



SEND Information Report 2026-27

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:		
Review Date:	September 2027	
Link Policies:	Teaching and Learning policy	Accessibility Plan
	All subject policies	Behaviour Policy
	All safeguarding policies	Supporting Pupils with Medical Conditions Policy
	Equality Information & Objectives	

Appendices:

1. SEND Process

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.sthelensceprimary.org.uk/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.

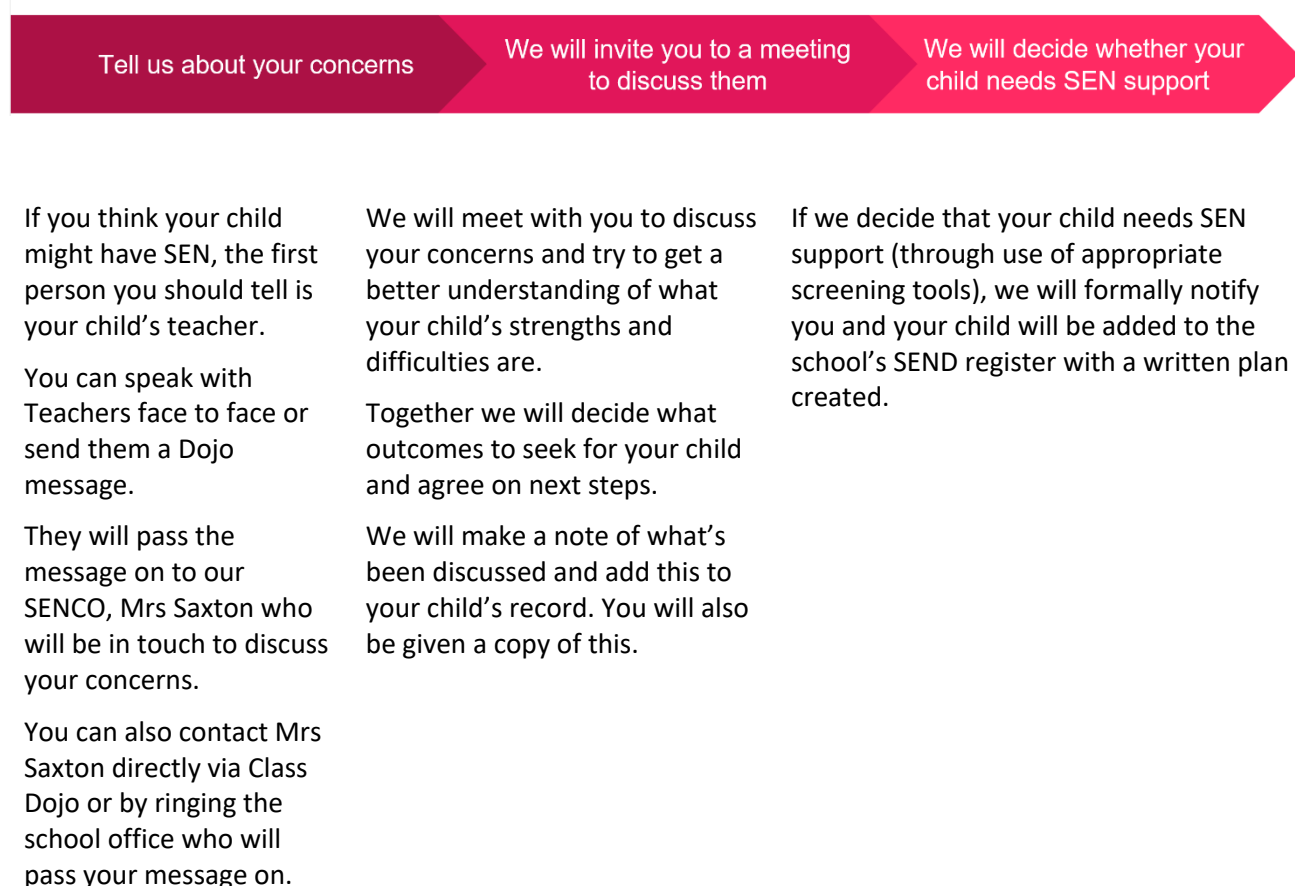
The kinds of SEND that are provided for:

Our school currently provides additional and/or different provisions 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 x13 children with EHCPs (children have prime areas of need in ASD, SLCN and SEMH). In addition, we have a further x8 children with My Support plans which are being produced with a long-term aim of assessment for EHCP. 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 started to develop an intervention group for children with significant SLCN (Orchard Class). The curriculum for this is provided by Class Teachers and overseen by SENCO. The intervention is run day to day by TA/HLTA and overseen by SENCO/SLT. Children from KS1 and KS2 have a bespoke curriculum based on EHCP needs. To access this intervention children will have a prime area of need of SLCN. Children still attend sessions with their peer group e.g. registration, breaks, lunch, PE, Art etc. Occasionally Orchard may be accessed by pupils with a prime area of need of SEMH, these sessions will be 1:1.

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. Class teachers will complete appropriate screening tools to help identify specific difficulties. 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) or One Page Profile. All children on the SEND Register will also have a Transition One Page Profile, completed in July and informs staff what has been provided to support pupils over the academic year (and previously if relevant) 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 (SMTLP) or One Page Profile (OPP) and a copy will be given to their parents. Pupils will be fully involved in the process and will be made aware of 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/OPP.

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.

A planned introduction programme is delivered in the summer term to support transfer for pupils starting school in September. Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine. The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.

If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

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) which is written by our Pastoral Care Lead (in conjunction with CT/SENCO). 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:

- 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
- 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 plus 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.

We have a team of 9 teaching assistants and an additional 3 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). All staff will receive SLCN CPD in Autumn 2026 to be delivered by WISENDSS.

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 a maximum of 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 extracurricular 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 through our *Blossom* provision.
- We have a zero-tolerance approach to bullying.
- We offer a wide variety of pastoral support for pupils. This includes following 'One Life' (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the SENCO.
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups e.g. Motional.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.

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 R Harvey (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

Early Identification

Initial discussion between parents and Class Teacher (SENCO may be involved).
Completion of SPLD screening tools by CT. Recorded on school's Cause for Concern Register.



Supporting Me to Learn Plan

Class teachers 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 continue to provide extra support. SENCO will proceed to refer to relevant outside agencies e.g., WISENDSS where no progress is being made or concerns are growing.



Specialists 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 if a greater level of support is required.



Final Steps

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