



St Helen Auckland Community Primary School  
SEN Information Report

January 2026

Who to Contact if you have a Question Relating to Special Educational Needs at St Helen Auckland Community Primary School, our dedicated Acting Special Educational Needs Co-ordinators (SENCOs) are Mrs Janet Elmes and Mrs Lisa Brown who are available for advice or guidance to help support pupils and families. They can be contacted in the following ways:

- 1) Through our school office on **01388 604 168**
- 2) Via email at **[sthelenauckland@durhamlearning.net](mailto:sthelenauckland@durhamlearning.net)**

### **The kinds of SEN that are provided for:**

At St Helen Auckland Primary School, our staff hold a wealth of experience to help support children with SEND. All staff receive regular training on working with children with Autism, Sensory and Perception difficulties, Motor difficulties, dyslexia, ADHD and behavioural, social and emotional difficulties.

Members of our team are trained in delivering Speech and Language programmes. Teaching assistants are accessible to the children whenever required and provide support to individuals and groups on social, emotional and behavioural issues they are experiencing. Teachers and teaching assistants work closely with the SENCO and parents to listen to and act upon any concerns, providing a supportive and nurturing team where the child's needs are at the centre. We currently have children with a variety of needs in school including:

#### **Communication and interaction**

- Autistic Spectrum Condition (**ASC**)
- Speech, Language and Communication Needs (**SLCN**)

#### **Cognition and learning**

- Moderate Learning Difficulties (**MLD**)
- Specific Learning Difficulties (**SpLD**)
- Visual and auditory perception difficulties

#### **Social, Emotional and Mental Health Difficulties**

- Social, Emotional Difficulties
- Mental Health Difficulties

#### **Sensory and/or Physical Difficulties**

- Gross Motor and Fine Motor Difficulties
- Hearing Impairments
- Sensory difficulties
- Visual Impairments
- Physical difficulties

The school provides data on the levels and types of need to the Local Authority. This is collected through the school census.

At St Helen Auckland Primary, we have children on our SEND register with a variety of needs covering all 4 areas of need. Also, some children need support with more than 1 area of need.

### **How we identify, assess and review children with special educational needs**

Most children and young people in mainstream schools will have their special educational needs met through good classroom practice. This is called **Quality First Teaching**.

As a school we measure children's progress in learning against National expectations and age-related expectations. The class teacher continually assesses each child and notes areas where they are improving and where

further support is needed. As a school, we track children's progress every term from Reception through to Year 6 to ensure that we can carefully monitor progress and attainment. Children who are not making expected progress are identified and a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

### **Early Identification of Need**

As a school, we assess all children continuously across all areas of learning including the four broad areas of Special Educational Needs. We assess informally everyday through observations and we formally assess at the end of every term to measure progress and identify the next steps in learning. We work in partnership with parents, carers and pupils by building good relationships, working together and supporting each other. If there is an identification of need then we will discuss this with parents and if needed provide a pupil with a Short Note. We will share this with parents and may begin to gather evidence to inform whether to make special education provision and consider if we need to consult with relevant external agencies and use assessment tools and materials to ensure early help or identification of SEN happens.

- Early Years, Key Stage 1 and 2 staff and the SENCO, where necessary, liaise with Nursery or the child's previous school.
- On entry into Early Years, we assess the children using the WellComm programme as this can be an early indicator of a child experiencing difficulties.
- If a child is performing below age expectations, then meetings will be held with the class teacher and SENCO. Observations of the child may also take place.
- SEN is also discussed at staff meetings so that all staff can contribute to the identification process.
- We have regular parent meetings and take into account any concerns raised by parents. We pride ourselves on having an 'open door policy' where at any point parents can talk to staff.
- Liaison with external agencies we work closely with Movement Support, Speech and Language, Occupational Therapy, CAMHS, Crisis Response, Educational Psychology, The School Nurse, and Behaviour Support.
- Health diagnosis through local paediatricians at the hospital.

Our school can also provide emotional and social support for children through:

- Lego Therapy
- Draw and Talk therapy
- Outdoor Learning
- Social skills/nurture group interventions – provided by both internal staff and external agencies
- Self-esteem interventions including counselling
- Anti-bullying policies which are taught within our PSHE curriculum
- After school provision through school clubs
- Administration of medicines

### **How we adapt the curriculum and learning environment for children & young people with SEN**

Children learn and develop in different ways and may need extra help and support at various points throughout their time at school. Some children, at some time in their school life might have additional or different needs and it may be that they will be on our SEN register for a short period or a long period of time. However, children's needs will be frequently reassessed regularly in order to ensure that the provision is suitable and supports every child's development.

Our SENCO, working alongside class teachers, oversees all SEN provision, different approaches to teaching and monitors progress of any child requiring additional support across the school. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. This is Quality First Teaching and is where the work is highly differentiated and suits the needs of all children, it comes in the form of a lesson rather than an intervention programme. Alongside Quality First Teaching, that your child will receive in lessons, there may be a teaching assistant working with your child, either individually or as part of a group, if this is seen as necessary by the class teacher. This means that children may be taken out of the classroom for these sessions but they will continue to work on the same areas as the rest of the children in their class which ensures that they can go back

into the classroom with a smooth transition. The regularity of these sessions will be explained to parents when the support starts and identified on SEN Support Plans where necessary.

To successfully match pupil ability to the curriculum and learning environment there are some actions and adaptations we may take to achieve this:

- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Pupils to gain in confidence and improve their self-esteem.
- To work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- To make suitable provision for children with SEN to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEN are fully included in all activities of the school in order to promote the highest levels of achievement.
- To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child the entitlement to a sense of achievement.
- To regularly review the policy and practice in order to achieve best practice.

### **Which staff will support my child?**

SENCO – Our acting SENCO is Mrs Janet Elmes and Mrs Lisa Brown.

Class teachers - All of our teachers receive in-house SEND training, and are supported by the SENCO to meet the needs of pupils who have SEND.

Teaching assistants (TAs) - We have a team of TAs, who receive in-house SEND training to help deliver SEN provision.

External agencies and experts - Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These could include:

Speech and language therapists

Educational psychologists

Occupational therapists

GPs or paediatricians

Medical Practitioners e.g. School Nurse/Health Visitor

Child and adolescent mental health services (CAMHS)

Social services and other local authority (LA)-provided support services

Voluntary sector organisations

Special Educational Needs – Inclusion Team

One Point Children's Centre and the Hub

Emotional Wellbeing and Resilience Team

Durham Movement Difficulties Service

## **Our approach to teaching children and young people with SEN**

At St Helen Auckland Primary School, we pride ourselves in being inclusive which means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. All pupils follow the National Curriculum at a level and pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented.

The curriculum includes, not only the formal requirements of the Early Years Foundation Stage Curriculum and the National Curriculum, but also a range of additional opportunities to enrich the experiences of pupils. The curriculum also includes the social aspects that are essential for life-long learning, personal growth and development of independence at all ages and ability levels. By encouraging independence at all age and ability levels we endeavour to develop confidence, improve self-esteem and promote enthusiasm in all our pupils.

Some of the actions we may take to achieve this are:

- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Modify the curriculum to meet individual needs.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.

We ensure that all children are offered the opportunity to participate with activities outside of the classroom by making reasonable adjustments to the organisation of these. For example, we ensure SEND children have an appropriate level of adult support if going out of school, we organise transport that provides appropriate access and staff complete a comprehensive risk assessment of any excursion to ensure all children are safe and included. In addition, our SEND children are given the opportunity to participate in visits to settings that meet their specific needs.

If you would like to discuss your SEND requirements in detail, please contact the school to arrange an appointment.

## **What if a Child has more Complex Needs?**

Statutory Assessment – Moving to an Educational Health Care Plan (EHCP)

Children with diagnosed SEND, whose needs are greater than those met by a SEN Support Plan, can apply for a personalised Education, Health and Care Plan (EHC Plan).

- The EHC Plans are focused on outcomes and are evidence-based
- The EHC Plan outlines how the plan will be implemented
- The EHC Plans are worked out jointly between the school, the NHS and the child's family
- Parents get a say in what provision would be best for their child – parent's views are an essential part of this process
- Schools receive funding for these children and parent views on how this would be best used are sought

**The provision for pupils with SEN across the four Broad Areas of Need may include some of the following interventions;**

**Communication and interaction** – Speech and language programmes, WellComm programme, Listening Skills and Lego Therapy. We also work with the County Durham Autism Spectrum Communication Team.

**Cognition and learning** – Literacy Gold, guided reading and writing, Auditory and Visual Memory Skills, Visual Perception and Visual Discrimination.

**Social, Emotional and Health Difficulties** – Managing Emotions intervention and Outdoor Learning is used to help pupils with their social skills. We can also refer pupils to a councillor.

**Sensory and/or Physical Difficulties** – For Gross Motor Skills interventions we use the Early Years Movement (DCC Programme) and Move It! (DCC Programme). For Fine Motor Skills we have a range of fine motor activities and the Teodoroescu Perceptuo-Motor Programme.

Most children that are receiving additional support and intervention programmes have a SEN Support Plan. Parents are invited into school to review and discuss support and progress with staff every term. The children also meet with their teacher and discuss their support plan and are asked what they feel helps them to make progress.

More details on how we adapt information, our environment and curriculum can be found in the School Policies section of our website.

### **How are the Governors involved and what is their responsibility?**

Governors are kept up to date on the progress of SEN children. Individual children are not named in this instance and confidentiality is maintained at all times. One of the Governors is responsible for SEN and they liaise with the Head Teacher and SENCO, they also discuss the funding arrangements of staff and resources for SEND children. The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

### **SEN Support**

At St Helen Auckland Primary School, we follow a graduated support approach which is called “Assess, Plan, Do, Review”. This means that we will:

- **Assess** a child’s special educational needs
- **Plan** the provision to meet your child’s aspirations and agreed outcomes
- **Do** put the provision in place to meet those outcomes
- **Review** the support and progress

As part of this approach, we will produce a SEN Support Plan that describes the provision that we will make to meet a child’s special educational needs and agreed outcomes. Parents and carers will be fully involved in this process. A small percentage of children and young people with significant learning difficulties might need an assessment that could lead to Top Up funding or an Education, Health and Care Plan.

All children with additional needs will have a support plan in place, personalised to their individual needs. Children’s progress is closely monitored, moving them on to the next step when appropriate. Staff meet regularly with parents to provide information of their progress during SEND meetings, parents meetings and TAF meetings. For children with Education Health and Care Plans, an Annual Review will take place, involving the pupil, parents, staff from school and any external agencies working with them.

Each child’s teacher will be finding ways to support them such as:

- Changing the way activities are planned and delivered
- Matching activities to the ability / need of each child (differentiation)
- Adapting learning materials such as equipment and activities to suit each child’s needs
- Offer small group support to promote skills identified in the child’s SEN Support Plan.

Teachers/SENCO and Support Staff will work with parents and children to identify the support needed to meet agreed outcomes. The provision is planned and interventions are allocated to individual needs. The children take an active role with setting their targets, discussing them with the class teacher/SENCO. When the child’s Support Plan is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be

tried to ensure the child does make progress. Staff regularly track the progress of children with SEN through school tracking systems, review meetings, lesson observations and support plans.

For more detailed information see the Local Offer.

### **How do we assess and review progress?**

If your child has SEN, it is important for us to carry out formal assessments to identify their strengths and identify their needs accurately. We carefully assess your child to identify their strengths and areas of need using a range of assessments. These assessments may be carried out by staff within school or other professionals with your agreement. When your child enters our school, their current attainment is assessed which is referred to as their baseline. Some of the assessment methods are:

- Speech Therapy Assessments – which may focus on sound production, language understanding, or other relevant assessments to your child's needs
- Education Psychology Assessments – which may include memory, understanding, reasoning, logic, and general skills assessments
- Ongoing school assessment including:
  - Reading, writing, maths assessments
  - Phonic and spelling assessments
  - Social and emotional assessments

Other assessments may also be needed. These **could** include:

#### **Communication and interaction (SLCN, ASC)**

- WellComm Speech assessment

#### **Cognition and learning (MLD, PMLD, SLD, SpLD)**

- Subject specific assessment

#### **Social, Emotional and Health Difficulties**

- Assess through observations and discussions with pupils

#### **Sensory and/or Physical Difficulties**

- Movement Programme baseline assessment
- Handwriting and copying skills baseline assessment

### **SEN and Wellbeing Interventions Parent Information**

Your child will be assessed against age related expectations for children who are working on the National Curriculum (i.e. the same as the majority of other children in their year group), or they may be assessed against other measures for children who are not ready to work on National Curriculum Levels (i.e. the steps before the National Curriculum). Aspirational targets are set for all children to ensure that all children make good progress, including those not ready to access the National Curriculum. The outcomes of all assessments are shared with parents and carers at our Parent Evenings and in your child's School Report. If other agencies are invited to work with your child, you will be invited to attend a meeting where the outcomes of these assessments and their next steps will be shared with you. If parents have any concerns, then these can be shared with the class teacher and/or SENCo who will arrange a meeting to discuss and resolve any difficulties.

## **How is the decision made about what type and how much support my child will receive?**

Parents know their children best – and as a school we see parents as full partners in their child's education. Sometimes, however, it is school staff who may initially identify a concern. If this were to be the case, school staff would organise a meeting with parents as soon as possible to discuss such concerns, what support would be appropriate and agree the next steps. SEN is also discussed at management and staff meetings to allow staff to share concerns or ideas as to how we can help the child. Teacher's use assessments and observations of children to identify, review and evaluate their needs and gaps in their learning. We look at what we can provide to meet the child's needs and school leaders discuss and measure the effectiveness of the interventions the children have undertaken that term. Different children will require different levels of support in order to bridge the gap to achieve age expectations which could be on a one-to-one basis, with a group, run by a teacher or teaching assistant or through peer support and in or out of class. Throughout the process, we keep an on-going dialogue with yourselves as parents.

At St Helen Auckland Primary School, we currently have children with a variety of needs in school and provide the following interventions to meet the needs of our children:

### **Support for children with physical needs:**

- Quality First Teaching, accessing a broad and balanced curriculum
- Gross Motor Skills interventions.
- Fine Motor Skills interventions.
- Specialist support from outside agencies e.g. Occupational Health

### **Support for children with speech, language and communication needs:**

- Quality First Teaching, accessing a broad and balanced curriculum
- Speech and Language interventions.
- Specialist support from outside agencies e.g. Speech and Language Therapy

### **Support for children with social, emotional and mental health difficulties:**

- Quality First Teaching, accessing a broad and balanced curriculum
- Identified children in Key Stage 1 and Key Stage 2 engage in Outdoor Learning.
- Specialist support from outside agencies e.g. CAMHs and Counselling
- Lego Therapy

### **Support for children with cognition and learning needs:**

- Quality First Teaching, accessing a broad and balanced curriculum
- Maths and English specific
- Specialist support from outside agencies e.g. Educational Psychology Service
- Specific individual support for children whose learning needs are severe, complex and lifelong and what this means for your child e.g. Dyslexia, Dyspraxia
- Range of teaching and learning styles;
- A broad range of extra-curricular activities, including After-School
- Differentiation

## **How do we evaluate the effectiveness of SEN provision?**

At St Helen Auckland Community Primary School, we evaluate the effectiveness of SEN provision to ensure that pupils receive the best support to meet their needs and as part of the Graduated Approach of Assess, Plan, Do and Review. We currently evaluate the effectiveness of SEN across the four broad areas of SEN provision in the following ways:



## **Cognition and learning (MLD, PMLD, SLD, SpLD)**

We use the assessment data provided by teaching and support staff to assess before and after any intervention to evaluate the impact of provision.

## **Social, Emotional and Health Difficulties**

We use a holistic, multi-informant approach combining observations, structured questionnaires, and direct conversations to understand underlying needs.

## **Sensory and/or Physical Difficulties**

We use the Movement Programme to assess before and after any intervention to evaluate the impact of provision with Gross Motor Skills. In Fine Motor Skills we use handwriting evidence from the Teodorescu Perceptuo-Motor Programme to evaluate the impact of provision.

## **How are resources made available to support children with SEND?**

The resources we use to support children with SEN depend upon their needs and they are allocated on an individual basis. Once your child has been identified as SEN, their needs will be assessed and targets and outcomes will be identified. It is the responsibility of the SENCO to ensure that the resources that are required are made available and that staff are aware of their individual needs. We are very flexible in our approach and we constantly monitor and evaluate the effectiveness of our interventions and the provision that we provide.

As part of our staff professional development, all members of staff received training to support children with SEND:

- School-based CPD – systems and procedures, staff audit, staff planning and agreed action points.
- 'SEN Outcomes –good quality outcomes, SEN Support Plans and Primary Areas of Need'.
- Supporting children with ASD.
- Sensory Specialist Training – Sensory Issues for Pupils.
- Supporting children facing trauma
- Supporting children facing anxiety

Staff Training will vary each year depending upon the needs of the children.

A small percentage of children and young people with significant and/or complex needs may require an assessment that could lead to an Education, Health and Care Plan.

## **How children with SEN engage in all activities?**

At St Helen Auckland Primary, our aim is to be fully inclusive across all areas of the curriculum. We plan ahead and seek advice from other professionals regarding resources, equipment, strategies and training. For example, we:

- Ensure that all children with SEN are fully included in all activities of the school in order to promote the highest levels of achievement, for example; ensuring that children with language delay are supported with visual aids and prompts.
- Ensure that all pupils have access to the school curriculum and all school activities, for example; additional adult support to model and support learning.
- Ensure every child has the entitlement to a sense of achievement through celebrating progress with parents, for example; we have a weekly achievement assembly where academic and non-academic progress is celebrated.
- When planning activities such as visits and trips SEN children are considered to ensure they can fully participate, for example; staff will visit places and complete risk assessments.

## **How we evaluate the effectiveness of SEN Provision**

Over time, children in our school with identified SEND make good progress, both academically and socially. Our children with SEND and other vulnerable groups of children with additional needs, such as Looked After Children, are closely monitored and supported throughout their time at our school. Our SENDCo regularly reviews the provision and achievements for these children to ensure the best outcomes for them and their families. Supporting families is a specific part of this role and we see supporting children by supporting families as a vital part of ensuring quality provision. We continuously ensure the provision has a positive impact on the outcomes for all of our children/young people. We do this in a variety of ways, including:

- Robust evaluation of policy and practice
- Book scrutinies
- SENCO/SLT/Governor monitoring
- Learning walks
- Performance management
- Questionnaires and feedback from parents

## **Support for Emotional & Social Development**

At St Helen Auckland Primary School we consult with a wide range of external agencies and we maintain close partnerships in order to access the best professional advice and to ensure the emotional and social development needs of SEN children are met. We offer a wide range of programmes and support such as managing anger, emotions, friendship, general behaviour, self-esteem and nurturing. They are there to support any pupils who are having friendship issues and have been trained in mediation. If the Ambassadors have concerns, they would pass this onto a member of staff. We work closely with the Local Authority and providers of additional services, such as Educational Psychologists, Occupational Therapy, CAHMS (Child and Adolescent Mental Health Service) School Nursing Service, Social Services and Medical Professionals. We often hold multi-professional meetings in school so that parents are comfortable in the school environment and the child can join us easily, if it is appropriate.

We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children. The class teacher has overall responsibility for the pastoral and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCO for further advice and support.

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. The children are rewarded with Rainbow Time for positive and kind behaviour and can be awarded at the end of the week with certificates.

- If a child has behavioural difficulties an Individual Behaviour Plan (IBP) is written alongside the child and parents to identify the specific issues, and put relevant support in place and set targets.
- After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- Attendance of every child is monitored on a daily basis. Lateness and absence are recorded and reported upon to the Head Teacher. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school. We reward children/classes weekly on their attendance rate. Where attendance becomes an issue, we seek support from the Education Welfare service.

We have a Designated Teacher for Looked after Children (CLA), Mrs Elmes who is also the acting Special Educational Needs Co-ordinator (SENCO). She works closely with the Virtual School who are there to ensure effective systems are in place for CLA. A significant number of children may be undiagnosed when they begin to be looked after and we work quickly and effectively to assess any undiagnosed SEN to ensure that they are addressed as quickly as possible.

Mrs Elmes works closely with all CLA with SEN and with all staff to ensure that they understand the implications for CLA with SEN. CLA with SEN are supported in school and have a Support Plan which is reviewed every term. All CLA have a statutory Care Plan, which is drawn up and reviewed by the Local Authority that looks after them. The Personal Education Plan (PEP) is a legal part of the Care Plan; which is a statutory requirement for CLA in education provision.

Mrs Elmes ensures that CLA have a PEP which is also reviewed every term. The Support Plan and the PEP should complement each other. If a CLA with SEN requires further assessment for an Education, Health and Care Plan (EHCP) we are particularly aware of the need to avoid any delays for CLA and carry out the EHC needs assessment in the shortest possible timescale. Addressing a CLA's SEN will be a crucial part of avoiding any breakdown in their school and or care placement.

## **SEN Transition**

### **How does our school help prepare to meet your child's needs**

We encourage all new children to visit the school prior to starting and this is done through a series of transition days. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.

### **How will the school prepare my child for the transition to Secondary school?**

Children with SEND are given an extensive level of support before they leave for their new school. We work closely with parents to help this be as smooth a transition as possible. When children are preparing to leave us for a new school, typically to go to secondary education, we arrange additional visits. At our 'feeder' secondary schools run programmes specifically tailored to aid transition for the more vulnerable pupils. We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs and has an Education Health and Care Plan, then a review will be used as a transition meeting during which we will invite staff from both schools to attend and any other relevant professionals. Their teacher and SENCO will discuss with secondary colleagues how many transition visits can be arranged over and above those offered to children without SEND. These additional visits to the new school will be carried out with the child and Secondary School Staff in the summer term.

### **Can my child attend St Helen Auckland Primary School and then move to Special School Provision?**

Children with SEND that have been issued with an Education, Health and Care plan can attend St Helen Auckland Primary School for their primary education or consider applying to a Special School if that meets their individual, specific needs. When considering transition to secondary education, your child can then be assessed for special school if a parent wished them to attend this type of setting.

### **How will your school prepare my child for the transition to Secondary school?**

Children with SEND are given an extensive level of support before they leave for their new school. Their teacher and SENCO will discuss with secondary colleagues how many transition visits can be arranged over and above those offered to children without SEND. These additional visits to the new school will be carried out with the child and secondary school staff in the summer term. This ensures that bridges are built between schools, key information shared between staff and the child is given the opportunity to settle into a new routine with the support of a familiar adult

## **SEN Specialist Expertise**

Our staff have a variety of expertise across all areas of need. We have taken part in training with external agencies covering the following areas:

- Support children with ADHD / Autism
- Sensory smart classrooms
- Speech and language support
- Social and emotional interventions – Lego Therapy, Draw and Talk

- Supporting children's wellbeing, anxiety levels and self-esteem.
- Mental Health first aid

Training with other professionals / agencies or within school is monitored and organised by the SENDCo, relating to the school's needs and areas staff identify they would like more support with.

## **Consulting with our SEN Pupils, Parents & Carers**

### **Consultation with Children and Young People with SEND**

All children in our school have a voice and are encouraged to share their opinions and ideas. At child centered annual reviews (for children with EHCPs), your child is invited to the review and is able to join in the discussion about how their learning is going. Prior to the meeting, staff work with the child to find a way in which they can share their views. Children at the Support Plan phase are actively involved in reviewing their termly targets and have the opportunity to add their comments to the plan as it progresses. Most importantly, we pride ourselves in the effective relationships that we have with our children – which means that we have daily, open conversations with our children leading to a very clear picture of what our children enjoy, what works and what they need.

### **Consultation with parents and carers of children and young people with SEND**

Parents and children are at the very heart of everything we do at St Helen Auckland Primary and we believe your involvement is crucial. There are three SEND Parents' Evenings each year. Sometimes, these are combined with the whole school parents' evenings. At these meetings, we will review your child's support plan and discuss any concerns either school or home have. We will then plan new outcomes for their support plan together for the following term. We expect parents to attend a child centered 'Annual Review' for all pupils with an 'Educational Health and Care Plan', to enable all of the staff who work with yourselves to discuss the placement each year. Parents will be given as much notice as possible to ensure they can attend.

## **Disability & Accessibility**

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual and emotional needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

### **What we do to prevent pupils with disabilities from being treated less favourably:**

Our School is committed to anti-discriminatory practice to promote equality of opportunity, prevent disabled pupils from being treated less favourably and valuing diversity for all children and families.

We aim to:

- Provide a safe, stimulating and accessible curriculum and environment in which all our children can flourish and in which all contributions are considered and valued (see our **Accessibility Plan** in the school policies section)
- Include and value the contribution of all families to our understanding of equality and diversity
- Celebrate the achievements of all our children, regardless of ethnicity, religion, gender or disability
- Consult with our children, parents and the school community to ensure that the needs of all our children are being met
- Ensure that children with SEN can engage in activities with all children and are offered the opportunity to participate with activities in and outside of the classroom by making reasonable adjustments to the organisation of these.

The facilities to assist access are outlined in our **Accessibility Plan** which you can find in the School Policies section of our website.

Our Accessibility Plan and the short-, medium- and long-term actions, will be reviewed and adjusted on an annual basis and a new Accessibility Plan will be produced every three years.

The Accessibility Plan contains relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary.
- Increase access to the curriculum for pupils with a disability. This covers reasonable adjustments within teaching and learning, specialist aids and equipment and the wider curriculum of the school, such as after school clubs, visits etc,
- Improve the provision of information to pupils, staff, parents and visitors with disabilities. All information will be made available in various formats within a reasonable time frame.

We are always seeking to improve on the quality of education we provide for children with SEN and are keen to hear from parents about their child's experience. We would also like your views about the content of our SEN Information Report. If you would like to comment please complete the online form in the Contact Us section of our website.

Compliments are always greatly received and can be passed on either directly to staff and the SENCO, or formally recorded via our regular questionnaires to parents or in the form of a letter to the Head Teacher. These positive comments will be published on this area of our school website.

We hope that complaints about our SEND provision will be rare, however, if there should be a concern the process outlined in the school Complaints Policy should be followed. Further information can be found in the Complaints Policy in the School Policies section of your website or by visiting the Durham County Council SEND Information website.

If you need to discuss your SEND requirements in detail, please contact the school to make an appointment.