



<p>School Ethos for SEND (non- statutory)</p>	<p>At St Helen's Catholic Infant School we aim to provide a curriculum which ensures that all children are given equal opportunities to develop the full range of learning skills. We value the contributions made by all children, professionals and parents to help to enhance and maintain our inclusive school community.</p> <p>'Pupils make outstanding progress in their learning, and greatly enjoy all aspects of school, because work is matched very closely to their needs and interests.' OFSTED 2011</p> <p>We provide a broad, balanced and stimulating curriculum for every child regardless of race, gender or ability.</p> <p>At St Helens we aim to promote positive learning for our children with SEND through:</p> <ul style="list-style-type: none"> • Ensuring they feel a valued part of our school community • Provide 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 e.g. parent consultation meeting and following up on recommendations made with input at home. We also have an open door policy, where parents can meet with class teachers and /or SENDCO and /or Headteacher to discuss their child's needs at any time. • Making effective use of all support services available to us wherever possible.
<p>Partnership Ethos with the School.</p>	
<p>1. The Arrangements for consulting parents of pupils with special educational needs.</p>	<p>We firmly believe that home and school should work together in partnership and we are happy to answer any questions or concerns. We welcome the involvement of parent sat home in class and with specific school events or trips.</p> <p>We have an open door approach where parents are encouraged to maintain close communication links with the class teacher , SENDCO and Headteacher.</p> <p>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.</p> <p>For some children where the SEND need is greater, meetings will take place with the Class teacher and SENDCo and any other relevant outside agencies that can support the needs of the child. This happens at least twice yearly to discuss the pupils progress and review targets and needs.</p> <p>Relevant policies are available from school website.</p> <p>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.. who are involved in their child's education. 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.</p> <p>The Headteacher/ SENDCO are able to signpost parents to various support services</p>



	<p>such as SNAP should they require this.</p> <p>The school's accessibility plan and budget are reviewed regularly to ensure that the school building is fully accessible and well maintained.</p> <p>The governing body has a contingent of Parent Governors- the GB as a whole regularly communicates with, and seeks views of parents and pupils. The SENDCO via the SEND Governor reports to the GB three times per year.</p> <p>There is a specific SEND governor whose role is to regularly support and challenge the SENDCO about the provision for SEND pupils. Parental views are sought face to face at review meetings.</p> <p>The SEND policy is available on the school website.</p>
<p>2. The arrangements for consulting pupils with special educational needs about, and involving them in, their education.</p>	<p>Pupils can pass on their views about school via their class councillors who raise them at School Council Meetings.</p> <p>Children are encouraged to talk about their views and needs with staff. Children are aware of their individual target and what they need to do to achieve their targets.</p> <p>We also carry out pupil progress meetings using the Essex approach of the 'One plan' ensuring that everybody is involved with the child's education - the child, The parents, the Teacher, the SENDCO and any relevant outside agencies</p>
<p>3. Contact Details of the SENDCO</p>	<p>SENDCO – Mrs Wendy Bellenie</p> <p>She is a part time member of staff and works Thursdays only. She is contactable via the School Office - 01277 215626 or admin@st-helens-inf.essex.sch.uk</p>
<p>4. Any arrangements made by the governing body relating to the treatment of complaints from parents and pupils with Special educational needs concerning the provision made at the school.</p>	<p>The school has an 'open door' policy. We aim to resolve any issues swiftly and in person, often coming to mutual understanding and agreement.</p> <p>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 SENDCO, after which, the matter progresses to the Headteacher.</p> <p>Complaints policy is on our website or available from the school office on request.</p>
<p>5. Information on where the local authority's local offer is published.</p>	<p>Contact SENCAN at</p> <p>Ely House Ely Way Basildon Essex SS14 2BQ</p> <p>01268 623360</p>



Identification and early intervention

<p>6. Information about the school's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils. This should also include what additional learning support, which is available, activities, and emotional support, which is additional to those available for all pupils.</p>	<p>We use on-going assessment to identify specific needs and aim to address these through 'quality first teaching', teaching methods (including learning styles and multi-sensory approaches,) work differentiation, intervention strategies, individual and group support.</p> <p>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 SENDCO 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.</p> <p>A range of assessments and interventions are scrutinised to measure impact and progress. Interventions have a pre and post assessment measures, whether qualitative and quantitative.</p> <p>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 collaboration with staff, specialists, other professionals, child and family. Progress is reviewed at twice yearly 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.</p> <p>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, an assessment of Educational, Health and Care needs will be undertaken by the Local Authority and an EHC Plan developed. This should take no more than 20 weeks. The school, child and family will be fully involved in this process.</p> <p>Pupil Premium Grant is also deployed and reported termly to Governors. The annual statement is available on the school website.</p>
<p>7. Information on the kinds of special education provision made in the school.</p>	<p>We currently subscribe to the Brentwood Extended Schools Services. This gives us access to Speech and Language support, counselling and a variety of other services which can be tapped into according to the needs of the children. We currently have access to local authority specialist teachers who are highly experienced in areas such as: Autistic Spectrum Disorder, learning and communication difficulties. We can also access to Educational Psychologist who may make observations, meet with parents and train staff in specific skills.</p> <p>Teachers will request hearing, sight and speech assessments for children as the need arises.</p> <p>We also have access to Outreach workers from Special schools to share strategies, ideas and advice.</p> <p>We also work closely with a Specialist health visitor to share ideas and work with families.</p> <p>We have a Disability, Equality and access policy available on our website.</p> <p>We have a wide range of resources available such as Numbershark, Wordshark, writing slopes, pencil grips.</p> <p>We ensure we purchase quality resources to support learning i.e. visualizers, finger and gym trail, IT packages, reading resources, Numicon, phonic games, writing slopes and other specialist equipment etc.</p>



<p>8. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.</p>	<p>The SENDCO makes contact with any additional services required.</p> <p>LSAs are employed and trained to support SEND:</p> <ul style="list-style-type: none"> • Gym trail • Narrative Group • Speaking & Listening • Include Me In • Narrative Therapy • Autistic Spectrum Disorder • Phonics • Reading • Working with lego
<p>Quality First Teaching and Personalisation.</p>	
<p>9. Information about the school's policies for making provision for pupils with SEND including, evaluation of effectiveness, assessment and reviewing progress, adaptations to curriculum, additional support and wider support.</p>	<p>All staff are informed of the principles of quality first teaching and their responsibility for teaching all pupils in their class. We differentiate learning in lessons. We believe in trying to meet pupils' needs through this approach. However, where the child's needs are 'different from and additional to their peers' and 'they have a significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools,' a variety of strategies and interventions may be used, which may then lead to involvement of external professionals or advice from outside agencies. Parents will be consulted before this happens. Wider support might be required for some emotional needs. At this point we would consult with parents before referring to extended services.</p> <p>SENDCO monitors assessment information and discusses pupil progress with class teachers. The data is also used to inform about the effectiveness of interventions and next step targets.</p> <p>See SEND policy See teaching and learning policy, inc assessment</p> <p>See Section 6 above</p>
<p>10. Information about how equipment and facilities to support children and young people with special educational needs will be secured.</p>	<p>See policies relating to accessibility, equality , SEND , teaching and learning, pupil premium available on school website.</p> <p>Headteacher reports to Governing body and minutes demonstrate equipment bought.</p> <p>Support from specialists such as Occupational therapists loan specific resources for use in schools.</p>
<p>Early Intervention and the Education Health and Care Plan</p>	
<p>11. How the Governing body involves health and social care bodies, local authority support services and other bodies in meeting the needs of pupils with SEND.</p>	<p>The Governing Body demonstrate good financial management, thus the building and resources are fit for purpose and fully inclusive.</p> <p>SENDCO to signpost, recommend and instigate links services to meet identified needs</p> <p>SENDCO and HT meet regularly to identify the focus and/or need of the school.</p> <p>SEND governor visits and report to GB</p> <p>Headteacher Reports to Governing Body</p>



12.The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.	Parent partnership- 01245 436036 SNAP- www.snapcharity.org – 01277 211300 Brentwood Extended Services- 01277 699431 School Nurse/Health- via school office.
13.School arrangements for supporting pupils transferring between stages of education and preparing for independent living.	<p>Transferring between pre- school to Infants. Parents are invited to a meeting to meet Foundation stage team, SENDCO and Headteacher. SENDCO and Headteacher are available for meeting any parent who wishes to discuss their child's needs. Pre- school leaders meet with Foundation Stage leader to discuss child's specific needs.</p> <p>Where a child has specific needs which have been identified by SENCAN prior to starting school, a meeting is set up with all the professionals involved with the child and school staff and parents to ensure that the child is supported well in their transition to mainstream education.</p> <p>The class teacher and SENDCO ensure that all records and paperwork are handed over to the next class teacher during the Summer term. Each class has to opportunity to meet their new teacher before Summer holidays. Year 2 teachers meet with teachers from Juniors to discuss children's needs. Infant and Junior SENDCO meet to handover all paperwork and discuss and plan implementation for children with special needs. Junior TAs visit Infant school and named children</p>