SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INFORMATION REPORT 2026-2027

INTRODUCTION

Welcome to our SEND information report, which is part of the Cambridgeshire Local Offer for learners with Special Educational Needs and Disabilities (SEND). St Helen's Primary School is an inclusive school and we value all members of our community.

All Cambridgeshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs, and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. At St Helen's Primary School, we help every child achieve their goals, working in partnership with children and their families. Our aim is to raise the aspirations of, and expectations for all pupils with Special Educational Needs and Disabilities.

Please refer to our SEND Policy, which outlines the purpose, nature and management of special educational needs within our school. The definition of Special Educational Needs and Disability The Code of Practice (2014) states that,' a child or young person has a special educational need or disability if they have a learning difficulty or disability which, for special educational provision to be made for him or her.'

The broad areas of SEND need are:

- Speech, Language and Communication.
- Cognition and Learning.
- Social, Emotional and Mental Health Difficulties.
- Sensory and/or Physical.

WHAT IS THE LOCAL OFFER?

The Children and Families Bill was enacted in September 2014. Under the terms of this Bill, Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEND) aged 0-25. The LA refer to this as the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The LA Local Offer for Cambridgeshire is available here: https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) – ST HELEN'S PRIMARY SCHOOL OFFER 2026-2027

At St Helen's Primary School, we recognise that every child is different, and, therefore, the educational needs of every child are different. This includes children with Special Educational Needs.

Below you will find the answers to the questions most frequently asked by parents when their child is placed on the register of Special Educational Needs and Disabilities, or when they have concerns about their child's progress at school.

If your questions are not answered here, please feel free to contact the school's Special Education Needs Coordinator (SENDco) Mrs Aliss Cracknell.

WHO ARE THE BEST PEOPLE TO TALK TO IN ST HELEN'S SCHOOL IF I HAVE CONCERNS ABOUT MY CHILD'S DIFFICULTIES WITH LEARNING/SPECIAL EDUCATIONAL NEEDS OR DISABILITY (SEND)?

The class teacher

It is always best to first make an appointment to see your child's class teacher as they are directly responsible for:

- High quality teaching, adapted for individual pupils, which is the first step in responding to pupils who have or may have SEND.

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted interventions, tutoring and additional support) in collaboration with the SENDco.

- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SEND Co-ordinator (SENDco)

After talking to you about your concerns, the class teacher may discuss your concerns further with you and the SENDco. SENDco responsibilities are as below:

- **Coordinating** all the support for children at St Helens with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

- **Ensuring that you as parents or guardians** are:

    - **Involved** in supporting your child's learning
    - Kept **informed** about the support your child is receiving
    - **Engaged in reviews** and the review process

- **Liaising** with other professionals who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Specialist Teachers.

- **Updating the school's SEND register** (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are clear and consistent records of your child's progress and needs, including a record of any extra support that they are receiving in school.

- **Providing specialist support for teachers and support staff** in the school so they can help children with SEND in the school achieve the best progress possible.

- **Meeting** with your child's next school (such as a secondary school) and sharing as much information as possible with them to support your child in having a successful transition to their new school.

- **Monitoring** the progress of children with SEND and **empowering** staff to take responsibility for learners with SEND and up-skilling them to remove barriers to learning.

The Head Teacher is responsible for:

- The **day-to-day management** of all aspects of the school; this includes the support for children with SEND.
- The Head Teacher will give responsibility to the SENDco and class teachers, but is **accountable** for ensuring that your child's needs are met.
- The Head Teacher must make sure that the **School Governing Body is kept up to date** about issues relating to SEND.

The SEND Governor

Responsible for making sure that the necessary support is given to children with SEND and to meet with the SENDco on a termly basis to review the implementation of the send policy and report back to the governors.

HOW WILL THE SCHOOL LET ME KNOW IF THEY HAVE CONCERNS ABOUT MY CHILD'S PROGRESS IN SCHOOL?

- Your child's progress is continually monitored by his/her class teacher. Your child's school progress will be discussed at a progress meeting each term between the class teacher and members of the Senior Leadership Team.
- If your child has an **APDR (Assess Plan Do Review) plan,** you will know about it. These **detailed action plans** will be reviewed, and new ones written at each structured conversation, generally termly.
- Some pupils have an **EHCP (Education Health Care Plan**) – if your child does, you will be aware of it and will have contributed to it. These plans are formally reviewed at an Annual Review, with all adults involved with the child's education contributing to discussions.
- At the end of Key Stage 2 (i.e. at the end of year 6) all children are required to be formally assessed using National Curriculum Tests (SATs). This is something the government requires all schools to do and the results are published nationally. Children with specific needs may require additional arrangements so they can take part in the KS2 tests. The headteacher and classroom teacher will decide whether any of the children will need **access arrangements** before the tests are administered.
- Regular book scrutinies and lesson observations will be carried out by the SENDCo and other members of the Senior Leadership Team and Subject Leads to ensure that the needs of all children are met and that the quality of teaching and learning is high.

If your child is identified as not making the required progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

WHAT ARE THE DIFFERENT TYPES OF SUPPORT AVAILABLE FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITY AT ST. HELENS?

a) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.

- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like flexible grouping or scaffolding (e.g. writing frames or sentence starters, words banks, practical resources).
- That specific strategies (which may be suggested by the SENDco) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning, and needs some extra support to help them make the best possible progress.
- Some children may have a more personalised approach called Assess, Plan, Do, Review (APDR): this plan allows teachers and wider staff to focus on specific activities to support learning.

b) Grouped Interventions

This is a targeted intervention which may be:

- Planned by a teacher and run by a teacher or teaching assistant (TA).
- Planned and run by an external provider employed by the school e.g. School-led tutoring
- Structured online learning tools e.g. Reading Eggs
- Local Authority central services, such as the Specialist Teaching Team
- Outside agencies such as the Speech and Language Therapy Service (SALT).

WHAT MIGHT BE NEEDED TO ENABLE THE SCHOOL TO SUPPORT YOUR CHILD?

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Specialist Teacher. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.

- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

- The professional may recommend specified individual support**:**

    - This type of support is available for children whose learning needs are severe, complex and lifelong.
    - This is usually provided via an agreed Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.
    - This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.
    - Your child may also need specialist support in school from a professional outside the school. This may be from:

        - Local Authority central services such as the educational psychologists, specialist teachers and specialist practitioners
        - Outside agencies such as the Speech and Language Therapy (SALT) Service.

WHO ARE THE OTHER PEOPLE PROVIDING SERVICES TO CHILDREN WITH SEND IN THIS SCHOOL?

- Teaching assistants, Forest School Leader, Emotional Literacy Support Assistant (ELSA) and two HLTAs work with either individual children or small groups.

HOW ARE THE TEACHERS IN SCHOOL SUPPORTED IN WORKING WITH CHILDREN WITH SEND, AND WHAT TRAINING DO THE TEACHERS HAVE?

- All classroom teachers are also teachers of SEND
- It is the SENCo's role to support the class teacher in planning for children with Special Needs and Disabilities.
- All staff at St Helen's Primary School have training to support and meet the needs of the children they are working with e.g. Autism training, behaviour management training, dyslexia friendly classroom management etc.
- The school employs a qualified ELSA Teaching Assistant who has received specialist training to support children with a range of social, emotional and mental health (SEMH) needs.
- We have one Teaching Assistant trained on the Elklan programme which focuses on speech and language skills.
- Individual teachers and support staff attend training courses run by Meridian Academy Trust through continuous professional development sessions.
- The county offer supports the school, by providing specific training based on the needs of the school.

WHAT SUPPORT DO WE HAVE FOR YOU AS A PARENT OF A CHILD WITH SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you and the person involved directly, or where this is not possible, shared in a report.
- Assess Plan Do Review documents (APDRs) will be reviewed (every 6 weeks) and shared with parents after a termly review.

HOW DOES THE SCHOOL (OR I) ACCESS FURTHER SPECIALIST SUPPORT THROUGH THE LA?

- The school (or you) can request that Local Authority Services carry out a **statutory assessment** of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school has sent the request to the Local Authority (alongside any relevant paperwork), they will decide whether they think your child's needs (as described in the paperwork provided), requires a statutory assessment.
- If a statutory assessment is, in their view, required, they will ask you and all professionals involved with your child to write a report outlining your child's needs: (If they do not think your child needs a statutory assessment, they will ask the school to continue with the current support).

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- After reviewing the assessment reports that have been sent, the Local Authority will decide if your child's needs are severe, complex and lifelong.

- If this is the case, they will write an Education Health Care Plan (EHCP).
- If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to enable your child to make as much progress as possible.

- The EHC Plan will outline the support your child will receive from the school, how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.

HOW IS ST HELEN'S SCHOOL ACCESSIBLE TO CHILDREN WITH A DISABILITY?

- Our School is on one level with ramps to allow access to the school and we have a toilet that can be accessed in a wheelchair

- We are constantly monitoring the buildings to ensure easy access.

- Reasonable adjustments are made to ensure that all children can access the schools' equipment, facilities and activities including extracurricular events. Reasonable adjustments might include: providing grip pens for children with Developmental Coordination Disorder (DCD), seating a visually impaired child to accommodate their field of vision or providing ear defenders for children who are sensitive to loud noises.

For further information, see the Accessibility Policy on our school website.

HOW WILL WE SUPPORT YOUR CHILD WHEN THEY ARE JOINING THIS SCHOOL? LEAVING THIS SCHOOL? OR MOVING TO A NEW YEAR GROUP?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- You can make an appointment with the SENDco, before your child starts in our school, so we can plan your child's first days in school, and ensure that the transition is as smooth as possible.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school:

- We will contact the other school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- Where possible, a planning meeting will take place with the SENDCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a pupil passport document to support them, then one will be made for them.

When moving classes within school:

- Information will be passed on to the new class teacher in advance and if necessary, a planning meeting will take place with the new teacher.
- Previous interventions and APDRs will be shared with the new teacher.
- If your child would be helped by a pupil passport document to support them, then one will be made for them.
- We hold an informal class swap session, once we know who your child's new teacher is.
- A further meeting can be arranged between parents, teacher and SENDco if needed.

In Year 6:

- The SENDCo will discuss the specific needs of your child with the SENDCo of the child's secondary school.
- In most cases where a child has an EHC plan a transition review meeting, to which you will be invited, will take place with the SENDCo from the new school.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child.
- If your child would be helped by a pupil passport document to support them, then one will be made for them.

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL HEALTH AND WELLBEING?

- If your child has any medical needs, please discuss these with their class teacher.

- They will then inform any members of staff who are involved with your child, so they can care for your child in the most appropriate way.

- Children with life threatening conditions e.g. allergies, diabetes, are highlighted. Please inform the school office of any medication needs to be administered to your child.

- If your child needs extra support because of a Special Need or Disability on a school trip, please speak to the class teacher who will do all they can to meet the needs of your child, so they too can enjoy a school trip.

- We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in several ways, including behavioural difficulties, anxiety, and finding it hard to communicate. Our approach is one of nurture and support: a individual behaviour plan (IBP) plan may be developed with the child, parents, and teacher so there is a consistent and supportive approach. This plan will be regularly monitored and adjusted according to how the child is progressing.

- Your child may be invited to join the Forest nurture group or ELSA. These are a short-term, focused interventions and are planned and monitored by Mrs Aliss Cracknell.

- Our school follows the **Cambridgeshire Therapeutic Thinking (CTT) approach,** which focuses on supporting children's emotional wellbeing and mental health. Staff use a range of resources to support children's resilience and well-being e.g. social stories and calm corners.

WHO SHOULD I CONTACT IF I HAVE A COMPLAINT?

At St Helen's School we would like to think that parents find us approachable and supportive but if you are not satisfied please approach your child's teacher and/or the SENDco. If your individual situation cannot be resolved at this stage, then ask for an appointment with the Head Teacher. The appropriate teachers will keep notes of these meetings and provide you with a copy of their record after the meeting. Finally, you are also more than welcome to contact the SEND Governor of the school, who is currently Mr Chris. Jones.

If you feel that you would like support in your meetings with the school, it is advisable to contact SEND Information Advice Support Service (SENDIASS) https://www.cambridgeshire.gov.uk/directory/local-authority-service/SENDIASS who will advise you and attend meetings where necessary.

Glossary of terms

EHCP = Education Health Care Plan
SEND = Special Educational Needs and Disabilities
SENDCo = Special Needs and Disability Co-ordinator
LA = Local Authority
APDR= Assess Plan Do Review
SENDIASS= SEND Information Advice Support Service