



SEND Policy

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:	Accessibility Plan	Behaviour Policy
	All safeguarding policies	Supporting Pupils with Medical Conditions Policy
	Equality Information & Objectives	

Appendices:

1. SEND Process

We at, St. Helen's Church of England Primary School are committed to making our best endeavours to meet the special educational needs of pupils and ensuring that they achieve the best possible educational outcomes in all that they do. Our Christian vision underpins our approach to supporting children with Special Educational Needs and Disabilities. Just as the house built on the rock stood firm through the rain and winds (Matthew 7:25–27), we are committed to providing a stable foundation for every child, ensuring that they feel secure, valued and able to flourish. By working in partnership with families, church and community, we nurture each pupil's unique qualities, building resilience and aspiration so that all can experience life in all its fullness. Our SEND provision reflects our belief that every individual is created in the image of God and deserves the opportunity to thrive within a loving, inclusive environment.

Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND);
- Explain the roles and responsibilities of everyone involved in providing for pupils with 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);
- Inform parents/carers when special educational provision is being made for a pupil.

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities;
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report.

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, 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.

Roles and responsibilities

The SENCO

The SENCO is Mrs C Saxton

They will:

- Work with the Executive Headteacher, Head of School and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching;
- Advise on the graduated approach to providing SEND support;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Be the point of contact for external agencies, especially the local authority and its support services;
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all pupils with SEND up to date.

The SEND governor

The SEND governor is Mrs C Muirhead

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings;
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this;
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

The Headteacher

The Headteacher is Mr L Swift.

He will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school;
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class;
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision;
- Ensuring they follow this SEND policy.

SEND information report (full document is available on our website)

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, 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.

Identifying pupils with SEND and assessing their needs

We will assess each pupil's 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.

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.

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).

Consulting and involving pupils and parents

We will have an early discussion with the pupil 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 or subject 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.

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 our first step in responding to pupils who have SEND. This will be adapted for individual pupils.

We will also provide the interventions as listed on our Provision Map.

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, 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.

We work with the following agencies to provide support for pupils with SEND: WISENDSS, Educational Psychology Service, SALT, OT etc.

Expertise and training of staff

Our SENCO has 9 years of experience in this role and works as EYFS Leader, F2 Teacher and is also AHT. She is allocated 3 afternoons a week to manage SEND provision.

We have a team of 10 teaching assistants, including 2 additional higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision. We have one Specialist SEN TA who runs a bespoke SLCN intervention (supported by SENCO).

In the last academic year, staff have been trained in Colourful Semantics and Makaton. The SENCO has also run weekly in-house training sessions for other interventions that support staff needed upskilling on.

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;
- Using provision maps to measure progress;
- Holding annual reviews for pupils with EHC plans.

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.

- 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.

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 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.

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 (Headteacher) 01977 617955

The local authority local offer

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

Monitoring arrangements

This policy and 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.