



Helmshore Primary School

SEN Support

*"To go further than we thought,
To run faster than we hoped
To reach higher than we dreamed,
To become the best we are able to be"*

We strive to provide the best possible education for each individual child including those with additional needs.

What our school provides:

Accessibility and inclusion:

- Despite being an old building, the school environment is mainly accessible throughout. There is just one side entrance and two mezzanine areas that are accessed via steps but these areas are not widely used.
The building is mainly wheelchair accessible throughout. There is a car park to the rear of the building with a designated disabled parking space and accessible parking spaces.
- There are accessible changing/toilet facilities in the Infant Department and a purpose built accessible toilet with sink.
- Access to Helmsore Primary School is via three rear entrances. Access to the school can be improved by use of the main front entrance when and if required.
- Information is made available through the school's website, Moodle, newsletters and Groupcall messenger service. Policies and procedures are available on the school's website. Information would be made available in different font sizes, via audio information, Braille and other languages if required. Class teachers and other staff spend time clarifying information and ensuring understanding individually with those parents who require it.
- At Helmsore Primary School we adopt a variety of strategies to enhance our provision and to help pupils with additional needs access the curriculum. We use a wide range of resources such as Makaton symbols, other images pictures and signs to support children's learning. We ensure pupils are able to access relevant resources and alternative ways of presenting

activities so that children can access them. The school has purchased specialised equipment (eg; ancillary aids or assistive technology, recommended equipment for children with VI.)

Teaching and learning:

We believe that early identification is vital and all our teachers and teaching assistants are trained to identify and report concerns to the SENCO and head teacher.

We utilise the expertise of outside agencies who carry out specific assessments to assist us in identifying children's needs further and to advise on specific intervention strategies.

The class teacher informs the parents at the earliest opportunity to alert them to concerns and encourage their active help and participation. Class teachers then work closely with parents offering additional support packages, advice and reassurance.

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. The progress of children with SEN is monitored closely through our "tracking groups" system which is accessible to all teaching staff.

The SENCO works closely with parents, teachers and teaching assistants to plan appropriate programmes of intervention and support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. When appropriate, the class teacher and the SENCO differentiate assessments into smaller steps in order to aid progress and provide detailed and accurate indicators.

Children can be screened for dyslexia and dyscalculia and assessed by outside agencies such as IDSS. School also accesses assessment and support from Hendon Brook Short Stay School.

Each class has the benefit of at least one Teaching Assistant who delivers support to children as identified by the headteacher, SENCO and classteachers. Intervention is carefully planned to give children the optimum chance to succeed.

In the case of children with HI, VI or medical needs specialist support, equipment and training is provided by IDSS, NHS (specialist nurses) etc.

Staff have received First Aid, paediatric First Aid and Epi pen training. Our team of teaching assistants have extensive experience of working with children of different ages and levels of additional needs including SpLD, SLCN, ASD, BESD, VI, HI. The SENCO has a specialism in Specific Learning Difficulties and regularly updates staff training. Most of our teaching assistants are level 3 trained and four of them have achieved the HLTA qualification. Most teaching assistants are trained in Makaton, as are all teaching staff.

When sitting tests, and children with SEN are supported sensitively and appropriately. They can be supported by a reader 1 to 1, have timed breaks, be granted additional time and sit exams in a quiet setting in a small group to aid concentration.

The SEN whole school provision mapping records the type of intervention children in each year group are receiving, the duration, staffing and key activities/resources.

The SEN individual school provision mapping and Individual Provision Maps record each child's needs, the type of intervention each child is receiving, the duration, staffing and key activities/resources. It also tracks individuals' progress following interventions. The school tracks the progress of all SEN and Pupil Premium pupils closely and this is monitored and evaluated by senior staff.

Reviewing and evaluating outcomes

The school works in partnership with parents: parents contribute and take part in Annual Reviews and receive copies of all relevant information and advice concerning their child. Pupils are also asked to make a contribution to the review and are invited to take part in them where appropriate. Individual Provision Maps and provision maps are produced termly or half termly depending on the circumstance and pupil and the school operates an Open Door policy with regards to any concerns a parent may have.

Pupils' progress is monitored throughout the school and Pupils with SEN are monitored through his/her personal targets, termly parents' evenings and termly progress review meeting involving class teachers, the Assessment Co-ordinator and the Headteacher.

Parents are welcome to see class teachers as regularly as necessary. The SENCO and head teacher regularly support class teachers in meeting with parents alongside them collaboratively.

Keeping children safe:

The Head Teacher carries out Risk Assessments where necessary. These are shared with all teaching staff and teaching assistants as and when relevant

Special arrangements can be made to hand over a child one to one to the parents or carers when required. This can be carried out by the Teaching Assistant or class teacher. There is an accessible parking area at the rear of the school which could be used as a pick up and drop off point.

If a child requires individual support during lunchtime this is facilitated through the use of Teaching Assistants. They will work on a one to one with the child and provide supervision in addition to that which is already available; supporting with food choices/eating and in social play at playtimes and lunch times.

We consider pupil safety to be very important and ensure that staffing-pupil ratios are adequate and that risk assessments have been regularly carried out and updated. Every year group has a dedicated teaching assistant who works in both classes and some classes have additional adult support as required to meet the needs of the children with additional needs. Sometimes this is an additional teacher, a teaching assistant or an outreach teacher.

Parents can access the Anti-Bullying Policy and other relevant information and policies on the school Moodle or school website.

Health (including emotional health and wellbeing):

Members of staff do not administer medication to children except in exceptional circumstances. Parents are invited to visit school to administer any necessary medication or to appoint a relative or friend to do so on their behalf.

Care plans are established for those children who have long term medical conditions requiring treatment and medication in school. They contain a photograph and key information about the child and are copied to the class teacher, SENCO and head teacher. A copy is kept in the First Aid room. All members of staff are made aware of the child's needs via detailed discussion and our clear, detailed register of medical needs.

All support and teaching staff are kept regularly up to date with First Aid Training to ensure staff are familiar with what action to take in the event of an emergency. In addition, Diabetes and Epi pen training has been provided by the School Nurse or other NHS professional to ensure the relevant staff are conversant with the appropriate action or medical procedure required. This is evaluated regularly and relevant training is pursued to reflect the needs of children currently in school.

Communication with parents:

The website contains details of staff currently employed by the school and the School Prospectus also provides this information. The School operates an Open Door policy and has 3 parent evenings' a year to provide opportunities for parents to discuss the progress of their child. Termly reports are also sent to parents outlining children's progress and identifying targets. Class teachers, the SENCO and head teacher are very flexible in meeting with parents whenever needed.

Parents' views and input are encouraged and valued on an individual basis and a parent questionnaire is also regularly provided for parents to record their views and suggestions.

Working together:

The school has a Pupil Council and an Eco Council and all children are given the opportunity to take part. All pupils are encouraged to contribute their own views and the school is committed to listening to the pupils.

The views of parents are valued and listened to through discussions at Parents' Evenings, Annual Reviews, Individual Provision Map reviews and by providing feedback to childrens' school reports. Some parents offer various types of support in school and some become Governors.

Help and support for families:

The class teacher, head teacher or SENCO offer help with forms/information if this is required.

The school has a Moodle and website that contains a wealth of information regarding future events, useful websites, or general useful information e.g. SLT advice, Children's Centre services etc.

Parent Partnership is a source of support and information for parents. The SENCo and staff signpost parents to appropriate support in the local area and online support where appropriate.

If a pupil requires additional help with transport to school this can be discussed by the SENCO and head teacher if required.

Transition to secondary school:

Each year pupils visit their forthcoming Secondary School for taster sessions and also secondary teachers from the local schools visit to help ease the transition from Year 6 to Year 7. Additional transition meetings can be arranged for those pupils who need them. On occasions teaching assistants accompany Year 6 pupils on visits to the additional needs departments in chosen secondary school. Teaching assistants also accompany parents to support them on visits to prospective secondary school if this is needed.

Staff and the SENCO give a great deal of detailed information to secondary colleagues relating to children's needs and levels of progress. Secondary staff are invited to Y6 Annual Reviews, giving parents opportunities for clarification and reassurance. Information relating to friendship groups is also given to secondary colleagues in order to make transition as happy and smooth as possible.

Children are supported in their transition through a variety of activities including photographs, discussions, role play, and special games.

Extra-curricular activities:

Helmshore Primary School operates a daily Breakfast Club and After School club available to all pupils.

There are opportunities for pupils to take part in a variety of clubs and activities such as football, netball, tennis, ICT, school production, choir, chess club and cookery club all free of charge. These clubs are available to all the pupils in the designated age range assigned to that activity (e.g. Football available to Key Stage 2 pupils but not Key Stage 1). Clubs are fully inclusive and are based on children's choices and interests. Children with SEN joining clubs are supported appropriately with sensitive regard given to their needs.

Group buddies help Reception children during lunch in the Autumn Term to help new pupils settle into school routines. Class teachers and teaching assistants support children in social aspect of the school day and in making friends. Targeted PSHE work is carefully planned to develop this. Relationships are fostered by suggesting games to play, talking regularly with children about their choice of friends and observing closely at playtimes. Staff work closely together to ensure the well-being of all children and particularly those with additional needs. Warm, caring relationships between staff and children are crucial to ensuring that all children, especially those with additional needs are happy and successful at school.