

# SEND Policy and Information Report



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## St Helena School's "Offer" a Special Educational Needs and Disability (SEND)

### 1. School Ethos for Special Educational Needs and Disability (SEND)

The aim of St Helena School is to ensure full entitlement and access to an education that enables **all students** to achieve their best and reach their full potential. We take a whole school inclusive approach to educating students with SEND, wherever possible, alongside their peers in lessons where High Quality Teaching meets the needs of all students.

The school recognises that a student has SEND if they have a learning difficulty or disability which requires additional or differentiated provision to be made for them. Special education provision will be made if a student:-

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools . (SEND Code of Practice September 2014).*

We make provision for students with SEND in accordance with the Code of Practice 2014, Equality Act 2010 and Children and Families Act 2014.

The school is compliant with the Equality Act 2010 and always ensures that students with SEND are provided equal opportunities to engage in activities across the curriculum and outside of the classroom including school trips.

Where possible specific equipment and facilities are provided by the school, such as writing slopes and laptops or accessed via the Specialist Teacher Team or other external agencies and professionals. The school is accessible for those with physical/sensory impairments and has a number of facilities to this end such as disabled toilets, lifts and height adjustable tables and we are continuing to develop the school building to enhance access for all. Parents can find out about equipment and facilities to support students by visiting the school website at <http://www.st-helena.essex.sch.uk/> to view the Accessibility Plan. Parents are also welcome to visit the school to view directly the equipment and facilities we have available.

### 2. Partnership Ethos

We recognise that the key to success is the strong partnership that schools develops with parents/carers. St Helena School also works in partnership with outside professionals from a wide range of services to support and provide guidance on SEND. Parents and students are involved in the preparation of Student Profiles, this builds up a picture of the students barriers to learning and strategies that help them to access the learning. Information is shared with teachers and support staff across the school and is reviewed regularly.

By working together we can ensure that all students with SEND participate as fully as possible to offer their views, wishes and feelings in decision-making and to receive the best support and guidance available. Parents/carers are encouraged to be actively involved in supporting their child at St Helena school by attending SEND reviews, student progress reviews, parents' evenings with the SENCO or subject teachers and providing feedback through parent surveys and events. Parents/carers can also make an appointment to meet with the SENCO to discuss their child's needs and provision whenever necessary.

The name of the SENCO at our school is Ms Julie Coe, she holds the required National Award for SEN Coordination. Her contact details are: 01206 572253 or email [j.coe@sthsch.com](mailto:j.coe@sthsch.com)

St Helena School will also consult with the Local Authority about the provisions available across education, health and social care for students with SEND. The 'Local Offer' published by the local authority will provide us with clear, comprehensive and up-to-date information about available provision and how to access it. The Local Offer can be found at [www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk)

### **3. Complaints Procedure**

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As a school we work hard to provide effective communication and relationships with students and parents, and to listen and respond positively to any concerns brought to our attention. We are committed to taking all concerns seriously and would like to think that, through being open and accessible, concerns can be dealt with easily. If the situation arises where parents have a concern about provision being made for their child and feel that the SENCO has been unable to reassure them that needs are being met effectively, then the School's Complaints procedure is available on our website at <http://www.st-helena.essex.sch.uk/>

### **4. Identification and Early Intervention**

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We aim to identify students with SEND using a graduated approach. This will be done using a range of assessment data and observations as well as gathering evidence from subject teachers, parents, SENCO, support staff, previous school records and other relevant professionals. Where a student is identified as having additional needs or is attaining significantly below age appropriate expectations then further support will be put in place and recorded on a One Plan and (or) Provision Map. The intervention and additional support will be monitored and reviewed on a termly basis, involving parents and students. The frequency and duration of intervention is adapted as necessary until the student makes adequate progress.

The school provides a range of additional interventions to promote the skills needed for learning, particularly in literacy and numeracy. We also have a range of support to develop and build students' confidence and self-esteem. This is carried out through a range of methods depending on individual need. Intervention may take the form of one-to-one adult led support, small group work, specific structured programmes led by learning support staff or teachers, student focused computer programmes or may involve therapeutic support from other professionals where appropriate.

## **5. SEN Provision at St Helena**

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The progress of all students, including those with SEND, is monitored and assessed regularly by the SENCO, subject teachers, Year Leaders and Senior Leaders. Where it is identified that a student is not making the expected progress further assessments will be carried out to identify their barriers to learning. Students and parents will be consulted where appropriate and a suitable intervention or additional support put in place. The SENCO will record, monitor and evaluate the effectiveness of the support.

There is a range of services available to support students with SEND, this will vary according to individual need. We work closely with Statutory Assessment Services and have access to an Educational Psychologist and Specialist teachers.

The school provides relevant training to staff to ensure current needs are met. Our Teaching assistants are linked to faculties, enabling them to have subject content knowledge as well as SEND expertise, which aims to meet needs and raise achievement across the curriculum. Teaching Assistants work closely with teaching staff to plan and prepare learning tasks to meet the needs of all learners. We encourage independent learning, responsibility and resilience for all our students.

For some Year 7 students who arrive at the school with low literacy levels, and may struggle to access a Key Stage 3 curriculum, we provide a highly structured literacy programme led by our Dyslexia Coordinator, who holds an Advanced Diploma in Education.

As well as academic achievement we believe that children need to develop positive social, emotional and mental well-being. This is encouraged and developed through interactive workshops led by trained staff to develop personal awareness skills, assertiveness, effective communication and confidence.

For students that continue to have social, emotional and mental health needs we have access to specialist agencies such as Child and Adolescent Mental Health Services, Youth Enquiry Services, Children's Society and the school chaplain.

## **6. High Quality Teaching and Personalisation**

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The school is committed to ensuring that all teaching is at least good and that much is outstanding. High quality teaching is that which is differentiated and personalised to meet the needs of students. St Helena School aims to provide a range of teaching and learning strategies to ensure that all students can access the curriculum. Teaching staff understand that they are all responsible for students with SEND. All students, regardless of ability, have full access to a wide range of suitably challenging educational opportunities which are appropriate to their needs. Every student at St Helena School is provided with opportunity to make progress in every aspect of their development, enabling them to be the best they can be. Personalised timetables are sometimes put in place to meet individual need.

St Helena School works hard to ensure that no student is disadvantaged in terms of facilities and equipment. To ensure we are meeting needs we work with outside professionals such as specialist teachers, occupational therapists and the specialist nursing team. Our broad approach to inclusion is captured in our Equality and Diversity Policy available on our website or on request.

## **7. Early Intervention and Education Health Care Plan**

In accordance with Section 9 of the SEND Code of Practice: 0-25 years September 2014, St Helena School will endeavour to ensure we meet the needs of children with SEND within the context of the mainstream setting. Some students may require an Education, Health and Care needs assessment in order for the local authority to decide whether it is necessary to make provision in accordance with an Education, Health and Care Plan (EHCP). The purpose of the EHC plan is to make special provision to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

Where a student is identified as not making the expected progress the SENCO will make referrals or seek advice/support from the local authority and other outside bodies in accordance with Section 9 of the SEND Code of Practice.

The SENCO will support the assessment of an EHC by establishing and recording the views, interests and aspirations of the parents and child. We will provide a full description of the students special educational, additional needs (where known), together with current levels of attainment.

The local authority publishes its own 'Local Offer' which contains contact details of support services available to parents/carers of students with SEND in Essex. This will be available at [www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk)

## **8. School Arrangements for Supporting Students Transferring Between Stages of Education and Preparing for Independent Living**

Through our inclusive approach the school seeks to support students at all stages of transition. Our SENCO, Learning Support team, Year Leaders and Pastoral team work closely with primary feeder schools to gather a picture of need for individuals. We also work with the Preparing for Adulthood Advisor for Children and Young People with Disabilities Service for students from Year 9 onwards to begin to develop the student and parent's views of the support and services they may need for the transition at post-16. We will provide information for colleges regarding the needs of students with SEND. Throughout the transition periods we will involve the student and parents/carers in any arrangements which may involve structured visits/meetings, induction days, meetings with relevant staff and any necessary adjustments to the EHCP.

## **9. Who to contact if you have concerns about your child's needs**

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If you have concerns that your child needs additional support to meet their learning difficulties or disability you can contact:

- Special Educational Needs Coordinator – Julie Coe [j.coe@sthsch.com](mailto:j.coe@sthsch.com)

Parents/carers can also access information regarding SEND at [www.parentpartnership@essex.gov.uk](mailto:www.parentpartnership@essex.gov.uk)

If a situation arises where parents have a concern about provision being made for their child and feel that the SENCO has been unable to reassure them that needs are being met effectively, then the Schools Complaints procedure is available on our website: <http://www.st-helena.essex.sch.uk/>