

## **SEN information Report 2021-22**

St Helens Primary School  
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Mission Statement "A small school with a big heart"

### **Introduction**

All Isle of Wight providers will use their best endeavours and adopt a similar approach to meeting the needs of pupils with Special Educational Needs. Schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as proactive and inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

### **Admissions**

Children and young people, with SEND are allocated places in two separate & distinct ways:

Those children and young people with Education Health and Care Plans have a separate admissions procedure overseen by the IW SEND Assessment and Review team.

Those children and young people who have SEND but do not have an Education, Health and Care Plan are admitted via the normal school admissions criteria.

Detailed information and guidance of how to apply for a place at an Isle of Wight School **both** if your child/young person has statement of special educational needs/Education Health Care Plan, or if he/she has special needs but does not have a statement Educational Health Care Plan, can be found on the following link:

<http://www.iwight.com/Residents/Schools-and-Learning/School-Admissions>

**PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING  
IN THIS SCHOOL:**

<b>Setting/School/College Based Information</b>	<b>Staff</b>	<b>Summary of Responsibilities</b>
<p>1. Who are the best people to talk to in the school/college about my child's/young person's difficulties with learning/ Special Educational Needs/Disabilities (SEND)?</p>	<p>Mrs Heather Grimes SENDCO Contact via School Office on 01983 872442</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> <li>● Ensuring St Helens Primary School meets its responsibilities under the Equalities Act (2010) alongside the Headteacher and Governing Body.</li> <li>● Monitoring the quality of SEND Provision in school.</li> <li>● Overseeing the day to day operation of the SEND Policy and SEND Code of Practice</li> <li>● Maintain a SEND register</li> <li>● Coordinating provision for pupils with SEND</li> <li>● Liaising and giving advice to Teachers and other staff working within school on how to meet the needs of children with SEND</li> <li>● Support all staff in understanding the needs of children with SEND</li> <li>● Overseeing the records of pupils with SEND</li> <li>● Liaising with parents of pupils with SEND</li> <li>● Making a contribution to Staff Professional Development</li> <li>● Maintaining a provision map of SEND provision</li> <li>● Analysing the impact of Intervention Programmes</li> <li>● Liaising with external agencies, Local Authority Support Services, Social Services and other professional and voluntary bodies</li> </ul>



**HOW COULD MY CHILD GET HELP IN OUR SCHOOL? :**

Children and young people in St Helens Primary School will get support that is specific to their individual needs. This may be all provided by one or a number of people/agencies the class teacher or may involve:

- Other staff in school
- Staff who will visit the school from the Local Authority central services such as the Sensory Service (for students with a hearing or visual need) or Speech and Language Service
- Staff who visit from outside agencies such as Speech and Language therapy (SALT) Service from private agencies or the NHS

	<b>Types of support provided also showing the stage of the SEN Code of Practice children will be at when receiving this input</b>	<b>What would this mean for your child?</b>	<b>Who can get this kind of support?</b>
2. What are the different types of support available for children and young people with SEND in this school?	High Quality Inclusive Teaching for all children	<ul style="list-style-type: none"> <li>● Your child’s learning needs will be met through high quality inclusive teaching using varied activities that are suitable for your child’s needs</li> <li>● Children’s needs will be met through a variety of activities using a range of resources.</li> <li>● An exciting curriculum with appropriate challenges for children.</li> <li>● Curriculum enhancement and varied opportunities which include trips, visits, workshop and visitors.</li> </ul>	All children
	All children – evidence based interventions	<ul style="list-style-type: none"> <li>● Any child that is not making expected progress will be put forward for intervention. This decision will be made by Class Teacher, SENDCO and Head Teacher</li> </ul> <p>These interventions include:</p>	Any child that is not making expected progress

		<ul style="list-style-type: none"> <li>● Fine Motor Skills</li> <li>● Communication Groups</li> <li>● Social and Emotional Groups</li> <li>● 1 to 1 reading sessions</li> <li>● Booster literacy sessions</li> <li>● Booster numeracy sessions</li> <li>● Handwriting sessions</li> <li>● Booster phonics support</li> <li>● Speech and Language sessions</li> </ul>	
	Children with a barrier to learning (K support) within the 4 broad areas of need.	<p>A barrier to a child's learning will have been identified through moderation of work and assessments within school following the assess, plan, do, review cycle. These children will be on the SEND register. More specialist intervention that is specific to an individual child's needs may be required including the use of:</p> <ul style="list-style-type: none"> <li>● A Dyslexia Programme</li> <li>● A Personalised Speech and Language programmes</li> </ul>	Children highlighted as having a barrier to learning.
	Children with an Education and Health Care Plan (EHCP)	<p>Specific barriers identified by a range of professionals and an allocation of resources is provided by the school and local Authority to support the child's needs in school. Annual reviews are held to make sure the provision is effective for the child.</p>	Children who have been assessed by the LA and issued with an EHCP

3. What support is there for behaviour, avoiding exclusion and increasing attendance?	<ul style="list-style-type: none"> <li>● At St Helens Primary we will support any child that needs emotional behaviour support by trying to identify the underlying cause of behaviour or emotion and support the family in anyway needed ourselves or by referral to necessary agencies e.g. CAMHS [Child and Adult Mental Health Services], Barnados family support services and working with our part time ELSA [Emotional Literacy Support Assistant]</li> </ul>	
4. How can I let the school know I am concerned about the progress of my child/young person in school?	<ul style="list-style-type: none"> <li>● In the first instance please contact your child's class teacher to discuss any worries</li> <li>● You can request further meetings with the SENDCO or Head Teacher if necessary</li> <li>● Should a complaint be necessary, there is a Complaint Procedure to follow. Please contact the school office.</li> <li>● Termly parents evenings are offered to parents</li> </ul>	
5. How will the school let me know if they have any concerns about my child/young person?	<ul style="list-style-type: none"> <li>● The Class Teachers are constantly reviewing and assessing your child's progress. There are Parent and Teacher Consultations in October and February/ March and progress reports sent out in the Spring Term for all children.</li> <li>● You will be contacted as soon as necessary if there are any concerns. A meeting will usually be arranged to discuss your child's needs. The SENDCO may request to attend or as parents you may request for the SENDCO to be present.</li> </ul>	
6. How is extra support allocated to children and young people and how do they move between the different levels?	<ul style="list-style-type: none"> <li>● Extra support is identified in termly progress meetings with the Class Teacher, SENDCO and Headteacher. They will identify which groups of pupils or individual children and what type of extra support and then staff will be allocated accordingly.</li> <li>● Any child needing extra support through intervention will be carefully monitored in terms of their level of progress to ensure they exceed expected level of progress in order for them to move their learning forward.</li> </ul>	

7. What specialist services are available at or accessed by the school?	A. Directly funded by the school	<ul style="list-style-type: none"> <li>● Learning Support Assistants</li> <li>● Training for <b>all</b> staff where necessary e.g. ELKLAN Speech and Language Training and Safeguarding</li> <li>● Specific intervention training</li> <li>● ELSA [Emotional Literacy Support]</li> <li>● Educational Psychology Service [Hampshire]</li> </ul>
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	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> <li>● Speech and Language Therapy</li> <li>● Statutory Educational Psychology Service[Hampshire]</li> <li>● Teaching for the hearing/visually impaired</li> <li>● Early Help Assessment Framework Team</li> </ul>
	<p>C. Provided and paid for by the Health Service but delivered in school</p>	<ul style="list-style-type: none"> <li>● School Nurse</li> <li>● CAMHS Child/Adult Mental Health Service</li> <li>● NHS speech and language service for children in Early Years and pupils with complex medical needs</li> <li>● Physiotherapy – when referral accepted</li> <li>● Occupational Therapy – when referral accepted</li> </ul>
<p>8. How are staff in the school supported to work with children &amp; young people with an SEND?</p> <p>a) What training have the staff supporting children/young people with SEND had or have available?</p>	<ul style="list-style-type: none"> <li>● St Helens Primary School employs a SENDCO for one day a week who attends SENCO circles and SEN briefings organised by Hants Local Authority and the Isle of Wight Local Authority</li> <li>● All our staff, both Teachers and Learning Support Assistants, are given training and support. Some training is done at school by Subject Team Leaders, SENDCO or the Head Teacher.</li> <li>● Staff are given the opportunity to attend Local Authority Professional development Training which the school buys into.</li> <li>● Two members of staff are trained in ELKLAN (speech and language)</li> </ul> <p>Mrs. Grimes [SENDCO] achieved the National SENDCO Qualification in 2018. Mrs Rose Leslie also has the SENCO accredited training and will work alongside Mrs Grimes to ensure the school continues to deliver quality teaching and provision to all our children.</p> <p>SEND has a regular place on staff meeting agendas enabling sharing of good practice between staff</p> <p>Specific LSAs have training in Speech and Language and other support staff have received dyslexia training and training in specific interventions.</p>	
<p>9. How will activities/teaching be adapted for my child/young person with learning needs?</p>	<ul style="list-style-type: none"> <li>● Teaching will be varied by the Class Teacher depending on the needs of your child. If specialist equipment is required then it will be provided by the school.</li> <li>● Learning Support Assistants are timetabled to work with children in groups or individuals where necessary.</li> </ul>	

<p>a) How will the curriculum be matched to my child's/young person's needs?</p> <p>b) How will both you and I know how my child/young person is doing and how will you help me to support my child/young person's learning?</p>	<ul style="list-style-type: none"> <li>● The curriculum will be fully inclusive and matched to suit the needs of your child so that he/she can access everything. Lessons are adapted and support given and visuals provided where necessary.</li> <li>● Teachers are expected to deliver lessons that are engaging and have a variety of approaches.</li> <li>● The Class Teacher and SENDCO keep records to monitor your child's progress.</li> <li>● There is a specific computer programme that all staff use to input their assessments. All staff can access this to monitor progress for their subject responsibility.</li> <li>● Meetings are available to discuss your child's needs and progress. Your child is encouraged to have an active part in any discussion about their needs and learning.</li> <li>● The School can advise you on how best you can support your child's learning at home.</li> <li>● We can provide you with details of SENDIASS, an external independent service who can support you at meetings, with paperwork and provide advice (01983 825548 email <a href="mailto:sendiass@iow.gov.uk">sendiass@iow.gov.uk</a>)</li> <li>● We can signpost you to services, websites and voluntary organisations that can provide you with additional information, support and advice.</li> <li>● We will apply for access arrangements, if necessary and appropriate, for testing situations (e.g. Key Stage 2 SATs)</li> </ul>
<p>10. How will the school measure the progress of my child/young person?</p>	<ul style="list-style-type: none"> <li>● Pupil Progress meetings are held termly and the progress of all children will be looked at using the school tracker system and SEN Provision maps.</li> <li>● Targets are given to all children and then progress is measured against these.</li> </ul> <p>Adequate progress is defined as that which narrows the attainment gap between pupils and peers by:</p> <ul style="list-style-type: none"> <li>● Preventing the gap increasing</li> <li>● Equals or improves pupils previous progress rate</li> <li>● Ensures full curricular access</li> <li>● Shows an improvement in Self Help, Social or Personal skills</li> <li>● An improvement in pupil's behaviour</li> </ul> <ul style="list-style-type: none"> <li>● Where a child has an EHCP, annual reviews take place to see whether progress has been made. The Reviews are held under the guidance of the Code of Practice</li> </ul>



<p>11. What is the pastoral, medical and social support available in school?</p> <p>a) What support will there be for my child/young person's overall well being?</p> <p>b) What support is there for behaviour to avoid exclusions and increase attendance?</p>	<ul style="list-style-type: none"> <li>● At St. Helens Primary school we spend time ensuring children are happy and ready to learn. Teachers get to know the children well.</li> <li>● The School Nurse can arrange a meeting to discuss any medical or health needs that your child may have</li> <li>● Social Skills groups</li> <li>● The Relationships and Health Education Curriculum is taught to all children</li> <li>● Most staff in school are first aid trained</li> <li>● Medical needs are recorded and children with significant needs e.g. allergies requiring an epipen, are known to all staff</li> <li>● A part time ELSA can offer social and emotional support for groups of children, or, occasionally, on a 1:1 basis.</li> <li>● We can refer to local counselling services e.g. KissyPuppy.</li> <li>● We monitor attendance closely and will support you to ensure your child's attendance is 95% or above.</li> </ul>
<p>12. What support does the school have for me as a parent of a child/young person with a SEND?</p>	<ul style="list-style-type: none"> <li>● We have an open door policy where you can come and chat to Class Teachers, SENDCO and Head Teacher when you need to at a mutually agreed time.</li> <li>● We offer Early Help to families that meet the criteria. Through these further support can be accessed.</li> </ul>
<p>13. How does the school manage the administration of medicines?</p>	<ul style="list-style-type: none"> <li>● Please see the Schools Policy on administering medicines</li> <li>● Most staff are trained with the safe handling of oxygen.</li> <li>● Most staff are first aid trained.</li> <li>● Most staff are trained in using a defibrillator.</li> </ul>
<p>14. How accessible is the school environment? (including after school clubs and school trips)</p>	<ul style="list-style-type: none"> <li>● We are a fully inclusive school.</li> <li>● The school office is manned between 8am and 4pm with an answerphone outside these hours.</li> <li>● The main building is accessible to those with physical disabilities.</li> <li>● The mobile classroom is not easily accessible to those with physical disabilities.</li> <li>● We have a wet room available in the main school building with an accessible toilet.</li> <li>● School trips are accessible for children with SEND and we work in partnership with parents for their support.</li> </ul>

	<ul style="list-style-type: none"> <li>● After school provision is accessible for children with SEND and we work in partnership with parents for their support.</li> <li>● Resources are accessible for children with SEND and are sometimes adapted to suit the needs of children with SEND.</li> </ul>
<p>15. How will the school support my child/young person when they are leaving? OR moving to another Year?</p>	<p>At St Helens we know transitions are very important.</p> <ul style="list-style-type: none"> <li>● We have very close links with the Pre-School. The Reception Teacher will run play /story times for the Pre-School children to visit with Pre-School staff. This runs over the months running up to the Summer Holidays. The SENDCO will visit the Pre-School on site in the summer term to meet the children moving up.</li> <li>● If a child is attending another Pre-School, visits will be made by the class teacher or SENCO.</li> <li>● We have close links with our Secondary schools and will have meetings with them to ensure that your child has a smooth transition to Year 7.</li> <li>● When a child has a special educational need we complete transition booklets with them to ensure they are adequately prepared to move to the next class. This booklet will contain photographs of the children's new teacher and pictures of their new classroom. The children can then take these home so they can chat to you about what is happening to them.</li> <li>● New teachers meet with the previous teacher to discuss children moving up.</li> <li>● Additional visits to the classroom will be arranged and to meet key staff for children who need it.</li> <li>● When children move to another setting within year, we will ensure your child's needs are discussed with the receiving school.</li> <li>● We will contact a previous school to talk to key staff about a new child arriving at St Helens Primary School.</li> <li>● Transition Partnership Agreements can be drawn up with your child's previous or new setting when deemed necessary.</li> </ul>

<p>What additional support is available to my Looked After Child who has SEN as well?</p>	<ul style="list-style-type: none"> <li>● The designated Teacher at St Helens Primary School is Mr Carl Wake.</li> <li>● As a school we meet with Social Workers and any other professionals as necessary and prepare together a Personalised Education Plan which will complement the Pupil Passport to provide additional support for the child to help them succeed. This is monitored termly and adjusted according to the impact of the provision and what needs to happen next.</li> <li>● Meetings with an Educational Psychologist will be made through the Local Authority if necessary to help support and advise us on the best way to support the child.</li> <li>● The child will have priority to meet with the ELSA in school, if necessary, to discuss any social, emotional and mental health needs they may have and work on a programme of support.</li> <li>● The designated teacher will attend meetings and training regularly to ensure the correct procedures are taking place in school.</li> </ul>
<p>Where can I get further information about services for my child?</p>	<ul style="list-style-type: none"> <li>● IOW local offer <a href="http://www.iwight.com/localoffer">www.iwight.com/localoffer</a></li> <li>● Family information zone <a href="mailto:familyinfozone@iow.gov.uk">familyinfozone@iow.gov.uk</a> (01983 823349)</li> </ul>