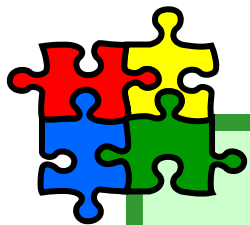


Helmingham Community Primary
School
Special Educational Needs and
Disability (SEND) Information
Report
April 2017

www.instantdisplay.co.uk





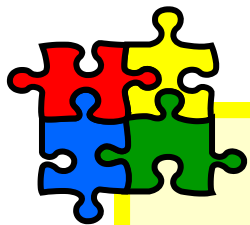
Speech and Language

4 Areas of Need:
+Cognition and Learning
+Communication and Interaction
+Physical and Sensory
+Social, emotional and mental health

The kinds of SEND that are provided for

A range of diagnosed conditions, including:
ADHD
Autism
Dyslexia
Dyspraxia
Speech and Language

Visual impairment



The name of the SENCO is:
Mrs B Cleland

Concerns raised
by parents or
other members
of staff

Data from the school's tracking
system is analysed each term

School phone number
is 01473 890267

**Policies for identifying children
and young people with SEND and
assessing their needs, including
the name and contact details of
the SENCO**

Termly pupil
progress
meetings with
class teachers

One page Pupil Profile

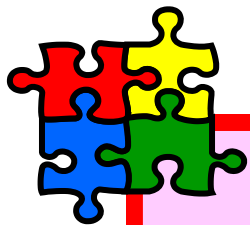
The SENCO's email
address is:
admin@helmingham.suffolk.sch.uk

Use of a variety of specific
standardised assessments to provide
a more detailed picture of the child's
needs:

NFER Single word spelling
Salford Reading and Comprehension
BPVS
Progress in Understanding Maths
Progress in Reading
Phonics and Early Reading
Neale Analysis of Reading Ability

Our governor for SEND is
Mrs J Hinchcliffe.
Contact via the school
01473 890267
admin@helmingham.suffolk.

The SEND Policy can be found on the
school website



SEN transfer meetings

SEND parent questionnaires

Parents/teacher meetings with class teacher

Assemblies
Reading sessions

Reviewing the SEND Policy

Annual Review meetings

Arrangements for consulting parents of children with SEND and involving them in their child's education

Workshops throughout the year on a variety of topics:

Phonics

SATS

Maths

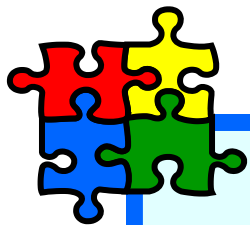
Grammar and punctuation

Dyslexia

Joint target setting for the Support Plan

Reviewing the SEND Information report

Email/phone conversations



Creating one page profiles

Setting targets with pupils

SEND pupil questionnaires

Regular use of self assessment

Arrangements for consulting young people with SEND and involving them in their education

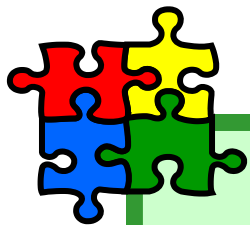
Pupils consulted about the support they receive

Pupil voice included in Support Plans

School houses assemblies

Pupils involved in Annual Reviews

Half-termly meetings with pupils to review progress and what is working well



Spelling, Reading and Vocabulary standardised tests carried out termly.

Termly attainment and progress recorded and tracked in each of the core subjects

Pre and post intervention assessments carried out to analyse effectiveness and progress

Review of targets at the end of each term

End of unit assessments

Pupil progress meetings held with class teachers and the head teacher each term

Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review

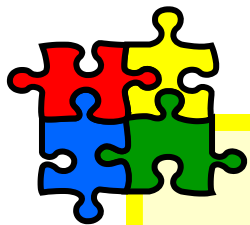
Formal assessments at end of the Key Stages

Termly meetings with parents/carers to gather their views

Teacher assessments throughout lessons to check progress and to plan for the next steps

Annual Review meetings

Termly review of Support Plans



Close links with local high schools

Transition Annual Reviews

Pupil Passports

Additional visits to high schools

SEN transfer evenings for parents and pupils

One page profiles

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

Transfer Days

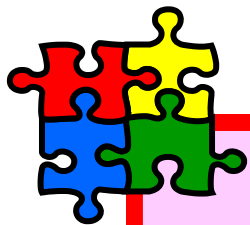
Visits to the school by the high school staff prior to transfer

Parent/carer meetings to arrange appropriate transition programmes

Extra curricular activities hosted by the high school

Support from outside agencies to support pupil transition e.g. County Inclusion Support Service; Looked After Children Educational Support Service

Links between Key Stages within the school with liaison between class teachers



Reports by outside agencies shared with all staff who support the child

Differentiated classroom teaching

Teaching assistants to support learning in each classroom

Regular staff inset on different SEND support strategies

Autism trained staff

Regular meetings with parents to share success and concerns

SEND pupils identified on lesson plans

Dyslexia trained staff

One to one support given when appropriate

The approach to teaching children and young people with SEND

Pupil progress meetings each term to monitor the progress of all pupils

Elklan trained staff

All teachers are teachers of SEND

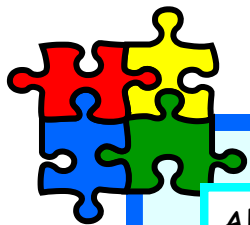
Makaton trained staff

Dyslexia-friendly classrooms

Termly lesson observations and learning walks by the SENCO to monitor the SEND provision within the school

Specific interventions carried out by specialised staff to help plug any learning gaps

SEN pupils identified on the school's tracking system and their progress analysed each term



All interactive white boards set as aqua or yellow backgrounds as default

Following advice in the reports from other professionals

SENCO makes sure all staff are aware of the needs of those pupils with SEND so that information can inform their planning

Appropriate font used for all resources produced within the school

Subject leaders ensure appropriate resources for the teaching of their subject

How adaptations are made to the curriculum and the learning environment of children and young people with SEND

Pupils are consulted about adaptations that would support

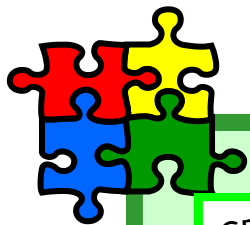
Lessons and resources are differentiated

Class teachers made aware of the needs of the pupils in their class prior to transfer

Writing slopes provided

Pupils return in after breaks and outside lessons before others

Other professionals consulted as soon as a difficulty has been identified and investigated within the school



SENCO attends Network meetings to share good practice and find out about the latest developments within SEND

All class teachers are highly trained to support children with a wide range of needs.

Teachers and teaching Assistants receive regular training opportunities within school and also through course run by the

Elklan trained teaching assistant

SENCO a qualified teacher

Staff are Makaton trained

The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured

National SENCO Award completed by the SENCO

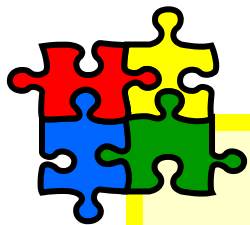
Catch-up Numeracy and Literacy trained teaching assistants

SENCO refers to outside agencies for additional expertise when required

Teaching Assistants are highly experienced and trained to support children with medical, physical, behavioural and learning needs.

Lego therapy trained teaching assistant

When necessary, SEND consultations requested with the SENDAdvisor to offer advice and support strategies



Information is collated and used to amend provision and approach

SEND information report reviewed annually with parents, staff and governors

SEND policy reviewed annually with parents, staff and governors

SEND pupils identified on the school's tracking system and progress data analysed each term

SEND report to governors termly

Provision map created for analysing the cost effectiveness of all interventions and support strategies

Evaluating the effectiveness of the provision made for children and young people with SEND

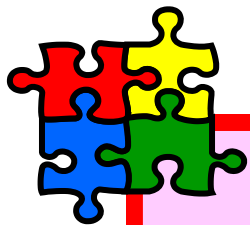
Meetings with SEND governor, with them acting as a critical friend

Termly meetings with parents to discuss progress and provision and agree future provision

Use of Raise Online and Suffolk School Improvement Summary data to compare school performance with that of the Cluster, locality and nationally

Pupil progress meetings each half term with class teachers to analyse the progress of pupils and identify next steps or training needs

Pupil perception interviews carried out to collect soft data on provision and progress



We have a number of lunch time and after school activities that all pupils are included in. Details of these are sent home each term and appear on our website.

The guidance detailed in the Equality Act 2010 adhered to and reasonable adjustments are made to support pupils e.g. classes can be accessed by a wheelchair, lesson content available in large print

Staff trained in various aspects of SEN so that they understand the difficulties the child may face and can plan how best to support term in partaking in activities

How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEN

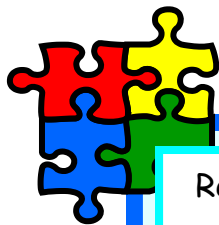
Lego group runs to support social interaction

Scaffolding used within lessons to ensure all pupils make progress

Use of additional funding to support families with the cost of trips and residentials

We have regular educational visits and residentials. We provide additional support so all pupils can be as fully involved as possible.

The accessibility of venues and the ability for all pupils to take part in trips in carefully considered during the planning stages and identified on risk assessments



Relevant staff are trained to support medical needs and in some cases, such as allergies and diabetes, all staff receive training.

SENCO coordinates specialist support that child and families may benefit from.

Staff model treating everyone fairly and with respect to pupils.

Children have supervised access to a variety of lunchtime and after school clubs.

Each child has a class teacher who is responsible for their well-being and 2 named staff they have chosen

A member of staff greets the children as they come in to school and supervise them returning to adults at the end of the day

All children access an e-safety curriculum

Regular monitoring and rewarding attendance, taking the necessary actions to prevent prolonged unauthorised absence.

Buddies are used to support individual needs

Cyber-bullying covered within the Computing curriculum for all year groups.

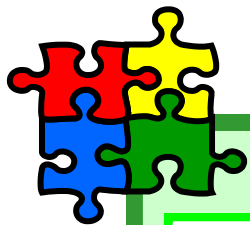
Behaviour policy, which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying

www.instructiondisplay.co.uk

Social Skills and self esteem programmes are provided for small groups or individuals.

Assemblies and PSHE lessons are used to discuss the issues around bullying.



Looked After Children Support Services work with pupils and staff to support those children who are under the care of the Local Authority.

Support from local authority services sought when required for training and advice

Support from specialist teachers/ support staff for accessing the curriculum and extra work on SEND related needs.

Drop-in sessions for pupils with the School Nursing Team.

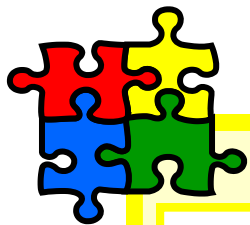
How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families

ART referrals made when appropriate.

County Inclusion Support Service work within the school to support those pupils who have received a diagnosis of an Autistic Spectrum Disorder.

Receive guidance from occupational therapy for pupils who need additional support with seating and hand positioning for writing.

Speech and Language Therapy to train our staff; advise on strategies and programmes and referring pupils for assessment if it is believed they would benefit from additional support.



If your concern is with the local authority, contact the Senior Special Needs Officer (01502 674716/674715) or the Parent Partnership for advice.

If you feel you would like support with this, then the Parent Partnership are an independent organisation that can offer parent's additional advice.

www.suffolk.gov.uk/parentpartnership
01473 265210

Arrangements for handling complaints from parents of children with SEND about provision in the school

If you do not feel the issues have been resolved, and your child has SEND, then you can contact the Senior Special Needs Officer. Please contact the school for the details.

First point of contact is always the person responsible- this may be the class teacher, subject teacher or the SENCO. Explain your concerns to them first. If you are not satisfied that your concern has been addressed, speak to the head teacher then ask for the Chair of Governors.

Our support for all pupils in school

This table provides additional information about the different levels of support that are offered in our school.

	Whole school support	Short and medium term targeted support	Longer and medium term specialised support
Raising attainment	<p>Quality first teaching (QFT)</p> <p>Appropriate qualified teachers and teaching assistants</p> <p>Equality/Accessibility/Inclusion within published SEND policy</p> <p>Links between schools sharing best practice</p> <p>Sharing curriculum information on website and newsletters</p>	<p>QFT</p> <p>Effective support from additional adults in school</p> <p>Access arrangements for testing</p> <p>Specific programmes used</p> <ul style="list-style-type: none"> Catch-Up Numeracy Catch-Up Literacy Nurture groups Lego club Beat dyslexia <p>Observation and tracking of timed interventions</p> <p>Plans for vulnerable learners</p> <p>Additional resources supplied</p> <p>Links with the Local Authority</p>	<p>QFT</p> <p>Specialist support from</p> <ul style="list-style-type: none"> County Inclusion Support Service Speech Therapist Occupational therapist <p>Elklan trained staff</p> <p>Staff trained in Makaton</p> <p>Observation and tracking of timed interventions</p> <p>Individual Learning plans/Education and Health Care plans</p> <p>Individuals to be consulted as appropriate with family support</p> <p>Links with the Local Authority</p>
Support	<p>Staff training</p> <p>Access to information to ensure appropriate teaching and learning opportunities for all</p> <p>Planning for reasonable adjustments within the classroom</p> <p>School level transition planning</p> <p>Pupil progress meetings</p>	<p>Staff training for the use of specific support strategies</p> <p>Access to specialist support</p> <p>Strategic planning for use of adults</p> <p>Graduated approach to level of support</p> <p>Appropriate adaptations for curriculum, trips and visits</p> <p>Additional person-centred plans for transition</p>	<p>Training for specific intervention programmes</p> <p>Further assessments as required</p> <p>Links between focused intervention and classroom strategies</p> <p>Personalised interventions and classroom support</p> <p>Time limited interventions with targets</p> <p>Personalised plans for access to curriculum, trips and visits</p> <p>Individual transition planning with external links</p>

<p>Information Sharing</p>	<p>Assess levels of ability. Plan appropriate input. Do - put it into practice. Review - evaluate outcomes.</p> <p>Current, regularly updated policies and provision available</p> <p>Staff training and reflective performance management.</p> <p>Role of whole governing body</p> <p>Survey of the pupil voice</p> <p>Offer of advice and support for families.</p> <p>Links between schools</p> <p>Transition process.</p> <p>Sharing information: - website; staff; governors; families; pupils; community and outside agencies.</p> <p>Flexibility and adaptation.</p> <p>Accessible to all users.</p> <p>Transparency of information.</p> <p>Multi agency.</p>	<p>Assess Plan Do Review</p> <p>Provision in line with SEND Policy</p> <p>Identification and Review of whole staff training needs.</p> <p>Role of SEND Governor</p> <p>Inclusion of all pupils in information sharing</p> <p>Funding - transparency of provision.</p> <p>Information sharing about additional to and different from support and provision.</p> <p>Links with the Local Authority.</p> <p>Working with families</p> <p>Transition - sharing of information/knowledge of individual needs.</p> <p>Equipment/resources for</p> <p>Targeted provision.</p> <p>Accountability including flexibility and adaptation.</p>	<p>Assess Plan Do Review</p> <p>Statutory needs met within all school policies.</p> <p>Specialist training needs.</p> <p>Review of pupil voice and reasonable adjustments to meet a full range of additional needs.</p> <p>Personalised planning with the family and child/young person</p> <p>Links with LA</p> <p>Transition planning, practice with attention to specific needs /accessibility.</p>
<p>Families</p>	<p>Partnership working between schools and families based on trust.</p> <p>Offering advice about wider support services</p> <p>Use of Website to have key documents easily accessible</p> <p>Transparent working so data, assessments and the nature of support is shared regularly with parents</p> <p>Accessible to parents by offering meetings inside and outside of school hours</p> <p>Variety of communication methods offered- phone, email, face-to-face</p> <p>Resources made available to all parents e.g. books, policies</p>	<p>Use of outside support to build relationships with families e.g. Parent Partnership</p> <p>Available support sign posted to specific parents and tailored to their individual needs</p> <p>Regular meetings with families to update about progress and achievement, and to listen/respond to concerns</p> <p>Asking parents when is the most appropriate time for them</p> <p>Information presented in a variety of ways which could include website, newsletters,</p> <p>Outside agencies consulted to provide additional support/information where necessary</p> <p>Staff delivering interventions feedback to parents and relevant staff</p>	<p>Regular meetings where all relevant parties meet to discuss the child.</p> <p>Changes in legislation explained to all parents and the implications</p> <p>Specific outside agencies used to ensure pupils and their families are able to access information and the curriculum</p> <p>School staff liaise to ensure consistent message is given to parents</p> <p>Regular opportunities to meet with SENCO and/or key worker</p>