



St Helen's Catholic Infant School

SEND School Offer



Provision for Pupils with Special Educational Needs

We aim to deliver differentiated, inclusive Quality First Teaching to all pupils in the first instance. Where learning difficulties arise, we follow the graduated approach to identify the nature of the needs in order to provide support to pupils using a variety of strategies, interventions and resources. We currently access the support of the Local Authority SEND Inclusion and psychology team, SEND operations service (previously called Statutory Assessment Service), the Physical and Sensory Impairment Specialist Teaching Service and the NHS Speech and language in-school service.

We also subscribe to the Brentwood Catholic Children's Society counselling services. We have contact with teachers from schools where our pupils have transferred from preschool and transferred to in Year 3. We also arrange transition meetings with SEN teachers in those schools. All children have access to a range of extra-curricular activities.

Identifying and Assessing Pupils who are thought to have Special Educational Needs.

We use a whole school approach to assessing, monitoring and evaluating pupil progress. This process helps to identify those children who are not making age related progress. The class teacher is responsible for planning accordingly for delivering lessons to enable all pupils to access the curriculum. Using the graduated approach and involving parents and pupils in the process from the start allows us to identify needs and attempt to remove barriers to learning in collaboration.

Where needs are more complex or difficult to address, the class teacher and SENCO would look at using school interventions and strategies to support the pupil's learning. The pupil would then have a personalised SEN Support One Plan. When the pupil has life-long learning difficulties or significant and persistent learning difficulties despite access to appropriate learning opportunities and support, the school or parents can request that additional support and funding is applied for from the Local Authority. This would require a Statutory Assessment to be made and the Local Authority would decide whether to initiate an Education, Health and Care Plan. Standardised assessments, screening tests and observations are also undertaken to identify needs and provide information for future planning and targets.

Supporting Pupils with Special Educational Needs.

Class teachers aim to deliver differentiated, inclusive Quality First Teaching to all pupils. Where progress is slow, class teachers may adapt their teaching methods, activities, targets or method of recording outcomes to enable pupils to learn. Peer and adult support may be used to boost confidence and self-esteem. Visual or written aids may be employed to support the learner. Where the needs of the child are more complex or persistent, specific interventions and strategies involving individual or small group work may best support the pupil.

If the pupil has significant, complex needs or life-long learning difficulties, their Education, Health and Care Plan may provide additional Local Authority funding for specific resources, specialist advice and/or support to be provided in school. Parents and pupils are involved in the agreement of personal targets and provision from the outset and a close link between home and school is encouraged. Progress is measured at strategic points in the intervention process and the effectiveness of these interventions are monitored and recorded. This allows the class teacher and/or SENCO to adapt or change the intervention to maximise progress. Termly assessments are undertaken by all pupils in each year group from Year Reception to Year 2 and the results and analysis of these assessments inform class teachers and Senior Management Team about pupil progress related to age expected progress or next step targets. Parents and pupils are invited to termly meetings with either the class teacher and/or SENCO to inform them about their child's progress and to discuss new targets.

All staff are provided with opportunities for professional development which includes in school training, courses organised by professional agencies and Local Authority providers. The SENCO is available to provide immediate support on many special educational issues relevant to pupils' needs. Parents, Specialist Teachers and guest speakers are invited to school to discuss pupil needs with staff. The SENCO regularly updates her knowledge around a variety of pupil needs and is available to share this information with staff.

All classrooms have a visual timetable to assist those pupils who might need it. In some classrooms, sensory areas, workstations and comfort zones are created to meet the needs of pupils who require these resources. The curriculum is adapted to meet the needs of the pupil. Differentiation is planned for and activities are tailored to develop the skills the pupils need. Where necessary, some pupils may be withdrawn for small periods of time to focus on particular skills such as reading or number work. Where pupils work with the support of another adult either inside or outside the classroom, we endeavour to relate the activity or skill being practised to the content being taught to the rest of class. This allows for the pupil to later practise those relevant skills or provide information in the classroom with their peers.

The school uses a variety of resources to support pupils with Special Educational Needs, such as practical aids, screening tests, standardised assessments. Wherever possible, these resources are used to identify areas of strengths and weaknesses, support learning, encourage self-help and independence and assist day to day interaction and involvement.

Classroom Assistants are deployed according to pupil needs in classrooms, across year groups and to address specific individual pupil skills. Pupils with Special Educational Needs are included wherever possible in the life of the school.

Extra-curricular activities include pupils who have needs. Social and emotional support is provided in Social Skills Groups, by the class teachers, classroom assistants, SENCO, Head and Assistant Head Teacher and external services.

People to Contact to Discuss Child's Special Educational Needs

Initially, it is best to raise concerns with your child's class teacher. Further concerns and questions need to be discussed with the Special Educational Needs Co-ordinator. Mrs Morris is the Special Educational Needs Coordinator at St Helen's. Mrs Morris can be contacted by email via admin@st-helens-inf.essex.sch.uk

Accessing Special Equipment or Facilities

If special equipment or special facilities are required an approach is going to be made to Local Authority Occupational Therapy Team to request a loan of specialist equipment. It is expected that the loan period will be as long as there is a need for a child to have it. Training will be provided on how to use the equipment. This equipment is on loan to the school for as long as the pupil needs it. The school is wheelchair accessible and has a disabled toilet facility.

Training for Staff in Respect of Special Educational Needs

All our teachers are qualified teachers. Their qualification would have prepared them to teach all primary age children including those with special educational needs. Training and courses are available to staff. The SENCO regularly attends relevant courses, meetings and briefings concerned with the special educational needs. The SENCO regularly reviews professional literature and online professional information provided by the Local Authority. Information and initiatives from these events are disseminated to staff during staff meetings, staff briefings and hand-outs. Special educational needs feature at least one every half term as an agenda item during weekly staff meetings. SENCO has weekly meetings with members of support staff to review practices, gather information, discuss targets and provide professional advice. Special educational needs issues are discussed during the Senior Leadership Team meetings attended by the Headteacher and Deputy Headteacher.

Our school can only access the services of specialist teams and should the class teacher, SENCO or parents require information, advice or support for their child, the SENCO can provide contact with the relevant specialist teacher to facilitate such support. . We have contact with an Educational Psychologist, School Nurse, Occupational Therapists, Physiotherapists and counsellors.

Being involved in my Child's Special Educational Needs

It is our aim to involve parents and pupils right from the outset with identifying and providing for their needs. We appreciate and encourage support from parents in their child's education and firmly believe that home and school should work in partnership. Class teachers are the initial contact for parents regarding their child's needs. At all stages of the graduated approach, parents will be consulted about the progress of their child and how best to support them at home and in school. The SENCO is also able to speak with parents if they have concerns or questions about their child's progress that they wish to discuss. Termly Parent/Teacher Meetings are held for all pupils including those at the early stages of support. When the child moves to SEN Support One Plan, Statement of Educational Needs or Education, Health and Care Plan these meetings are replaced with longer, more detailed meetings to review and set targets involving the parents, pupil, class teacher, SENCO and possibly Specialist outside professionals. If your child has a Statement or EHCP, the Local Authority requires that this is reviewed annually. A date for this meeting will be arranged with parents and available professionals.

Can my Child be Involved in the Meetings?

We actively encourage pupils to be involved in their learning and want them to experience success. By attending part of the meeting with parents, the class teacher, SENCO and other professionals, the pupil may feel empowered by the support network around them and adopt a 'can do' attitude to areas of learning that are problematical. Their attendance underlines the collaboration between all parties and the importance of their views in the decision making process about their learning.

How do I Make a Complaint?

The school has an 'open door' policy. We aim to resolve any issues swiftly and in person, often coming to mutual agreement and understanding. A parent's first port of call is to arrange for a meeting with the class teacher. If necessary, they would then go to the SENCO, after which, the matter would progress to the Head Teacher. In the unlikely event that the matter is not concluded, the complaints procedure can be read on the school website, or a copy is available in the school office on request.

How do the Governing Body Involve Other Agencies Such as Health and Social Services to Meet the Needs of Pupils with Special Needs?

The governing body demonstrates good financial management, thus the building and resources are fit for purpose and fully inclusive. The SENCO signposts, recommends and instigates the links to services to meet identified needs. The SENCO is in regular contact with a local paediatrician and other health professionals such as Occupational Therapists and Physiotherapists. The SENCO reports back to the governing body, and along with the Head Teacher and the SENCO, provides a report to the governing body each term. The SENCO can signpost parents to voluntary organisations for support should they require this. Who can I Contact if I Need More Support with my Child's Special Educational Needs?

SNAP – www.snapcharity.org - 01277 211300 FACE – Families Acting for Change Essex – info@face-essex.org - 01245 608231

Local GP surgery Local Library – Shenfield – 01277 225540 Children’s Centre – The Ark (Becket Keys) – 01277 374912 School Nurse – contact via the school Families in Focus (Essex) – www.familiesinfocusessex.org.uk - 01245 353575 Parent Partnership – parentpartnership@essex.gov.uk - 01245 436036 Brentwood Extended Services – 01277 699431

Where Can I Find the Local Authority’s Local Offer?

The Essex Local Offer can be found on the website www.essex.gov.uk or from SENAEN, Goodman House, Harlow, Essex 01279 404502. “The purpose of the local offer is to improve choice for families by providing information about services available for children and young people aged 0-25 who have special educational needs and/or disabilities. The local offer will also provide a comprehensive resource for professionals to understand the range of services and provision within their area.

The local offer must include provision that supports young people:

- who have education, health and care plans, and who may request an assessment
- who do not have a plan but who need support through universal services
- who require specialist support.

Within the local offer Essex County Council is required to include information about:

- Support for children and families
- Education
- Health care
- Social care
- Preparing for adulthood
- Leisure
- Travel and transport