



St Helen's Catholic Infant School SEND

Annual Report 2024-2025



1	How does the school identify children with special educational needs?	• The method of identification and provision follows a graduated approach. Concerns are first raised and addressed through normal classroom practice. Transition arrangements for children joining Reception are robust and the Inclusion Leader and Class Teacher are closely involved where additional needs are made apparent. We believe that parents and pre-schools have a responsibility to liaise with us. • A range of assessments and interventions are scrutinised to measure impact and progress. Interventions have a pre and post assessment measures, whether qualitative or quantitative. • Provision beyond the normal, differentiated classroom approaches and learning arrangements take the form of a high quality, personalised teaching and learning approach. An Individual Education Plan is developed in the form of a 'One Plan' in collaboration with staff, specialists, other professionals, child and family. Progress is reviewed termly and adaptations to the support provided are made as required. Plans relate to a clear SMART set of expected outcomes designed to stretch the child's learning and development. The quality, appropriateness and impact of the overall provision are also kept under regular review. • Schools have funding identified within their overall budget to provide high quality, appropriate support. More extensive support will require additional core funding. At this point, the school or parents can apply to the Local Authority for an assessment of Educational, Health and Care needs. If the SEND panel at the Local Authority agree to the assessment, they will undertake the assessment with the support of SEND specialists involved, the family, the school and the child. Together an EHC Plan developed. This should take no more than 20 weeks from start to finish. • Pupil Premium Grant is also deployed and reported termly to Governors.
2	How many children in the school have special educational needs?	16

3	How many children have an EHCP?	5
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4	How many children have met the exit criteria and no longer need that support?	None
5	What types of special education needs does the school currently provide?	St Helen's Catholic Infant School endeavours to do its best to make sure that a child with SEND gets the support they need and makes every attempt to ensure that children with SEN engage in the activities of the school alongside pupils who do not have SEN; This is done by using the following: • A designated teacher to be responsible for co-ordinating SEND provision –The Inclusion Leader • Parent consultation meetings • Pupil progress meetings with teachers and support staff • Using the Essex Approach of One Plan meetings and following up on recommendations made by the Inclusion leader, staff, outside agencies and parents in line with the SEND Code of practice 2015 • An open-door policy, where parents can meet with class teachers and /or Inclusion leader and /or Head Teacher to discuss their child's needs and to be able to voice any concerns • Making effective use of all support services and other outside agencies available to us wherever possible and putting in place any Care Plans provided by them or other professional recommendations • Accessing the Local Offer within Essex • Regular interventions from support staff /Inclusion Leader and teachers to support the Childs special educational needs • Providing current up to date special educational needs training for all staff

6	How are pupils with SEND ensured access to the curriculum?	• All staff are informed of the principles of quality first teaching and their responsibility for teaching all pupils in their class. We scaffold learning in lessons. We believe in trying to meet pupils' needs through this approach. However, where a child has different or additional needs which prevents or hinders them from making progress alongside their peers, a variety of strategies and interventions may be used. This may lead to involvement of external professionals or advice from outside agencies. At this point we would consult with parents before referring to extended services. • The Inclusion leader together with the Head Teacher monitors assessment information and discusses pupil progress with class teachers. The data is also used to inform us about the effectiveness of interventions, next step targets and further interventions which may or may not need to be put into place. • See SEND policy See teaching and learning policy, Inclusion Policy
7	What are the targets and outcomes for children with special education needs?	At St Helen's Catholic Infant School, we aim to promote a positive learning environment for our children with SEND through: • Ensuring they feel a valued part of our school community • Providing a safe and supportive environment • Having access to a range of teaching and learning strategies to suit their needs • Promoting independence as a learner, without over reliance on adult support • Identifying and addressing their needs as quickly as possible • Communicating needs appropriately throughout the school • Encouraging parents to maintain close links with the school to help support their child throughout their learning and development
8	How is their progress monitored?	Progress is regularly monitored half termly by teachers and termly using the Essex graduated approach of the 'One Plan', where progress is assessed and reviewed
9	Are all the relevant plans in place? (Provision maps, individual education plans (One Plans), pastoral plans)	Yes
10	How are school resources deployed? How many Support staff?	8 (However these members of staff are not solely used to support SEND children)

	Any external support	Health, Speech and Language therapists, SEND Inclusion Partner, Educational Psychologists, Occupational Therapy, SNAP, outreach workers
	Equipment and any adaptations	Disabled toilets, Access throughout for wheelchairs/Writing slopes/pencil grips/ visual timetables/weighted cushions/Sensory equipment
11	Are there any Budget/resource issues in terms of SEND provision?	No
12	Describe the progress on any parts of the School Improvement Plan relating to SEND	• Key Priority 1: (QOE) To increase the rate of progress children make to become fluent readers (Inc SEND and vulnerable children) Children with SEND have scaffolded access to the curriculum to make at least good progress from their starting points. Staff have accessed Blanks Level training to support the development of oral language skills. Blanks Level questioning is used with SEND children. Staff have accessed Little Wandle training and run 1:1 and group interventions to support children with their phonic knowledge and decoding skills. The English Lead led a phonics Booster class for targeted Year 2 children. • Key Priority 2: (B&A) To enable learners to access high quality play opportunities during play/lunchtime and improve behaviour and relationships with peers There has been a reduction of incidents in challenging behaviour across the school, enabling children with behaviour needs due to SEND, to access learning. Additional playground resources have been purchased and are available at playtime and lunchtime. Acorn Club provides an opportunity for children to develop their play skills. In the Spring term, the art subject leader provided additional resources for art activities during acorn club. The playground is split into zones with staff led play opportunities available within the zones. Reflect and Reset sheets for children have provide an opportunity for children to reflect on their own actions and make choices themselves about their next steps.

		- Key Priority 3: (PD) To further develop, in a coherently planned way, the rich experiences offered above and beyond the curriculum A weekly after school Sensory Circuit Club is run by the Inclusion Leader for targeted children. Activities are planned to support a child's self-regulation, focus and bilateral co-ordination for learning and daily tasks. - Key Priority 4: (L&M) To ensure that teachers receive focused and highly effective professional development which consistently translates into improvements in the teaching of phonics The SENCO and English Leader support staff during planned INSET sessions. The SENCO supports staff when writing their One Plans to there is a clear link between phonics targets and the Little Wandle scheme.
13	When the SEND policy was last reviewed and when will it be reviewed next? Who is involved in reviewing the policy? Does the policy reflect and meet needs of pupils? What does it say about supporting pupils in their transfer to and from other schools?	October 2022 It will be reviewed in October 2025 Head Teacher and Inclusion Leader Yes - Transferring between pre-school to Infants. Parents are invited to a meeting to meet the Reception team, Inclusion Leader and Head Teacher. - Both the Inclusion Leader and Head Teacher are available to meet with any parent who wishes to discuss their child's needs. - Pre-school leaders meet with Reception Teacher/Inclusion Leader to discuss child's specific needs. - Where a child has specific needs which have been identified by prior to starting school, a meeting is set up with all the professionals involved with the child, the school staff and parents to ensure that the child is supported well with their transition into St Helen's Catholic Infant School - The Inclusion Leader will endeavour to visit pre-schools prior to a child starting St Helen's Catholic school if a child has been

		identified with SEND and parents have given their permission to do so. - Any child who needs extra visits to school prior to starting can have them as long as these are pre-arranged with the school - The class teacher and Inclusion Leader ensure that all records and paperwork are handed over to the next class teacher during the summer term as part of a transition meeting and each class has to opportunity to meet their new teacher before summer holidays. - Year 2 teachers meet with teachers from the parents chosen junior school to discuss the children and any SEN needs that they have. - Sharing helpful records, any paperwork and good practice. Additionally, the Inclusion leader will also meet with the junior Inclusion Leader of the parents chosen school to handover additional SEND paperwork and plan a smooth transitional program to meet any SEND needs. The Inclusion Leader from St Helen's Catholic Infant School meets regularly with the Inclusion Leader at St Helen's Catholic Junior School Academy throughout the year to discuss children who may find the transition from the Infant school to the Junior school difficult - Year 2 Children who have SEND will be offered additional visits to their Junior school if requested or deemed necessary
14	Has the Inclusion Leader undertaken the necessary training?	Yes
15	Have the relevant staff members received appropriate training?	Yes
16	Which external agencies and support agencies are the school working with and how well is this working?	- We work closely with our SEND inclusion partner from Essex for support with training needs or support for individual pupils - We currently subscribe to the Brentwood Extended Schools Services. This gives us access to Speech and Language support and a variety of other services which can be tapped into according to the needs of the children. - We have termly meetings with an Educational Psychologist who may make observations, meet with parents and train staff in specific skills. - We also have access to Outreach workers from Special schools to share strategies, ideas and advice. - We also work closely with a Specialist health visitor to share ideas and work with families. - We access and borrow resources from Beacon Hill School's Resource lending library

		• We have a Disability, Equality and access policy available on our website.
17	What communication Strategies are in place for parents/carers of children with SEN?	• We have an open-door approach where parents are encouraged to maintain close communication links with the class teacher, Inclusion Leader and Head Teacher • For some children with SEND, discussion about pupil progress will take place via Parent/Teacher consultations held in the autumn and spring term, with a written school report in the summer term- which may be discussed face-to-face with the teacher upon parents' request. • For some children with SEND, where the need is greater and the child has a One Plan, meetings will take place with the Class teacher and/or Inclusion Leader at least twice yearly to discuss pupil progress and set targets, with a written school report in the summer term- which may be discussed face-to-face with the teacher upon parents' request. • Relevant policies are available from school website. • Parents may have the opportunity to meet face to face in school with a variety of professionals such as Specialist Teachers, Speech and Language Therapists, Educational Physiologists etc. The school works closely with Health Services and is in contact with the School Nurse, Paediatricians, Occupational Therapists and physiotherapists. Social Care is also available where needed. • The Head Teacher/ Inclusion Leader are able to signpost parents to various support services such as SNAP should they require this. • The school's accessibility plan and budget are reviewed regularly to ensure that the school building is fully accessible and well maintained. • The Governing Body has a contingent of Parent Governors - the Governing Body, as a whole, regularly communicates with, and seeks views of parents and pupils. The Inclusion Leader via the SEND Governor reports to the Governing Body annually. • There is a specific SEND governor whose role is to regularly support and challenge the Inclusion Leader about the provision for SEND pupils. • Parental views are sought face to face at review meetings. • The SEND policy is available on the school website.

18	What is going well?	• Quality First Teaching and scaffolded lessons/activities • Support groups run by qualified teachers and Support Staff • Extra interventions/ support in class for children with SEND • Regular meetings with parents and outside agencies • Early identification of SEND • OFSTED Inspection report (March 2024) states, “Pupils with special educational needs and/or disabilities (SEND) are supported exceptionally well...The school identifies swiftly and accurately the needs of pupils with SEND.” • All staff receive regular and up to date training in Special Educational Needs • Children at St Helen’s Catholic school who have SEN make good progress from their starting point • Seeking advice and support from outside agencies
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