listen to your concerns and assess your child.

Staff will observe your child in class or on the playground and may carry out some further assessment tests. The school will share with you the outcomes and agree on further steps to support the child.

If it is found that the child has difficulties the school will discuss these with the parent and introduce some interventions in the form of group or individual support. If the child has a “significantly greater difficulty in learning than the majority of others of the same age” the school will liaise with external agencies for strategies and support.

How is the curriculum matched to pupil's needs?

Class Teachers have responsibility for the education of all children including those with SEN/D. Within the classroom teachers use various teaching approaches to meet the needs of all children, whether they are Higher Achieving Pupils or those with additional needs.

The school offers an imaginative and invigorating curriculum offering all children the opportunity to find a learning style which best meets their needs. All children are offered this curriculum. Some children may be offered additional learning opportunities such as life-skills, Signing or Assistive Technology specific to their needs.

How does the School know whether pupils are making progress?

Children's progress is tracked using:

- Observations in class and social situations by staff or external agencies.
- Using "Target Tracker" which is the school's tracking system.
- Children working at P Levels have their progress tracked using the Bsquared tracking system.
- Individual Education Plans (IEPs) which are reviewed 3 times each year.
- Teachers continue to review pupil progress against National Curriculum bands for the majority of pupils with SEN/D but for a small number of pupils the school uses P Levels or the Developmental Journal
- The school is currently working towards assessing pupils without levels.
- The school uses end of unit/ year assessments, standardised reading tests, pupil progress meetings and pupil progress meetings.
- Books are regularly scrutinised by the Senior Leadership Team and Subject Leaders.

How are parents/ carers informed about how their child is doing?

Parents are invited to regular Parent / Teacher interviews which the SENDCo may attend. Parents are also invited to termly IEP meetings or Annual Reviews. The SENDCo is non-class based so is available to meet with parents at other times.

How are decisions made about how much support individual pupils receive?

All pupils are assessed through the school's tracking procedures. It may become apparent that a child is not achieving at the expected level or making the required progress. Additional group support is initially offered. If a child continues to be of concern the school may allocate some additional 1-1 support with an adult for a limited period.

However a small number of children require permanent 1-1 support and receive Higher Needs Funding (HNF). The HNF procedure requires the SENDCo to present a case to representatives from the Local Authority detailing the specific needs of the child.

How is support organised for pupils with identified special educational needs?

The school is able to offer support in a number of ways. Some pupils may receive targeted support in class from a Teaching Assistant who helps to differentiate the lesson. The lesson may be differentiated according to:

- Time given to the task
- Materials or resources used in the task
- The level of adult support given.
- The outcome of the lesson, that is, what the children are expected to have learned or produced.

Sometimes a child may be supported by out of class interventions and these include:

- Every Child a Reader (ECaR)
- Attention Groups
- Language Enrichment Groups
- Therapeutic Story Group – for children lacking confidence.
- Rainbow Group – for children suffering bereavement or separation.
- Counselling from the Brentwood Catholic Children's Society/
- Phonics "Catch-up" programmes
- Colourful Semantics –Anger Management strategies
- Before and After-school clubs include booster classes or targeted homework clubs providing additional support for children.
- The school will devise a personalised programme to meet the needs of individual children.

Although a small number of pupils with more significant learning, physical or emotional needs may have individual support for part or the whole of the day the primary aim of the school is to, whenever possible, engender independence and resilience to prepare the pupils for the next stage in their education and adulthood.

How does the school know if the extra support is helping pupils to make progress?

The school will use entry and exit data for each intervention to ensure that pupils are making progress. BSquared or assessment bands will be used to monitor progress. The school will also hold termly IEP reviews with relevant staff, the parents and child to ensure that the additional support is impacting on the child's learning. Progress is recorded on the Provision Map which is updated every term.

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

Before any child joins St Helen's there is always a rigorous system of exchanging information. This is carried out by the Head Teacher and SENDCo when necessary. All children will have a pre-visit to the school led by the SENDCo and parents have the opportunity to share any concerns. If a child with SEN/D is due to join the school any external agencies will be notified.

What expertise and training do the staff who support pupils with SEN/D have?

The SENDCo is qualified to undertake formal assessments of Specific Learning Difficulties. She has also worked extensively with children with Autism, Emotional and Behavioural Difficulties and language disorders. The Deputy SENDCo has SENDCo accreditation and experience working in specialist provision.

All teaching staff receive training to develop their expertise and delivery within the classroom. This training is provided either in-house or externally.

Our experienced team of SEN Support Staff regularly up-date their skills and knowledge by attending relevant courses or receiving training within the school environment.

Recent training in school has included:

- Hoisting, feeding, emergency medication and Evac chair procedures
- Positive Handling
- First Aid
- Colourful Semantics
- Delivery of the Lego programme (communication)
- Assistive Technology
- Autism – Intensive Interaction and leading of Attention groups
- SCERTS (Newham's new approach to working with children with ASD)
- Delivery of the ASDAN programme
- Epi-pen training and the delivery of emergency medication

What specialist support or services does the school access for pupils with SEN?

The school accesses the following services:

- Wheelchair services
- Sensory Impairment Team
- Speech and Language, Occupational and Physiotherapy Teams
- Complex Needs and Dyslexia Team
- School Nurse
- Educational Psychology Services.
- Newham Child and Family Consultation Services
- Behaviour Support Services
- Brentwood Catholic Children's Society
- Language, Communication and Interaction Services

How are classrooms and other areas of the school adapted to meet pupil's individual needs?

The school meets current disability access legislation and offers:

- Soft Play Room and Sensory Suite
- Hygiene Room located on the 1st floor
- A disabled toilet on the Ground Floor.
- A lift
- A cookery Room which can be used for life skills lessons
- The school has a number of rooms which can be used for any interventions which are not classroom based, for example the library and ECaR rooms.
- Wheelchairs, hoists and standing frames etc are stored in Elma's corridor but can be moved to the classrooms as required.

The school is constantly remodelling and developing the land to give the children a wide variety of out of class learning and social experiences such as the woodland area. The facilities accessible to the children during break times also cater for their various needs.

What arrangements are made to support pupils with SEN taking part in afterschool activities outside the classroom including school journeys?

Children with SEND are included in all areas of school life including educational visits with reasonable adjustments being made. Risk Assessments for all journeys are made and adjustments may include additional staff supporting a child/ different travel arrangements or even a different location if the child's needs could not be met at a particular venue.

How will the school prepare and support pupils who are transferring to a new school?

The school has excellent links with our Secondary Schools.

In Year 5 members of staff from Secondary School will attend the Annual Review so that they can discuss with parents, the child and existing staff the needs of the child, strategies used and how the child's needs can best be met at Secondary School.

In Year 6 we will have further consultations as well as transition visits (additional to those offered to all children). The SENDCo and Head Teacher are available to meet any parents who have concerns regarding transition arrangements.

The SEN Support Team also make resources to support the child during transition such as transition booklets etc. A similar model is used for any child who may be transferring to or from St Helen's mid-phase. The school will be in contact with the receiving school and records will be transferred. If appropriate pre or assessment visits will be arranged.

How does the school support pupil's overall well-being?

The School prioritises the safe-guarding of all children. The safeguarding Lead is Mrs G Hicks and her deputy is Ms L van Biljon.

The school also strives to meet the emotional needs of the children through:

- PSHCE/SEAL curriculum
- In-school Counsellor and end of year 6 transition group for pupils at risk of bullying/ joining gangs etc
- Rainbow group (separation and bereavement)
- Self- esteem groups

Who should parents/carers contact to talk about their child's special educational needs?

If parents have any queries about their child's needs they can make an appointment with Miss Bullock who is happy to help.

Who should parents/carers contact if they have a complaint about the SEN provision?

If a parent has any concerns about their child's learning they should initially speak to the class teacher who will meet with them to discuss their concerns. The SENCo may be invited to this meeting.

If a parent is dissatisfied with the opportunities available to their child or progress being made an appointment should be made to speak to the SENCo who will help with any issues raised.

Most concerns can be resolved within the school but if the issue is not concluded to a parent's satisfaction they should follow the school's complaints procedure which can be found on the website or is available in the School Office.

Other related Policies

Equal Opportunities

Home Visits

Mid Phase Entry

Inclusion Policy

Ethnic Minority Achievement

Child Protection

Behaviour Management

Equalities Policy

Children Looked After Policy

Accessibility Plan

Admission Policy

Anti-bullying

Appendix 1- Questions raised by parents and carers

Appendix 2 Provision Map

Appendix 1



Here are some of the questions asked by our parents and children about the SEN provision in St Helen's

Qn 1- How does the school help parents and carers support their children at home?

- Parent and Toddler Group
- Pre-school and nursery workshops such as potty- training
- Regular meetings with staff (minimum of termly)
- Sessions for parents led by Speech Therapist – small group or individual
- Parents able to liaise with staff at the beginning and end of the day.

Qn 2 – How will I know who the staff are who will work with my child?

- Information given in newsletters
- Pupils with 1-1 support receive a letter from SENDCo at beginning of year.
- Home visits
- Mid-phase Admissions
- Curriculum Evening
- Home-school liaison books
- Opportunity to meet with staff at end of the school day.

Qn 3- My child has medical needs – how will the school cope with these?

- The School nurse is based in the school one morning each week
- The School nurse and SENDCo write Care or Management Plans. Parents are involved in these meetings.
- Staff are trained in hoisting/ moving and handling/ administering emergency medication, including epi-pen. Training will be updated according to a child's needs
- Support from External Agencies such as Occupational Therapy/ Specialist feeding etc
- School meets latest disability access legislation
- Staff in kitchen are alerted to children with food allergies.

Qn 4- How will I be involved in making decisions about my child?

- Regular meetings and reviews with parents to discuss pupil needs where pupil and parental views are recorded and acted upon.
- IEP reviews held 3 times per year.
- Referrals made to agencies with parental permission.
- Wherever possible Annual Reviews are child-centred.

Appendix 2

St Helen's Catholic Primary School Provision Map

Area of Need	All children (where appropriate) will have access to	Some children will have access to	A small number of children will have access to
Cognition and Learning	Differentiated curriculum planning, activities, delivery and outcome. Increased visual aids/modelling etc. Visual timetables. Use of writing frames. Illustrated dictionaries. In class support from a TA/ teacher. Focused group work with teacher/ TA e.g. guided reading/writing/ maths Individual reading with a TA. Small group phonics lessons in KS1 Targeted homework clubs	Booster Maths Groups Booster Literacy Groups Listening Programme Individual ECaR lessons Springboard maths Additional phonics Additional English and Maths support	Access to SLN resources and advisory teachers. 1:1 TA.
Communication and Interaction	Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language. Increased visual aids/modelling etc. Listening and attention programme in the Reception Classes Visual timetables. Use of symbols. Structured school and class routines.	In class support from TA with focus on supporting speech and language. Social Skills group Lego Club Colourful Semantics In class or small group Programme devised by “buy-in “speech therapist	Access to support from LCIS team for social, interaction and communication difficulties. Speech and language programme delivered by in-house therapist Speech and Language support, e.g. speech therapist and/or TA PECS “Signalong”
Emotional, Behavioural and Social	Whole school behaviour policy Whole school/class rules Class reward and sanction systems Circle time Healthy Schools agenda SEAL curriculum activities and resources PSHCE Curriculum	Individual reward sheet Social Stories. Anger Management Rainbow Group Self-esteem group School Counsellor Transition group for Yr 6 pupils	Support from EPS
Sensory, physical and Health	Flexible teaching arrangements. Staff aware of impairment. Medical support. Brain gym exercises. Uses of pencil grips. Modified worksheets.	Access to equipment, e.g. sloping boards, pencil grips. Motor skills in “Rise and Shine” Messy Play Access to Sensory Room Access to Soft Play Room	Individual support in class and PE. Physiotherapy Assistive Technology ICT Occupational Therapy Speech Therapy