



St Helen's C of E Primary

SEND Information report

2025-2026

Contact Details

Special Educational Needs and Disability Coordinator (SENDCO)	Mrs Sarah Walton
Inclusion officer / Early Help	Mr James Creek
Where is the Local Authority's Local Offer published?	https://www.devon.gov.uk/education-and-families/send-local-offer/
Contact details for support services for parents of pupils with Special Educational Needs.	Devon Information advice and Support (DIAS) https://devonias.org.uk/ 01392 383080 devonias@devon.gov.uk

Questions	School Response
What kinds of special educational needs are provided for at St Helen's	St Helen's 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 The SENDco, teacher and support staff provide support for all pupils across the four areas of need as laid out in the SEND Code of Practice 2014
What are the policies and processes for identifying children with SEND and assessing their needs?	Policies - MAT wide SEND Policy https://alumnismat.org/policies/#trust St Helen's Accessibility Plan https://ash-sch.org/download/accessibility-plan-2023-25/ Processes - Most children are supported with Ordinarily Available Inclusive Provision (OAIP) and Quality First Teaching. https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/introduction/ If OAIP does not seem to be supporting then we move onto targeted support. These extra learning opportunities are specific areas to boost the children's knowledge and understanding. https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/targeted/ In order to make the right decision on what a child needs the 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 or fails to close the attainment gap between the child and their peers. 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 SEN. 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. This process is known as the Graduated Approach. This is a cyclical process where teachers and TAs plan, do, assess and review the progress of pupils and

	extra learning opportunities that need to take place. Ordinarily Available Targeted Support The graduated approach to SEN support 
How does St Helen's evaluate the effectiveness of the provision for children with SEND?	St Helen's teachers follow the graduated approach and the four-part cycle of assess, plan, do, review to track the progress of SEND pupils on their My Plans. Please see the image above. The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. <u>This will draw on:</u> - The teacher's assessment and experience of the pupil - Their previous progress and attainment and character development of the child - 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 regularly on the My Plan 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 A record is kept of My Plans and intervention data Children's learning, achievements, support and extra learning that can take place at home to be shared via the Seesaw app.
What are the arrangements for assessing and reviewing children's progress towards outcomes?	Measuring impact for SEND pupils requires a multifaceted approach that encompasses both academic performance and holistic development. Across Alumnis progress is tracked through regular half termly assessments, ensuring that each student's growth is monitored and celebrated. Holistic evaluations consider social, emotional, and behavioural development alongside traditional academic metrics. Our targeted interventions provide entry and exit data to help us address specific

	needs, ensuring that support is personalised and effective. By continuously adjusting strategies based on comprehensive data, we can better support SEND pupils in achieving their full potential. My Plans are reviewed every six weeks. Termly data is reviewed for all pupils every term and targets are adjusted. If necessary provision is adjusted and additional support put in place.				
What is our approach to teaching children with SEND and adaptations are made to the curriculum and the learning environment for children with SEND?	When Ordinarily available inclusive provision has not been enough, Targeted Special Needs provision becomes an integral component of ensuring every student receives the support they need to flourish academically and socially. Through targeted interventions tailored to individual needs, students with SEND may receive additional support beyond quality first teaching. Our approach to ordinarily available inclusive provision is set out in our Alumnis SEND strategy. The school's learning environment is carefully managed to not overwhelm pupils. Our SEND strategy highlights the importance of our classroom set up and regular learning walks take place to ensure classrooms are fit for the learning of all pupils. Displays & Classroom set up All classrooms will be dyslexia friendly using the resource packs available in every Alumnis School. This is everyone's responsibility in ensuring excellence for all. <table border="1"> <thead> <tr> <th>Displays</th> <th>In and around the room.</th> </tr> </thead> <tbody> <tr> <td> • 'Welcome to' poster with staff names (and images) • Class Visual Timetable - widgit timetables to be found near the IWB • Key words/vocabulary around the classroom to support learning • Wherever possible IWB displays have a coloured background to support those with visual tracking problems • Rainbow alphabet and 'Bed' poster up and near the English working wall • Displays to not 'leak' over borders to support those with sensory processing needs and visual tracking difficulties • Character development displayed to support children's well-being and social, emotional and mental health • Inspiring change makers display is evident with school vision. • Stem sentences displayed • Your phonics and handwriting scheme are clearly displayed • British values and global goals are visible so children can talk about them • Science working wall, English working wall, Maths working wall • Foundation subject working walls • Small steps are marked out on working walls • Key objectives and end outcomes are displayed • Key vocabulary for the unit • Children's work is on display for each small step • Foundation subject skills and knowledge progression posters are up by displays </td> <td> • Room is well ventilated and best use made of natural light. Room is uncluttered • Movement around the classroom is minimised to avoid visual disturbances • Sources of equipment/resources are organised and clearly labelled with widgit • Limit the use of things hanging from ceilings to support those with sensory processing needs and visual tracking difficulties • Access to resource boxes with eg magnetic letters, coloured overlays, games, pencil grips • Access to Sensory box with eg soft/hard items, fiddle toys, blanket, calming music • Age-appropriate timeline • Age-appropriate global map • Love of Reading visible in the classroom - clear and inviting reading area • Manipulatives and resources that are age appropriate • Calm, reflection area </td> </tr> </tbody> </table> https://alumnismat.org/wp-content/uploads/2024/06/Alumnis-SEND-strategy-1.pdf	Displays	In and around the room.	• 'Welcome to' poster with staff names (and images) • Class Visual Timetable - widgit timetables to be found near the IWB • Key words/vocabulary around the classroom to support learning • Wherever possible IWB displays have a coloured background to support those with visual tracking problems • Rainbow alphabet and 'Bed' poster up and near the English working wall • Displays to not 'leak' over borders to support those with sensory processing needs and visual tracking difficulties • Character development displayed to support children's well-being and social, emotional and mental health • Inspiring change makers display is evident with school vision. • Stem sentences displayed • Your phonics and handwriting scheme are clearly displayed • British values and global goals are visible so children can talk about them • Science working wall, English working wall, Maths working wall • Foundation subject working walls • Small steps are marked out on working walls • Key objectives and end outcomes are displayed • Key vocabulary for the unit • Children's work is on display for each small step • Foundation subject skills and knowledge progression posters are up by displays	• Room is well ventilated and best use made of natural light. 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What additional support for learning is available to pupils with special educational needs?	We make the following adaptations to ensure all pupils' needs are met: Scaffolding learning and the curriculum to ensure all pupils are able to access it, for example, by resources, grouping, teaching style, content of the lesson, individual support etc. Adapting our resources and learning and teaching styles - Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc. - Scaffolding learning, adjusting our questioning and teaching styles, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc. - Adopting approaches based on Rosenstein's Principles of Instruction Adaptations to the environment and curriculum: - Children work in mixed ability groups - A wide range of resources are accessible to children				

	- Activities and resources are given to support individuals - ICT is used where there may be an additional need - Displays may be adapted for visual impairments; - Additional equipment is used such as sound- field systems to promote and encourage good listening skills.
How are children with SEND enabled to engage in activities available with children in the school who do not have SEND?	Children with SEND are enabled to engage in activities with other children in school by making reasonable adjustments including, but not exclusive to; - providing adapted equipment - modifying tasks to suit their needs - offering additional support from teachers or aides - ensuring all activities are planned with inclusivity in mind - allowing them to participate alongside their peers while receiving necessary accommodations
What support does the school provide for improving emotional and social development?	Social and Emotional development is very important for all pupils. If a child has anxiety or is distressed they cannot learn effectively. School staff will take time to provide nurture support, adapt timetables and provide safe spaces for pupils needing additional emotional support. We offer nurture groups as a part of our ordinarily available inclusive provision such as - Early bird club, which allows pupils to come in 15 minutes early to school to help reduce anxiety towards coming to school - Emotional School Base Avoidance (EBSA) training has been attended by SENDCo and pupils and parents have started the programme to support pupils using the Attend Framework. - Lunch Club to support social and emotional support. These are small groups where adult led sessions promote talking. St Helen's has a very nurturing approach based on the Relational Approach. It gives clear guidance to all staff to build strong relationships with pupils enabling them to feel safe and happy in school. St Helen's has a dedicated School Inclusion officer who can also support families and children who are struggling.
What expertise and training do staff have to support children with SEND and how is specialist expertise secured?	Staff supporting children with Special Educational Needs (SEND) typically receive comprehensive training in areas like identifying different types of learning difficulties, implementing differentiated instruction, managing challenging behaviours, and utilizing assistive technology. Our SENCO (Special Educational Needs Coordinators) will liaise with external professionals like speech therapists, occupational therapists, and educational psychologists to access tailored support for individual children's needs.
How do we secure the equipment and facilities needed to support pupils with SEND?	All teachers contribute to the whole school and class provision mapping. This clearly highlights resourcing needs. Through on-going monitoring and evaluation, we regularly assess the effectiveness of provision and make plans for future resourcing needs. The SENDCO meets with external professionals such as the Advisory teachers and Educational Psychologists to identify specialist equipment and resources required for pupils. Teachers are constantly reviewing new technology and programs available to support pupils with SEND in and out of the classroom. Some pupils with an Educational and Health Care Plan have additional resources

	to deliver support specified in their plans.
How do we consult with the parents of children with SEND and involve them in their child's education?	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 take into account the parents' concerns - Everyone understands the agreed outcomes sought for the child - Everyone is clear on what the next steps are - Notes of these early discussions will be added to the pupil's record via CPOMS and given to their parents. - We will formally notify parents when it is decided that a pupil will be placed on the SEND register as well as when they are removed too.
How do we consult with children with SEND and involve them in their education?	Pupil voice is essentially listening to the views, experiences and opinions of children in school. The main purpose of pupil voice is to evaluate how well something is going to drive future improvements. Pupils with SEND will have regular opportunities to share their views. These will be added to CPOMS and recorded in TAF Review paperwork.
What are the school's arrangements for handling complaints from parents of children with SEND about provision?	Parents are invited to speak to the Headteacher. Should complaints be upheld, the Headteacher will support staff to implement appropriate provision.
How do we involve outside agencies in meeting children's SEND and supporting their families?	St Helen's consults with outside agencies to support children with special educational needs (SEND) and their families in a number of ways, including Consultations and Referrals. For example, the Advisory teacher for the Deaf visits regularly to guide the school on how to support the Hearing Impaired pupils. Some agencies contact parents at home and support families at home also. Bampton School also uses referrals through the Early Help system to provide support for families. Bampton School requires parental permission before involving external agencies. Bampton school has regular TAF meetings with parents. The other agencies are often invited to attend TAF meetings to offer advice and support.
How will children be supported when moving to a new class or when joining or leaving the school?	When moving to a new class, joining or leaving a school, children are typically supported through transition activities like visits to the new classroom or school. Meetings between current and new teachers to discuss individual needs take place and children meet the new teacher as often as possible. For children who may struggle with change, social stories can be used to help them understand what to expect. Depending on the child's needs, additional support like a buddy system or extra meetings with the new teacher may be provided. When a child joins or leaves St Helen's we make an effort to communicate with the previous or new school to ensure transparency that all needs can and will be met. CPOMS records are also shared.
Where can I find out more information regarding services available for children with special educational needs or disabilities?	Please see the Devon Local offer for more information https://www.devon.gov.uk/education-and-families/send-local-offer/ A glossary of SEND terms is included in the appendices of the SEND Code of Practice (page 278) https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Who are the best people to talk to in our school about my child's difficulties with learning, special educational needs or disabilities?	In the first instance, you should talk to your child's class teacher about your concerns. The class teacher will liaise with the SENDCo. The SENDCO may organise a TAF meeting to discuss concerns with the family and teachers. If after a period of time you continue to have concerns, you should request a meeting directly with the SENDCo. SENDCo is always available during parents' evenings when you can book a 10 minute slot to discuss anything. These meetings take place within the Autumn and Summer term.
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Impact:

What has gone well this year?
At St Helen's we are proud that we include all children into the heart of our community regardless of needs. Pupils are taught to accept one another using our character culture and Christian ethos. We have promoted half termly SEND based collective worship discussing our differences and celebrating who we are. We aim to look at the needs of a child at that moment in time rather than labels and diagnosis. Forest School has been a great success over the past year providing a different learning opportunity for our SEND pupils. Children have been outside two afternoons a week come rain or shine. They have learnt social skills, team work and above all had fun. Staff have received training in the new OAIP Framework from Devon County Council, the Graduated Approach, EBSA and deaf awareness training.

