



SEND Information Report 2025-26

SENCO: Mrs C Saxton
SEND Governor: Mrs C Muirhead

Our Vision

Our school, together with family, church and community, offers a stable rock for learning, resilience and aspiration as we travel through life.

We commit to create a dynamic environment, with Christian values at the heart, where the unique nature of each individual is respected and nurtured to enable life in all its fullness.

Ratified by Governors:	September 2025	
Review Date:	September 2026	
Link Policies:	All subject documentation	Accessibility Plan
	All safeguarding policies	Behaviour Policy
	Equality Information & Objectives	Supporting Pupils with Medical Conditions Policy

Appendices:

1. SEND Process

St. Helen's Church of England Primary School is committed to making our best endeavours to meet the special educational needs of pupils. We work to ensure that our children achieve the best possible educational outcomes in all that they do. In line with our trust deed our Christian Values and our Christian vision shapes how we support pupils with Special Educational Needs and Disabilities in day-to-day practice. Inspired by the image of the house built on the rock (Matthew 7:25–27), we want every child to feel safe, supported and encouraged to grow, even when they face challenges. Working in partnership with families, church and community, we celebrate each child's individuality and provide the nurture and guidance they need to build confidence, resilience and aspiration. In this way, we ensure that every child can experience life in all its fullness as part of our inclusive school family.

Aims

Our SEND Information Report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)

At St Helen's CE Primary School, we believe that all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives

Our aim at St Helen's is to ensure that these things happen. In order to achieve this aim, we will:

- Use our best endeavours to make sure that a child with SEND gets the support they need;
- Ensure that pupils with SEND engage in activities alongside those who do not have SEND;
- Designate a teacher to be responsible for coordinating SEND provision (the SENCO – Mrs C Saxton);
- Inform parents/carers when special educational provision is being made for a pupil and include them with decision making for their child.

A link to our SEND Policy can be found on our school website: <https://www.sthelenceprimary.org.uk/school-info/policies>

Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age (roughly 1.5 – 2yrs below ARE), or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

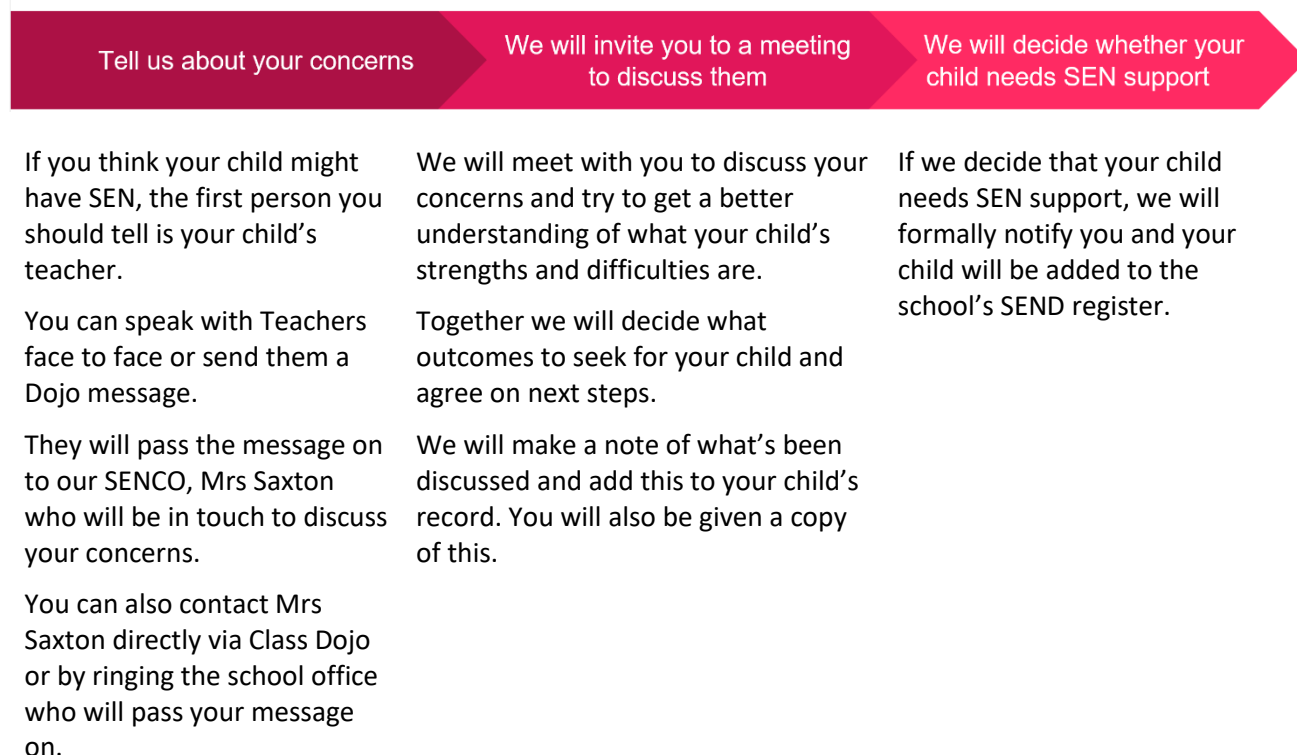
Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties;
- Cognition and learning, for example, dyslexia, DCD (dyspraxia);
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD);
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy;
- Moderate/severe/profound and multiple learning difficulties.
- We currently have x16 children with EHCPs (children have prime areas of need in ASD, SLCN and SEMH). In addition, we have a further x6 children with My Support plans which are being produced with a long-term aim of being sent on for EHCP assessment in 2025-26. The needs of these children are Communication and Interaction, Cognition and Learning and SEMH.
- Every child with an EHCP has a specific timetable to ensure provision set out in the EHCP is provided (this also informs annual reviews to measure if the provision is adequate to ensure progress is achieved).
- From September 2025 St Helen's are developing an intervention group for children with significant SLCN (Orchard Class). The curriculum for this has been written by Mrs C Saxton (SENCO) in conjunction with our Trust Director of Education. The intervention will be run day to day by a Specialist SEND TA, Miss S Hunter and overseen by SENCO/SLT. Children from KS1 and KS2 will have a bespoke curriculum based on EHCP needs. To access this intervention children will have an EHCP with SLCN as prime area of need (or will have an MSP awaiting statutory assessment). Children will still attend sessions with their peer group e.g. registration, breaks, lunch, PE, Art etc.

Identifying pupils with SEND and assessing their needs



At St Helen's we assess current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the child's previous rate of progress;
- Fails to close the attainment gap between the child and their peers;
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs and physical needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled. If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND. The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data. The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician. Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

Any pupil who is deemed as having SEND will be added to the school SEND Register and Class Teachers will create a Supporting Me to Learn Plan (SMTLP). Children on the SEND Register will also have a One Page Profile which informs staff what has been done to support pupils and any strategies which help/do not help.

Consulting and involving pupils and parents

We will have an early discussion with the pupil (where appropriate depending on age/stage of understanding) and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty;
- We consider the parents' concerns;
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are.

Details from these early discussions will be used to create the pupil's Supporting Me to Learn Plan and a copy will be given to their parents. Pupils will be fully involved in the process and will be made aware what their specific targets are.

We will formally notify parents when it is decided that a pupil will receive SEND support.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil;
- Their previous progress and attainment or behaviour;
- Other teachers' assessments, where relevant;
- The individual's development in comparison to their peers and national data;
- The views and experience of parents;
- The pupil's own views;
- Advice from external support services, if relevant.

The assessment will be reviewed at least every 8 weeks

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. This will all be recorded on the pupil's SMTLP.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

What support is in place for looked-after and previously looked-after children with SEN?

Mrs C Saxton, our SENCO, will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning. This will be supported by our Pastoral Care Lead, Mrs Diane Day.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a Personal Education Plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is **always** our first step in responding to pupils who have SEND. This will be adapted for individual pupils.

In addition to high quality teaching, we can also provide additional support using the following interventions:

- Rhythm and Rhyme
- Talk me into Writing

- Read, Think, Write
- Ready for Real Writing
- Paired Writing
- Take 5
- Sentence Smart
- PORIC
- Stride Ahead
- Early Vocab Builder
- Max's Marvellous Maths
- Maths Together (Y1)
- Numicon Intervention Kit
- Plus One
- Power of Two
- Hello Everyone (EYFS)
- Lego Therapy
- Circle of Friends
- Socially Speaking
- Music Interaction
- Social Skills Board Game
- Emotions (posting game)
- Talk About How We Feel
- It's in a Bag
- It's on the Cards
- Fit to Learn
- BEAM
- Dough Gym
- Jump Ahead
- Listen and do
- My Memory Pack
- Write from the Start
- Take 5
- Quick as Qwerty

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc;
- Adapting our resources and staffing;
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc;
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, providing scaffolds etc.

Additional support for learning

Teaching assistants will support pupils on a 1:1/small group basis when this is required to meet the provision as listed on individual Supporting Me to Learn Plans/MSP/EHCP.

We work with the following agencies to provide support for pupils with SEND:

- WISENDSS, Educational Psychology Service (including EIT), SALT, OT, Children and Adolescent Mental Health Service (CAMHS), Future in Mind (FIM), Children Families Inclusion Team (CFIT), School Nurse, Occupational Therapy etc.

Expertise and training of staff

Our SENCO has ten years' experience in this role and works as EYFS Leader, F2 Teacher, and is also the school's Assistant Head Teacher. She is allocated x3 afternoons a week to manage SEND provision (sometimes more is needed and this is arranged with SLT). She holds the NASENCO required qualification. The Headteacher is also a qualified SENDCo.

We have a team of 10 teaching assistants, including 2 additional higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision.

In the last couple of years, staff have received external training in Autism Awareness (delivered by WISENDSS), ICAN Early/Primary Talk and Nurture training (delivered by WISENDSS). As a school we have bought into ILOP which all staff have access to bespoke support and specific training sessions as required.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets each term;
- Reviewing the impact of interventions after 8 weeks;
- Monitoring by the SENCO;
- Termly reviews of MSPs with Parents, Class Teacher and SENCO;
- Holding annual reviews for pupils with EHC plans (including a termly meeting with Parents, Class Teacher and SENCO).

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after school clubs. Children who are identified as having SEND are specifically invited to attend clubs which will suit their interests.

- All pupils are encouraged to go on our residential trip;
- All pupils are encouraged to take part in sports day/school plays/special workshops etc;
- No pupil is ever excluded from taking part in these activities because of their SEND.

How does the school make sure the admissions process is fair for pupils with SEN or a disability?

- All parents are encouraged to come and look round school before making an application. SENART will contact school where the school has been named. The Headteacher and SENDCo will read the paperwork and respond to the consultation within the agreed time. If it is felt that the child's needs cannot be met then reasons will be given in line with the SEND Code of Practice.

- Our Admissions Policy states that St Helen’s will admit children with an Education, Health and Care Plan (EHCP) in which the school is named.
- Children with SEND are not discriminated against unfairly. The over-subscription criteria is applied fairly for pupils with SEND who do not have an Education, Health and Care Plan (EHCP). This is all documented and given to the Local Authority.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council;
- We provide extra pastoral support for listening to the views of pupils with SEN by Mrs D Day, Pastoral Care Leader.
- We run a nurture club (Forest Schools) for pupils who need extra support with social or emotional development
- We have a zero-tolerance approach to bullying.

Working with other agencies

Involving specialists:

- Where a pupil continues to make less than expected progress due to SEND, despite the use of evidence-based approaches and well-matched interventions, we will consider the use of specialist staff, either through the Local Authority or other outside agencies. At any point where a specialist is involved, parents/carers will be fully involved in the process. Children causing greatest concern and who will probably need an EHCP assessment will have a ‘My Support Plan’ (MSP). This document is the central place for gathering information from Parents, school and outside agencies.
- Progress towards long term outcomes set as part of MSPs are reviewed termly in a meeting with Parents, Class Teacher and SENCO. These meetings are arranged by SENCO and MSPs are updated accordingly after each one.

Contact Details of Support Services for Parents of Pupils with SEN

- WESAIL - Telephone: 07961 897036 Email: WESAIL@barnardos.org.uk
- SENART – 01924 302465
- CAMHS SPA – 01977 465865

The Local Authority Local Offer

Our local authority’s local offer is published here: <https://wakefield.mylocaloffer.org/Home>

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENCO in the first instance. They will then be referred to the school’s complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions;
- Provision of education and associated services;
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Contact details for raising concerns

Mrs C Saxton (SENCO) 01977 617955

Mr L Swift (Head Teacher) 01977 617955

Monitoring arrangements

This Information Report will be reviewed by Mrs C Saxton **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Body.

St Helen's CE Primary School

SEND Process

Our Christian faith foundation gives us the hope which recognises the potential in every child and the aspiration that we can reach that potential through a dynamic learning environment.

Early Identification

Initial discussion between parents and Class Teacher. SENCO may be involved.



Supporting Me to Learn Plan

Class teacher assess the child (with SENCO if required). Parents and pupil meet to write a Supporting Me to Learn Plan with specified targets. Maximum X8 weekly review date set and targets measured.



Review Plan – measure impact

Either removal of Supporting Me to Learn Plan due to good progress made or proceed with the referral to relevant outside agencies e.g., WISENDSS (x2 reviewed plans need to be completed before referral).



Specialist will make appropriate observations

School will follow recommendations requesting any further support if required.



Gathering of evidence

SENCO, Class Teacher and Parents will contribute to completion of My Support Plan.



Final Steps

Decision to request assessment for an Education Health Care Plan or manage at school level based on child's needs.