

## SEN Annual Report 2017

1	How does the school identify children with special educational needs?	<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 SENCO 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 the form of a 'One Plan' in collaboration with staff, specialists, other professionals, child and family. Progress is reviewed at 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.</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>
2	How many children in the school have special educational needs?	20
3	How many children have an EHCP	1
4	How many children have met the exit criteria and no longer need that support?	None
5	<b>What types of special education needs does the school currently need to provide?</b>	<ul style="list-style-type: none"> <li>• Parent consultation meetings</li> <li>• Pupil progress meetings with teachers and support staff</li> <li>• Using the Essex Approach of One Plan meetings and following up on recommendations made by the SENCO, staff, outside agencies and parents in line with the SEND Code of practice 2015</li> <li>• An open door policy, where parents can meet with class teachers and /or SENCO and /or Headteacher to discuss their child's needs and to be able to voice any concerns</li> <li>• 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</li> <li>• Accessing the Local Offer within Essex</li> <li>• Regular interventions from support staff /SENCO and teachers to support the Childs special educational needs</li> </ul>

		<ul style="list-style-type: none"> <li>• Provide current up to date special educational needs training for all staff</li> </ul>
6	How are pupils with SEN ensured access to the curriculum?	<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 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.</p> <p>The SENCO together with the Headteacher 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.</p> <p>See SEND policy See teaching and learning policy, inclusive assessment</p>
7	What are the targets and outcomes for children with special education needs	<p>At St Helens we aim to promote a positive learning environment for our children with SEND through:</p> <ul style="list-style-type: none"> <li>•Ensuring they feel a valued part of our school community</li> <li>•Provide a safe and supportive environment</li> <li>•Having access to a range of teaching and learning strategies to suit their needs</li> <li>•Promoting independence as a learner, without over reliance on adult support</li> <li>•Identifying and addressing their needs as quickly as possible</li> <li>•Communicating needs appropriately throughout the school</li> <li>•Encouraging parents to maintain close links with the school to help support their child throughout their learning and development</li> </ul>
8	How is their progress monitored?	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, pastoral plans)	Yes
10	How are school resources deployed? <ul style="list-style-type: none"> <li>▪ How many LSAs</li> <li>▪ Any external support</li> <li>▪ Equipment and any adaptations</li> </ul>	<p>12</p> <p>Health, Speech and Language therapists, Educational Psychologists, Occupational Therapy /SNAP/Brentwood Extended services/ outreach workers and Specialist teachers</p> <p>Disabled toilets/ Access throughout for wheelchairs/Writing slopes/pencil grips/ visual timetables/weighted cushions/Sensory equipment/PECS etc...</p>
11	Are there any budget/resource issues in terms of SEN provision?	No
12	Describe the progress on any parts of the School Improvement Plan relating to SEN	<p>To ensure that all one plan meetings are in place for those children who need them and they occur termly</p> <p>To ensure that teachers liaise fully with HT/DHT and Senco Support /training to be given to TA's according to their needs</p>

13	<p>When was the SEN policy last reviewed and when will it be reviewed next?</p> <ul style="list-style-type: none"> <li>▪ Who is involved in reviewing the policy?</li> <li>▪ Does the policy reflect and meet needs of pupils</li> <li>▪ What does it say about supporting pupils in their transfer to and from other schools?</li> </ul>	<p>It was reviewed on September 2017 – Due to be reviewed September 2018</p> <p>Headteacher, and SENCo</p> <p>Yes</p> <ul style="list-style-type: none"> <li>• Transferring between pre- school to Infants. Parents are invited to a meeting to meet Foundation stage team, SENCO and Headteacher.</li> <li>• Both the SENCO and Headteacher are available to meet with any parent who wish to discuss their child’s needs.</li> <li>• Pre- school leaders meet with Foundation Stage leader to discuss child’s specific needs.</li> <li>• 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, the school staff and parents to ensure that the child is supported well with their transition into St Helen’s Catholic Infant School</li> <li>• The Senco will visit pre-schools prior to a child starting St Helen’s Catholic school if a child has SEN and parents have given their permission to do so.</li> <li>• Any child who needs extra visits to school prior to starting can have them as long as these are pre-arranged with the school</li> <li>• The class teacher and SENCO 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.</li> <li>• 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 SENCO will also meet with the junior SENCO of the parents chosen school to handover additional SEN paperwork and plan a smooth transitional program to meet any SEN needs.</li> <li>• The Senco from St Helen’s Catholic Infant School meets regularly with the Senco at St Helen’s Catholic Junior School throughout the year to discuss children who may find the transition from infant to Junior school difficult</li> <li>• Y2 Children who have SEN will be offered additional visits to their Junior school if requested on deemed necessary</li> </ul>
14	Has the SENCO 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?	<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:</p> <ul style="list-style-type: none"> <li>• We can also access to Educational Psychologist who may make observations, meet with parents and train staff in specific skills.</li> <li>• Teachers will request hearing, sight and speech assessments for children as the need arises.</li> <li>• We also have access to Outreach workers from Special schools to share strategies, ideas and advice.</li> </ul>

		<ul style="list-style-type: none"> <li>• We also work closely with a Specialist health visitor to share ideas and work with families.</li> <li>• We have a Disability, Equality and access policy available on our website.</li> </ul>
17	What communication strategies are in place for parents/carers of children with SEN?	<ul style="list-style-type: none"> <li>• We have an open door approach where parents are encouraged to maintain close communication links with the class teacher, SENCO and Headteacher.</li> <li>• 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.</li> <li>• For some children where the SEND need is greater, meetings will take place with the Class teacher and/or SENCO at least twice yearly to discuss pupil progress and set targets.</li> <li>• Relevant policies are available from school website.</li> <li>• 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.</li> <li>• The Headteacher/ SENCO are able to signpost parents to various support services such as SNAP should they require this.</li> <li>• The school’s accessibility plan and budget are reviewed regularly to ensure that the school building is fully accessible and well maintained.</li> <li>• 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 SENCO via the SEND Governor reports to the GB annually</li> <li>• 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.</li> <li>• The SEND policy is available on the school website.</li> </ul>
18	What is going well?	<ul style="list-style-type: none"> <li>• Support groups run by qualified teachers and LSA’s</li> <li>• Support Teacher providing extra intervention for children with SEN</li> <li>• Qualified SENCO</li> <li>• Regular meetings with parents and outside agencies</li> <li>• Early identification of SEN</li> <li>• Differentiation for Children with SEN in the classrooms is excellent</li> <li>• All staff receive regular and up to date training in Special Needs</li> <li>• Children at St Helen’s Catholic school who have SEN make good progress</li> <li>• Headteacher, Intervention Lead -teacher and SENCO meet weekly to discuss our SEN children to ensure that they are getting the best possible education we can give them</li> <li>• Seeking advice and support from outside agencies and The Endeavour school</li> </ul>