



CASE STUDY: IMPROVING SEND PROVISION AT ST HELENA'S C OF E PRIMARY SCHOOL

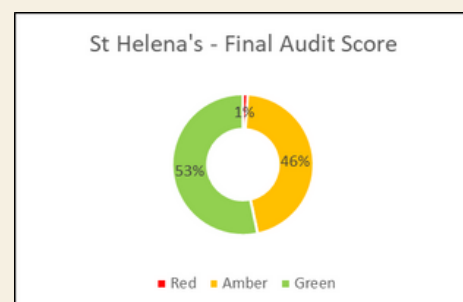
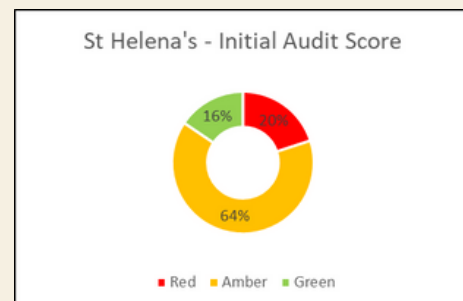
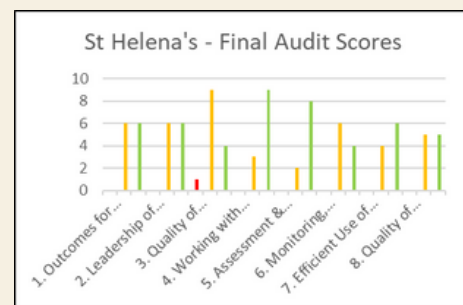
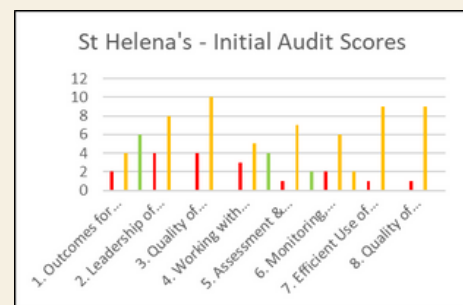
St Helena's participated in the Lincolnshire SEND Project (LSP) to enhance its provision for children and young people with SEND. St Helena's is a maintained, small primary school in the village of Willoughby. The school has 136 children on roll with a PAN of 20 per year group. The percentage of children with an EHCP is 2.94% and percentage on SEN Support is 20.58%.

CHALLENGES

Despite the strengths, several areas for development were identified:

- **Embedding New Systems:** The SEND systems and processes were newly implemented and needed to be fully embedded across the school.
- **Staff Training and Consistency:** There was a need for consistent training to ensure all staff understood the SEND systems, the four broad areas of SEND, and what Quality First Teaching looks like.
- **Monitoring and Evaluation:** Establishing a robust monitoring calendar to track SEND provision and student progress.
- **Pupil Progress Meetings:** Ensuring the SENDCo's involvement in pupil progress meetings to support early identification of SEND.

- **Whole School Decision Making:** Strengthening the partnership between the SENDCo and Headteacher to consider the impact of decisions on the SEND cohort.
- **Transition Processes:** Developing a clear transition schedule for pupils moving between classes and staff teams.
- **Consistent Use of Systems:** Ensuring effective use of systems like Scholar Pack, CPOMs, and digital SEND paperwork for tracking progress and safeguarding.



IMPACT AND ACTIONS

TAKEN

The school took targeted actions to overcome the challenges identified in the initial review.

- **Embedding Systems:** The SEND register was reviewed and reorganised under the four broad areas of need. Processes formalised with proformas and templates, including personalised plans for SEN Support and EHCPs.
- **Staff Training:** A comprehensive INSET training session planned to ensure all staff received consistent information. CPD tailored to the school's needs, and a supervision system for the SENDCo was introduced.
- **Monitoring and Evaluation:** A monitoring calendar created and shared with staff. It is being linked to the subject leadership cycle to ensure high expectations for SEND learners.
- **Pupil Progress Meetings:** The SENDCo now attends all pupil progress meetings, helping to identify at-risk pupils early and informing the provision map.
- **Decision Making:** A strong partnership was developed between the SENDCo and Headteacher, ensuring SEND considerations in whole school decisions.
- **Transition Improvements:** A 3-year transition calendar was created to ensure seamless handovers between classes and staff. This included a week of transition meetings to maintain continuity in targets and provision maps.
- **System Integration:** Scholar Pack, CPOMs, and digital SEND drives used strategically to track attendance, attainment, safeguarding, and SEND paperwork.

TRAINING

SEND Leadership - 1 day (1 place)	No
SENCOs - 2 days (1 place)	Yes - 1, 0
Middle Leaders - 2 days (2 places)	Yes - 2, 1
Teachers - 12 sessions (4 places)	3/12 - 4

RESULT AND BENEFITS

These actions have resulted in enhanced SEND provision:

- **Improved Identification and Provision:** The restructured SEND register and improved monitoring allowed for better identification and provision for pupils with SEND.
- **Consistent Staff Understanding:** INSET training and CPD sessions ensured all staff had a clear understanding of SEND systems and teaching expectations.
- **Effective Monitoring and Evaluation:** The monitoring calendar provided consistent tracking of SEND progress and curriculum access, enhancing the quality of SEND provision.
- **Early Identification and Support:** The SENDCo's involvement in pupil progress meetings led to earlier identification of SEND needs and better-targeted support.
- **Informed Decision Making:** Collaboration between the SENDCo and Headteacher ensured that SEND considerations were part of whole-school decision-making processes.
- **Seamless Transitions:** The structured transition schedule ensured consistent support for pupils moving between classes, maintaining progress and continuity.
- **Efficient Use of Systems:** Effective use of Scholar Pack, CPOMs, and digital storage streamlined information management and improved safeguarding and progress tracking.

CONCLUSION

The Lincolnshire SEND Project at St Helena's Primary School enhanced SEND provision by embedding new systems, providing consistent staff training, and establishing robust monitoring processes. Improved collaboration between the SENDCo, Headteacher, and staff led to better decision-making and targeted support. These actions resulted in effective identification of needs, consistent teaching practices, and smooth transitions, creating an inclusive learning environment. St Helena's is now well-equipped to support all pupils in reaching their full potential.