

Helvetia House School approach to supporting pupils with SEND: -

Where 'Learning is the key to success'

We believe that:

- All children should be valued regardless of their abilities and behaviours.
- All children are entitled to a broad and balanced curriculum, which is matched to meet each individual's needs.
- All teachers are teachers of children with special educational needs.
- All children can learn and make progress.
- Effective assessment and provision for children with SEND will be secured in partnership with parents, children, CYPES and other partners.

Education Framework

The following demonstrates how we put support in place for all pupils with SEND (including the four broad areas of need below).

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health needs
- Sensory and/or physical needs

Different Types of SEND Cognition and learning (C&L)

Specific Learning Difficulties (SpLD), includes Dyslexia, Dyslexia, Dyscalculia, Dyspraxia, Moderate Learning Difficulties (MLD),

Severe Learning Difficulties (SLD)

Dyspraxia Specific Learning Difficulties (SpLD)

'Specific learning difficulties' is a term which indicates that pupils have particular difficulty with one or more aspects of learning, but not all of them.

The term covers problems with

- Dyslexia (reading and writing)

Pupils with dyslexia have particular difficulty in learning to read, write, spell or use numbers. Their performance in these areas is likely to be below their performance in other areas. These children may quickly gain skills in some subjects but not in others. Pupils may also have problems with short-term memory, with organisation skills and with co-ordination. Dyslexia covers the whole ability range and the difficulty may vary from mild to very severe.

- Dyscalculia (maths)

Pupils with dyscalculia have difficulty in acquiring mathematical skills. Pupils may have difficulty understanding simple number concepts, lack basic understanding about numbers and have problems learning number facts and procedures.

- Dyspraxia (co-ordination)

Pupils with dyspraxia have difficulty with organising movement and often appear clumsy. Pupils may have poor balance and co-ordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc.). Their speech sounds may be immature and their language late to develop. They may also have poor awareness of body position.

Different Types of SEND

Cognition and learning (C&L)

Moderate Learning Difficulties (MLD)

Pupils with moderate learning difficulties will learn at a slower pace than other children. This means that they will not achieve the expected levels for their age in all or most areas of the curriculum, even with appropriate support. These pupils will need extra support beyond what is available to most children in school. Pupils with MLD have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and underdeveloped social skills.

Severe Learning Difficulties (SLD)

Pupils with severe learning difficulties have significant intellectual or cognitive impairments. Pupils with SLD will need support in all areas of the curriculum. They may also have difficulties in mobility and co ordination, communication and perception and the acquisition of self-help skills. Pupils with SLD are likely to need teaching of self-help, independence and social skills. Some pupils may use sign and symbols to communicate. Pupils with SLD are likely to need specialist provision beyond that which can be provided in mainstream education.

Communication and interaction Speech, Language and Communication Needs (SLCN)

Pupils with SLCN cover the whole ability range.

Pupils with SLCN may have difficulty in:

- understanding and/or making others understand information through spoken language
- their learning of speech and language skills may be significantly behind their peers
- their speech may be difficult for others to understand

Pupils with language impairments:

- find it hard to understand and/or use words in context
- they may use words incorrectly, have a reduced vocabulary or find it hard to recall words and express ideas
- they may also hear or see a word but not be able to understand its meaning. They may have trouble getting others to understand what they are trying to say. Most speech and language difficulties will have been identified before school age. Most of the children will have their needs met in the school. Some may have particularly complex speech and language difficulties which severely impair their ability to join in when they start school. As a result, their progress may be affected. Please note that pupils whose first language is not English are not regarded as having SLCN unless they also have a SEN in this area.

Autistic Spectrum Condition (ASC)

The spectrum includes Asperger's Syndrome, high functioning autism and autism. Children with ASC have a difficulty in making sense of the world in the way others do.

They will typically have:

- difficulty with social interaction
- difficulty with communication skills
- difficulty with imagination.

In addition, they may:

- be easily distracted or upset by noise/light/touch

- have problems with sensory experiences
- have co-ordination difficulties (Dyspraxia)
- have fine motor skill difficulties

Such children may have high levels of skill or knowledge in one specific area, e.g., good memory skills, good visual skills, but difficulty in many other areas. Children with ASC may have moderate to severe learning difficulties. Children with severe autism are likely to be identified at the pre-school stage and have their needs addressed early.

Social, emotional and mental health needs (SEMN)

Some children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. Children with SEMN may not be able to respond to the usual range of rewards/consequences and will need SEN provision to make progress. Pupils with SEMN may have high general ability or be less able. Their needs can vary from quite mild to very severe. The one thing they all have in common is that their SEMN needs are a barrier to learning. This means that they may not be progressing as well as they should with their learning. The term SEMN covers a wide range of difficulties. Some pupils may be withdrawn or isolated or have emotional disorders such as depression. Others may lack concentration or behave in ways which disrupt the class. Some may lack the social skills they need in order to learn and play alongside other children. A small number will demonstrate severe and complex needs over a period of time, which have not responded to support from professionals.

Social, Sensory and/or physical needs

There is a wide range of physical disabilities and pupils cover the whole ability range. Some pupils can access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For others, the impact on their education may be severe. In the same way a medical diagnosis does not necessarily mean a pupil has a SEN. It depends on the impact the condition has on their educational needs. There are a number of medical conditions associated with physical disability that can impact on mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus and muscular dystrophy. Pupils with physical disabilities may also have sensory impairments such as sight or hearing loss and/or neurological problems with learning difficulties. Some pupils are mobile but have significant fine motor difficulties that require support and interventions. Others may need communication aids.

Access to the physical environment

The school building is a large house with four floors and has been assessed as being unsuitable to be converted for wheelchair access between levels. We would make every effort to create access on the first floor and the environment would be adapted to the needs of pupils as required.

Key staff expertise:

Who will work with my child's Special Education Needs?

Our Inclusion Leader and SENCo at Helvetia House School is Jeannie Richardson who is a Specialist Leader of Education (SLE) for Inclusion. She will work with the children, staff and outside agencies to gather the best information about a child. When an assessment of need has taken place, she will liaise with teachers and LSAs to deliver the necessary help and support. If you have new and on-going concerns, it is best to share and discuss these as soon as possible. You can arrange an appointment through your class teacher.

Learning Support Tutors (LST)

We have experience of supporting children with a very wide range of needs and we are very proud of our highly skilled team of teachers and LSTs. These will often be the people best placed in the class to work in small groups or one to one in a class with a child. They are also provided with regular Continuing Professional Development (CPD) opportunities, including training from outside agencies.

Emotional Literacy Support Assistant (ELSA)

We have a fully qualified ELSA, registered with Jersey ELSA Network who is supervised by the Education Department, who works with small groups or one to one with children that have difficulties with social and emotional skills as well as children who need support through a specific change or crisis. Alongside the SENCo, she supports staff in carrying out ELSA programmes for children. Children can be helped with self-esteem, anger management, social skills, loss, bereavement or family break up.

Speech and Language Support Assistant (SALSA)

We also have on-going support for children who need more intensive speech and language therapy programmes through the SALT department in Jersey. The SALSA works with these children at different times in their therapy, and where appropriate, individual programmes are then delivered by a visiting Language co-ordinator, trained and supervised by one of our LSTs. If there is such a need, we would contact the parent involved initially to discuss and explain how to get a referral for this service.

Specialist Resources and Advice

Where pupils require specialist resources, the Inclusion Leader will secure this as appropriate; for example, equipment to support with visual or hearing impairments or sensory materials for those with Autism. Where required, the Inclusion Leader liaises with specialist agencies to secure resources needed; particularly for those with physical disabilities. These include Occupational Therapists and other professionals.

Whole School Response Universal Quality First Teaching Targeted Support for Individuals or(Small Groups short/medium term)

Specialised Individual Support (medium/longer term)

Teaching approaches

The school will regularly monitor and assess your child's progress in meeting their targets and if they are not making enough progress, support will be put in place. A predictable and consistent learning environment with a visual timetable is provided in all classes. There are parents' evening in the Autumn and Spring terms with discussions about areas for pupil development and progress. There are also Open Evening (a chance to see work and displays of work around the school) and end of year reports to parents. Assessment for learning is used to support planning for different levels of attainment.

Small groups may be supported either by the class teachers or by Teaching Assistants as appropriate. Work is adapted to meet individual children's needs. There is careful targeting of individual support for pupils with Individual Education Plans. Where pupils are not making progress, this is identified and support is put in place.

Whole School Response Universal Quality First Teaching Targeted Support for Individuals or Small Groups (short/medium term)

Specialised Individual Support (medium/longer term)

Learning and curriculum Children have full access to the Foundation Stage and National Curriculum; and locally agreed Religious Education syllabus. The National Curriculum will be adapted to take account of each child's particular needs and will be changed to suit each child's academic and personal development. Consistent routines and systems are in place across the whole school. Regular assessment of pupils' progress is undertaken with next steps in learning set. There is structured classroom environment to support learning. The school identifies children with special educational needs in a number of ways. Children are assessed regularly and parents are always informed of any concerns regarding their children's progress. Assessment for Learning is used to inform planning to ensure all children's needs are met. There are group and individual support in lessons as appropriate. The school responds to any concerns raised by parents. The Special Educational Needs Coordinator (SENCo) may carry out further testing when additional educational needs are identified, outside agencies may also be involved. Learning tasks are adapted to meet individual children's needs. Targeted support is put in place for those pupils who are not making progress.

Whole School Response Universal Quality First Teaching Targeted Support for Individuals or Small Groups (short/medium term)

Specialised Individual Support (medium/longer term)

Support Instructions are simplified and supported with visual aids where possible with checks for understanding. The school uses activities to develop problem solving skills and memory skills. A visual approach to learning is used throughout the school with activities, which are appealing. Tasks are short, focused and where possible with natural breaks to maintain interest. Access to small groups and individual work on developing an understanding of the subtleties of language and conversational skills. A structured personalised multi sensory, multi-modal

programme of work to develop cognitive skills and literacy and numeracy skills with plenty of opportunities for over learning and consolidation of concepts. Regular daily opportunities to access individual and small group work to develop independence and organisational skills, which includes working on targets agreed with the child in order that they can achieve them. Children with SEND in school may also be supported by external agencies and parents are always consulted. The primary contact for these agencies is the Inclusion Leader (SENCO) although class teachers and teaching assistants are also involved. It is the responsibility of the Inclusion Leader to organise external support and to maintain records.

Whole School Response Universal Quality First Teaching Targeted Support for Individuals or Small Groups (short/medium term)

Specialised Individual Support (medium/longer term)

Behaviour and emotional support

Helvetia House School works hard with all the children at the school to foster a supportive, respectful and consistent learning environment for all. It works with families to meet the needs of all pupils with their social, emotional and behavioural development. The school employs an Emotional Literacy Support Assistant (ELSA) who works with individuals and groups across the school. At Helvetia House School, we apply a whole school approach of Restorative Practises to behaviour management; this is a cooperative rather than a punitive process with room for reconciliation and resolution of conflicts. Helvetia House School expects and maintains a high standard of behaviour from all its pupils. Where necessary it will make reasonable adjustments to the needs of individuals and groups of pupils to ensure a responsive and flexible provision which targets their difficulties and which address barriers to learning arising from social/emotional and or behavioural difficulties in an inclusive, supportive manner. The ELSA, Inclusion Leader and Headteacher within the school, support families in the management of behaviour, emotional and social needs for groups and individuals. The school runs an Emotional Literacy Support (ELSA) programme to provide one-to-one support for children who need additional emotional support. ELSA's are Emotional Learning Support Assistants who have received additional training from the educational psychologists on aspects of emotional literacy including emotional awareness, self-esteem, social and friendship skills, social communication difficulties, loss, bereavement and family break-ups. Our provision can support pupils on a one-to-one basis when required.

Whole School Response Universal Quality First Teaching Targeted Support for Individuals or Small Groups short/medium term

Specialised Individual Support (medium/longer term)

Environmental and physical resources

Helvetia House School is an inclusive setting that welcomes all children, irrespective of gender, culture, ethnicity, faith, ability, background or disability. Reasonable adjustments are made to include all members of the school community. Helvetia House School always seeks to make

reasonable and appropriate adjustments to the needs of individuals and groups of pupils to ensure best possible access to the curriculum and the learning environment. Due to the varying nature of needs, this often needs to be responsive and flexible. We also provide a varied and wide provision at lunchtimes to ensure that social, communication and interaction skills can be developed. Children who require 1:1 support as part of their provision are catered for within their classroom environment and in the wider school community; including lunch and playtimes as appropriate. This may include a workstation in the classroom or quiet area to play or reflect. The SENCo within the school also provides support to individual children, when necessary. The Inclusion Leader coordinates the liaison and multi-agency working to support children's learning needs and disabilities and to ensure provision for any specialist equipment or adaptations that may be required.

Online Safety for Learners with Special Educational Needs and Disabilities (SEND)

The internet and technology are an integral part of everyday life for children. It is important that we acknowledge the positive opportunities the internet provides for young people with Special Educational Needs and Disabilities (SEND). Online safety education is delivered in an age and context appropriate way, based on learner needs and experiences. Visual resources and verbal support can be useful for learners with SEND, but some learners may respond better to multi-media content such as videos, interactive presentations or spoken/sound recordings that they can associate with 'good' or 'bad' decisions. The curriculum is differentiated within PSHE and computer lessons to support safety and understanding for all our pupils.

Sexual violence and sexual harassment for pupils with Special Educational Needs and Disabilities (SEND)

All staff are aware of the heightened vulnerability of pupils with SEND. At Helvetia House School we are implementing the new statutory programme of study for Relationship, Sexual and Health Education. We use child friendly language and appropriately differentiated resources to support conversations which can provide pupils with the confidence and knowledge to stay safe.

Frequently asked questions from the parent/carer's point of view

How does Helvetia House School know if children need extra help? What should I do if I think my child/young person may have special educational needs?

Helvetia House School is committed to early identification of special educational need. A range of evidence is collected through assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the teachers will decide whether additional and / or different provision is necessary. Where a child has been identified as having an additional or Special Educational need or disability, they will be placed on the school's SEND Register for close monitoring. If you are concerned, please speak to your child's class teacher or contact the Inclusion Leader (SENCo).

How will Helvetia House School staff support my child?

Your child's class teacher and the Inclusion leader (SENCo) will oversee and plan your child's education programme. Depending on the intervention required, your child may be working in a small group with support during literacy and/or mathematics. Sometimes a pupil requires support to access the curriculum or to manage his or her behaviour, a Teaching Assistant may support your child to be a successful member of the school community. It may be appropriate for your child to have one-to-one support with a speech language and communication programme or support for reading. Your child's class teacher will explain all this to you.

How will the curriculum be matched to my child's needs?

All teachers are teachers of children with SEN. All teachers plan to include everyone in their lessons and work is provided at the appropriate levels for children to access their learning and make good progress. The Headteacher monitors planning rigorously.

How will I be kept informed of the progress and provision for my child and how will you help me to support my child's learning?

We have an open-door policy at Helvetia House School. There are parent evenings in the Autumn and Spring terms and you can ask for an appointment to speak with your child's class teacher or the Inclusion Leader (SENCo) at a mutually convenient time. You will receive an end of year every report in July. We will always ask to see you if we have concerns about your child's progress.

How will my child be included in activities outside the classroom including school trips?

We make every effort to include all pupils in school trips. If an individual risk assessment is required, we will write this to ensure that everyone is fully included.

How accessible is Helvetia House School?

We make every reasonable adjustment possible. However, the school building is split level and at this present time is unable to accommodate wheelchairs.

How will Helvetia House School prepare and support my child to join the school and then transfer to a new school?

When your child joins the school, you will have the opportunity to be shown round by the head teacher. This will be a chance for you to ask any questions that you may have. For specific or specialist circumstances the school endeavours to provide a more specific transition programme in coordination with your child's present school and through discussion with parents. The Year 6 teacher and Inclusion Leader (SENCo) liaise with the receiving schools. Extra transition visits are arranged as necessary.

Who can I contact for further information?

Your first point of contact if you want to discuss something about your child is your child's class teacher. You can also contact any member of the school leadership team if you are still worried.

What do I do if I want to apply for a place at Helvetia House School?

If you would like to apply for a place, please contact the school to discuss this and arrange a visit.

What steps should I take if I have a concern about the School's SEND provision?

We aim to resolve concerns as soon as possible and will work with you as far as possible to meet a satisfactory conclusion. Any concerns should be discussed in the first instance with the class teacher. If this does not satisfy your concern, then please ask for an appointment with the SENCO or other member of the Leadership Team. However, if you do not feel your concern has been resolved by the school you may find our formal complaints policy and procedure on the school website ask you to follow the guidance outlined in that policy.

Frequently asked questions from the young person's point of view

How does Helvetia House School know if I need extra help?

Your teachers track your progress and they will know if you need extra help.

What should I do if I think I need extra help?

You can talk to someone at home and they can talk to your teacher. You can also talk to your teacher or Teaching Assistant.

How will my work be organised to meet my individual needs?

Your teacher will give you work that will allow you to learn and make progress. They will make sure that it is not too easy and not too hard, but it will make you think.

How will I be involved in planning for my needs and who will explain it and help me?

Your teacher will have a meeting with you to discuss how you are getting on every half term. This is called a pupil conference. Your teacher will also tell you what your targets are and what support you will receive to reach them.

Who will tell me what I can do to help myself and be more independent?

All the staff at Helvetia House School can help you to become independent.

What should I do if I am worried about something?

Talk to your teacher, Teaching Assistant or any other familiar adult in the school. You can also speak to the Year 6 ambassadors.

How will I know if I am doing as well as I should?

You will have an end of year report in July. Your teacher will also meet with someone from home regularly to explain how you are doing.

How can I get help if I am worried about things other than my school work?

You can talk to any teacher or Teaching Assistant. You can also ask to speak with our Emotional Literacy Support Assistant (ELSA).

Are there staff in school who have been trained to help young people who need extra help?

Our Inclusion Leader has a qualification that means she is trained to help children with learning needs and our ELSA has been trained to work with children to help them with their emotions and getting on with people.

If I have difficulty in taking part in school activities what different arrangements can be made? How will I know who can help me? Who can I talk to about getting involved in school activities if I need extra help?

You will be introduced to all staff that will be working with you so that they understand your needs. You can talk to your class teacher or Teaching Assistant if you would like to be involved in school activities where you may need extra help.

What help is there to get me ready to start at Helvetia House School?

Teachers from this school visit your school and talk with you and your class teacher and others who may have worked with you. You get the chance to visit the school, look around and meet your new teacher and teaching assistants. If you want to, you can also have a tour with your parents/ carer at another time.

We do hope that you have found this information helpful. If you do have any further questions, then please come and speak to us.

Mrs Woodward

Headteacher

Helvetia House School