St. Helen's College

Special Educational Needs (SEN) Information Report 2025

**** SEN is referred to as CAN (Children with Additional Needs) at St. Helen's College****

How will my child be able to contribute their views?

- We value each child's views on all aspects of school life. All children are able to express their general views about school via the School Council and through the PASS Survey from Year 3 upwards.
- Children are given specific time to discuss their time in school via tutorials with their Form Teachers from Year 1 upwards.
- Children in EYFS discuss through their Key Workers.
- Children have the opportunity to specifically discuss their Pupil Passports/My Support Plan at the time they are created and then at the end of each term when their targets are reviewed.
- Children with EHCPs (Education Health Care Plans) will be invited to give their views as part of the formal Annual Review process.
- SEN children can talk to the teachers and TALAs who support them in class at any time about any matter concerning them. The teachers and TALAs might then ask the SENCOs for further guidance and the SENCOs may then have discussions with the children about specific matters.
- All Upper School children have the opportunity to contact the School Counsellor for one-off or ongoing 'Time to Talk' sessions. In Lower School children would speak to LCH (Head of Lower School and DSL).

What specialist services and expertise are available at or accessed by the school?

- School can contact any agency parents might require. We do not recommend any specialists as there are many but we can inform parents of the names of specialists that other parents have used and have this information as a Google Doc which is updated each time a new specialist is used.
- We regularly obtain or receive information from the following organisations:
    - ADDSpark
    - Afasic (Association for all speech impaired children)

- British Dyslexia Association
- Dyspraxia Foundation
- Griffin OT
- Hallowell Connections
- Hillingdon SENCO Forum ('School' and 'EYFS')
- I CAN
- ImpactADHD
- Mental Health Foundation
- NASEN
- The National Autistic Society
- OCD Action
- PATOSS
- Talking Point
- The Bell Foundation
- The British Stammering Association
- Young Minds

What training have the staff supporting children with special educational needs, had or are currently having?

- The Upper School SENCO has been awarded the National Award for SENCOs (NASENCO).
- The Lower School SENCO is currently working on the NASENCO award and has been awarded 'Early Years SENCo' qualification with Premier Early Years Training.
- Our expertise is constantly updated via SENCOs attendance at SEN ISI national conferences, Hillingdon SENCO forums and other training courses and also via specialist SEN publications.
- Lower School staff have access to 'Kinderly Learn' - an online platform for EYFS with a variety of courses.
- The teachers, TALAs and SENCOs have expertise and training in different areas. In particular they have had training from:
    - the Davis Dyslexia Foundation (training in Symbol Mastery)
    - the British Dyslexia Association
    - the Helen Arkell Centre
    - ADDSpark
    - ELKAN
    - WELLCOMM
    - Hillingdon SEN Team - Autism and sensory differences
    - Moor House Research and Training Institute about Developmental Language Disorder

How will my child be included in activities outside the classroom including day and residential trips?

- It is our aim for all children to enjoy full participation in and out of classroom activities
- Please refer to our Equal Opportunities policy
- All day trip providers require information about SEN children who will be attending their site prior to the visit.
- There is a specific element in the school trip planning documentation that all group leaders must fill in to ensure they have given due thought to, and made provision for, their SEN children as required.

How accessible is the school environment?

- In both Lower School and Upper School we have disabled toilets.
- Both playgrounds are level for wheelchair access.
- Both playgrounds have shaded areas to support children with light sensitivity.
- Nursery and Reception classrooms can be accessed via accessible ramps.
- The main Ducklings building, Lower School building, Art Studio, Science Block and Evans Hall have step free access.

How will the school prepare and support my child when joining the school or transferring to a new school?

- New children joining after Nursery visit the school for some form of induction prior to starting. The Nursery children begin the autumn term with a staggered start to help them settle in.
- A meeting or series of meetings between parents and class teacher and/or SENCO during the first few weeks of arrival are possible if it was deemed appropriate.
- When children with SEN move on to secondary school the SENCO contacts the SENCO at the school they are moving to in order to pass on relevant paperwork and have any discussions needed.
- If any children move during a year, the relevant SENCO will pass on information requested by their new school.
- For particular children with SEN we would create transition slides to discuss their new classes, a new school and any new routines with them.

How are parents involved in school life?

- Parents Association (PA) - Class reps
- Open Door Policy
- Head's blog
- Weekly school newsletter
- School magazine
- Coffee mornings

- Reading diary link book
- Official reports about individual children's progress
- Parents' evenings

Who can I contact for further information or to discuss a concern?

- The first point of contact should always be the form teacher.
- If the matter is particularly subject-related then you could contact the subject-specific teacher or co-ordinator.
- In the EYFS parents can also contact the child's key person.
- You can also contact the SENCOs - Mrs Mann for Ducklings -Year 2 and Mrs Hopkins for Year 2-6.
- All contact can be made in person, via the office or via email: office@sthelenscollege.com, nmann@sthelenscollege.com, dhopkins@sthelenscollege.com

Who should I contact if I am considering whether my child should join the school?

- The first contact for all school admissions should be via the school office.
- If your child has SEN or you suspect they have SEN you could contact the SENCOs, via the office, to discuss your child's needs as well.

How does the school ensure that children who need extra help are identified?

Children are identified as having special educational needs through a variety of ways including:

- Child seen to be performing below expected age levels in class work and test situations
- Concerns raised by parents
- Concerns raised by teachers via the 'Raising the Concern' form
- Liaison with previous school or setting, if applicable
- Children may complete a SNAP (Special Needs Assessment Profile) or iSNAP (Early Years Special Needs Assessment Profile) test to indicate specific areas of strength and weakness in their educational profile.
- Children may complete the WellComm speech and language assessment if the need is more focused.
- Informal, formal assessments carried out throughout the year in the different subjects.
- The school's CAN Process is followed by all staff.

What should a parent do if they think their child may have special educational needs?

- Talk to school as soon as possible with any concern, however small. Face to face is best, but via email can also be helpful for busy parents.
- The first point of contact is your child's class teacher. If you still have concerns you can then arrange to meet with the SENCo alongside the class teacher or independent of the class teacher. We want to ensure we form positive relationships with parents.

- We are open and honest with parents and hope that they are able to be the same with us and feel they can come to see us at any point, for any reason, however small it may seem.

Who will explain my child's needs and progress to me? What opportunities will there be for me to discuss my child's progress?

- For any child on the CAN List who have a Pupil Passport or My Support Plan, there will be a termly meeting between parents and the class teacher to discuss progress and next steps.
- For children in Nursery – Year 6 there are Parents Evenings twice a year, for children in Years 2 -6 there are reports in the Spring and Summer and Reception - Year 1 targets are set twice a year, and an end of year report is sent. Nursery have an end of year report. Ducklings complete the child's 2 Year check (if applicable) and there are Parents Evenings three times a year.
- The school employs an Open Door policy so parents can make an appointment to discuss progress at any point if they feel there is a need.
- The school has Learning Logs for English, Maths, Science and History from Year 1 upwards which are always available to be accessed on the child's Google Drive.

How will school support my child?

- The SENCos oversee all support and progress of any child requiring additional help across the school.
- The class teacher and various subject teachers will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure progress is made in each area.
- Children on the CAN List are provided with a Pupil Passport or My Support Plan with specific targets so that progress in particular areas can be tracked.
- Teachers meet on a termly basis during 'Pupil Progress Meetings' with SLT and SENCOs to formally review the support arrangements in place; however, teachers can discuss any issues with the SENCOs at any time.
- There may be a TALA working with the child either individually or as part of a group, if the SENCO and class teacher feel that this is necessary. The frequency of these support sessions will be explained to parents in the termly parent/teacher SEN meeting.
- Some children work on specific interventions including Nessy - Number Sense, Nessy - Hairy Reader, Nessy, Memory Fix, Communication Fix, The Five Minute Box, The Five Minute Number Box, Symbol Mastery and Speed Up!

How do teachers match the curriculum to an individual child's needs?

- Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs.

- The school adopts a positive approach to 'Growth Mindset' encouraging the children to challenge themselves and have an open mind.
- The computer programs used by the older children - ATOM and Century are adaptive to individual children's levels.

How are the school's resources allocated and matched to children's special educational needs?

- The SENCOs ensure that all children with special educational needs are provided for to the best of the school's ability with the funds available.
- We have a team of TALAs and part of their responsibility is to deliver programmes designed to meet individual or groups of children's needs.
- The allocations of TALAs to classes and individual 1-2-1 support is decided by the Director of Studies. The decision is made on a needs basis.

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

- The SENCOs, in conjunction with the Learning Support Team and class teachers make the decision about what type of support a child needs and how much support they will receive.

How does the school judge whether the support has had an impact?

- By reviewing children's termly targets in their Pupil Passports and My Support Plans.
- By seeking the views of all staff who teach the child through the Pupil Progress forms and meetings.
- By seeking the views of the pupil and the parents.
- By comparing progress against national/age expected levels in the child's year group.
- By keeping on-going records of support given in class.
- By keeping on-going records throughout interventions.
- By re-assessing children at the end of an intervention.
- By re-assessing them via a second SNAP/WELLCOMM assessment.

How will you help me to support my child's learning?

- The class teacher or the SENCOs can offer advice and practical ways that you can help your child at home.
- If your child is on the CAN List, he/she will have individual targets to work on.
- If your child has a SNAP Test or WELLCOMM assessment, you will be provided with a list of ways in which you can help him/her in specific areas such as memory.
- If your child has more complex special educational needs or a disability they may have an EHCP (Education Health Care Plan) which is constructed in conjunction with the local

education authority. This will indicate various strategies for support and entitles parents to attend a formal meeting annually to review their child's progress.

- If you are referred to an external agency, such as an educational psychologist, or if your child is referred via the GP to the local CDC (Child Development Centre), a report will be generated and this will include strategies that can be implemented at home.

How do you measure my child's progress?

- We measure children's progress in learning against national age related expectations.
- The class teacher continually assesses each child looking for areas where they are improving and where further support might be needed.
- Progress is tracked from Ducklings until the end of Year 6 in various ways as outlined in our Assessment Policy.
- Children who are not making the expected progress and over whom class teachers have concerns are discussed informally between teachers and the SENCOs/TALAs at any time either in person or via email. The Learning Support team discusses the progress of SEN children as required. Children are formally discussed in the termly Pupil Progress meetings.
- At these termly meetings the targets of children who have Pupil Passports and My Support Plans are reviewed. If a child has not achieved a target, the reasons for this will be discussed, then the target may be adapted or dropped for the time being.