

St Paul's C of E Primary School

Life in all its fullness

SEND Information Report 2025-26

Introduction

All Cambridgeshire Local Authority (LA) maintained schools have a consistent 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 and achieve their potential in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible. At St Paul's we have a graduated approach to SEND, ensuring early identification of needs and a continuum of support for children in order to enable them to make progress. Please refer to our SEND Policy, which outlines the purpose, nature and management of special educational needs within our school.

What are Special Educational Needs and disabilities?

A child or young person has special educational needs if he or she has an additional need which calls for special educational provision to be made for him or her. An additional need is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision (Code of Practice 2015).

Special educational needs and disabilities and provision for them can be considered as falling under four broad areas

- Cognition and Learning
- Communication and Interaction
- Social, emotional and mental health (previously behavioural, social and emotional difficulties)
- Sensory and/or physical

What is the Local Authority Offer?

- The *Children and Families Bill* became enacted in 2014. From this date, Local Authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is 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 Cambridgeshire Local Offer can be accessed at: <https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/home.page>

What is the SEND Information Report?

The SEND Information Report uses the Local Offer to meet the needs of pupils with SEND as determined by school policy, and the provision that the school is able to meet.

What kinds of special educational needs might the children at St Pauls have?

Special educational needs and provision can be considered as falling under four broad areas as outlined in the SEND Code of Practice (2015):

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties (previously named behavioural, social and emotional difficulties)
- Sensory and/or physical needs

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty communicating their wants and needs, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties, severe learning difficulties, where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties, where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties affect one or more specific aspects of learning. This encompasses a range of conditions such as Dyslexia, Dyscalculia and Dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated or displaying challenging and disruptive behaviour. These behaviours can occasionally reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have diagnosed disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability that prevents or hinders them from accessing the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Who are the best people to talk to in this school about my child's difficulties with learning/special educational need or disability (SEND)?

The Class Teacher

Responsible for:

- Identifies that a pupil has a need for additional support.
- Works in partnership with the SENDCo, pupil, parents and other relevant agencies.
- Liaises regularly with parents and carers to review progress.
- Participates in appropriate training covering a range of SEND areas.
- Provides Quality First Teaching for all pupils including planning to meet the needs of all the children in the class.
- Ensures interventions, as advised by SENDCo, are delivered.
- Takes responsibility for writing and reviewing SEND Support Plans and meeting with pupils and parents to discuss these following the format of 'Assess, Plan, Do, Review.'
- Supervises any adults (such as Teaching Assistants) involved in the learning of their pupils.
- Assesses and records whether learning has occurred for all pupils.

The Special Educational Needs Co-ordinator (SENDCo) is:

Mrs Sarah Day

sendco@stpauls.cambs.sch.uk

Responsible for:

- Co-ordinates the provision for pupils with SEND
- Works in close partnership with the parents, pupils, staff and governors
- Oversees the SEND policy and SEND information report
- Advises class teachers on how pupils might meet planned learning objectives using strategies
- Reviews the provision map on a termly basis to reflect progress shown through teacher assessment and monitoring of pupils' progress taking part in interventions
- Oversees the assessment records and SEND Support Plans kept by the teacher
- Shares all relevant information with the staff team supporting a child so consistency of approach can be achieved
- Monitor pupils with SEND throughout the school
- Line manages the TAs in conjunction with The Senior Leadership Team and liaises regularly with them
- Contributes to in-service training of staff and governors
- Liaises and work in partnership with external agencies
- Attends Local Authority briefings, SENDCo Cluster meetings and training opportunities to keep up to date with local and national SEND updates when possible
- Works with the head teacher and link governor to ensure value for money and effective allocation of provision

The Head Teacher: Mrs Helen Darrell

head@stpauls.cambs.sch.uk

The Headteacher has overall responsibility for implementation of the SEND policy, for assessment and provision for pupils with special educational needs and disabilities and for keeping the governors informed about SEND provision.

In addition the Headteacher:

- Deals with any complaints about general or specific provision.
- Is informed by the Local Authority when they conclude that a pupil within St Pauls has SEND and is then the person responsible for ensuring that all the appropriate people know about that pupil's needs.

The SEND Governor: Governor responsibility

Our governors:

- Use their best endeavours to ensure that all pupils with additional needs fulfil their potential
- Appoint a SENDCO
- Establish a policy which has regard to the Code of Practice on the identification and assessment of special educational needs and disabilities
- Make an annual report on the effectiveness of our work on behalf of the children with special educational needs and disabilities (pupils' progress;

- parental and pupil views; staff feedback relating to training and confidence)
- Participate in appropriate training

School contact number: 01223 568840

School email address: office@stpauls.cambs.sch.uk

How are children with Special Educational Needs identified and assessed?

At St Pauls children are identified as having SEND through a variety of ways including the following:

- Liaison with the previous educational setting
- Tracking information – is the child performing significantly below age expected levels?
- Discussions between Senior Leaders and class teachers at Pupil Progress meetings
- School based assessments carried out initially by the class teacher
- Further school based assessments carried out by the SENCo where concerns are raised
- Concern raised by parents
- Concern raised by school staff
- Liaison with external agencies
- Diagnosis by a Health Professional

What are the different types of support available for children with SEND in our school?

a) Class teacher input, through 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 builds 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 their learning in class. This may involve things like using more practical resources.
- That specific identified strategies which may include suggestions from the SENCo are in place to support your child to learn as summarised on their SEND Support Plan.
- 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.
- Your child's teacher will discuss all children's progress at termly pupil progress meetings with the Senior Leadership Team and consider next steps to support their learning.

Specific group work

Intervention programmes including Expanded Rehearsal Technique (ERT), Nesy and Speech and Language as planned by the SENCo which may be:

- Run in the classroom or a group room/area.
- Run by a teacher or a teaching assistant (TA).

b) Specialist groups run by outside agencies, e.g. Speech and Language Therapy

This means a pupil has been identified by the SENCo as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority services, such as teachers or specialist TA's from the Specialist Teaching Team.
- Health services such as Occupational Therapists, Speech Therapists or Physiotherapists.
- Sensory support services such as Hearing or Visual Impairment specialist teachers.
- Outside agencies such as the Education Psychology Service.
- Acorn Project Counselling.
- Mental Health Support Team.

You will 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 Educational Psychologist. This will help you and the school to understand your child's particular needs better and be able to support them more effectively in school.

If the referral meets the service's threshold for involvement, the specialist professional will work with us to understand your child's needs and make recommendations as to the ways your child is supported.

c) Specified Individual Support

This type of support is available for children whose learning needs are severe, complex and lifelong and is provided through an Education, Health and Care Plans (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching support.

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 an external professional, which may include any agency that is listed above.

For your child this would mean:

- The school (or you) can request that Local Authority Services carry out Education, Health and Care 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 request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), are complex enough to need a statutory assessment. If this is the case, they will ask you and all the professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals 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. If this is not the case, they will ask the school to continue with the current level of support.
- The EHC Plan will outline the amount of funding the school will receive from the Local Authority to support your child. It will also outline how the support should be used, and what strategies could be put in place. It will include short-term goals for your child.

- An additional adult may be used to support your child with whole class learning, deliver individual programmes or run small groups including your child. Other resources may also be secured through this funding but this is a collaborative decision involving education or health care professionals and yourself.

How can I let the school know that I am concerned about my child's progress?

- If you have concerns about your child's progress, you should speak to your child's class teacher initially.
- If you continue to be concerned that your child is not making progress, you may ask to meet with the SENCo.

How will the school let me know if they have any concerns about my child's progress in school?

If your child is identified as not making 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.

How is extra support allocated to children, and how do they progress in their learning?

The school budget, received from Cambridgeshire LA, includes money for supporting children with SEND.

The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school Governors on the basis of need within the school.

The school then identifies the needs of SEN pupils on a provision map. This identifies all support given within the school and is reviewed regularly so that the needs of children are met, and resources are deployed as effectively as possible.

Who are the other people providing services to children with SEND in our school?

School provision

- Teaching Assistants working with either individual children or small groups
- The SENCo works with groups/individuals.
- ICT support
- Counselling support delivered through The Acorn Project
- Mental Health Support Team (MHST)

Local Authority Provision delivered in school

- Specialist Teaching Team

- Educational Psychology Service
- Sensory support for children with visual or hearing needs
- SENDIASS previously known as The Parent Partnership Service
- ESLAC (Educational Support for Looked After Children)
- Family Intervention Worker to support families from the Locality Team
- Education Welfare Officers (EWO)
- Education and Family Inclusion Officer
- Social Care Services

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- Physiotherapy
- YoUnited
- CAMHs (Child and Adolescent Mental Health Services)
- CAST (Child and Adolescent Mental Health Services)
- Paediatricians (Community Child Health Services)

How are teachers in the school helped to work with children with SEND, and what training do members of staff have?

The SENCo's role is to support the class teacher in planning for children with SEN.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes training on SEND issues, such as Specific Learning Difficulties, Autism Spectrum Disorder (ASD) and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. by the Local Authority or health services.
- TA's receive a range of training as part of their ongoing CPD and to respond to the needs of the individual children they are working with.

How will the teaching be adapted for my child with SEND?

Class teachers plan lessons and differentiate their planning according to the specific needs of all groups of in their class and will ensure that your child's needs are met.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

How will we measure the progress of your child in school?

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally with members of the senior leadership team every term in reading, writing and numeracy, through pupil progress meetings.
- If your child is in Year 1 or above and working below Year 1 Age Related Expectations, pre-key stage assessment will be used.
- At the end Key Stage 2, all children are required to be formally assessed using Standard Assessment Tests (SATs). This is a Government requirement of all schools and the results are published nationally.
- Where necessary children will have an additional SEND Support plan based on strategies and targets agreed by pupils, teachers, parents, the SENCo and/or external agencies which are specific to their needs.
- The progress of children with an EHC Plan will be formally reviewed at an Annual Review with the pupil and all adults involved with the child's education.
- The SENCo will also monitor that your child is making good progress within any individual work and/or in any group that they take part in.

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 SENCo 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 by the person involved directly, or where this is not possible, in a report. The report will contain the professional's contact details should you wish to discuss the report further.
- Additional support plans will be reviewed with your involvement termly.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.
- SENDIASS is available to give further impartial advice and support should you need it. Further information on their support can be accessed via [://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/site.page?id=MR9QlFVa_9Q](https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/site.page?id=MR9QlFVa_9Q)

How is St Pauls accessible to children with SEND?

The Equalities Act 2010, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

As a school we ensure that our buildings meet the requirements of the DDA (Disability Discrimination Act). Where a child has specific access requirements we work closely with Occupational Therapists to ensure that he/she has equal access to the school's facilities. Access for children identified with SEND is ensured through the following provisions:

- Visual environment surveys
- Accessible toilets;
- Dyslexia friendly classrooms;
- Use of ipads and computers to support learning;
- Use of ICT to record work

Activities and school trips are available to all children. Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity. This will always be discussed with the parent/carer in advance of the trip taking place.

Enabling pupils with SEN to engage with all activities available at School:

- Fully inclusive offer to all pupils of being able to attend school trips, residential visits, extra-curricular activities and wrap around care.
- All pupils are strongly encouraged to take part in all enhanced school activities e.g. sports days, school plays etc.
- The school's accessibility plan can be found on the school's website.

How will we support your child when they are joining the school? Leaving the school? Or moving to another class?

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:

- The SENCo will visit pre-schools with the class teacher where appropriate and attend Annual Reviews or Team Around the Family Meetings for pre-school children.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them with information about their current placement and their new school.
- Your child will be able to visit our school for 'Stay and Play' sessions.
- Parents will be invited to attend an information evening.
- You may be given the opportunity for additional visits where appropriate to help prepare your child for their move to the school.

If your child is moving to another school:

- We will contact the school's SENCo 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 SENCo 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 transition book/passport to support them in understanding moving on, then one will be made for them.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Send Support Plans, which summarise the needs of your child, will be shared with the next teacher.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

- Your child may participate in a transition group or be able to visit the new class more frequently where appropriate, to prepare them for the move.
- Transition visits on INSET days are also offered where appropriate.

In Year 6:

- The SENCo and class teacher will discuss the specific transition needs of your child with the SENCo of your child's secondary school. Where appropriate, a transition review meeting to which you will be invited will take place with the SENCo from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- 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 in this school.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.
- All relevant information will be shared with the Secondary School prior to transition so the SENCo has the opportunity to disseminate information to their staff prior to your child starting to September.

How will we support your child's emotional and social development?

We recognise that some children have additional emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness and finding it difficult to communicate effectively.

All classes follow a structured PSHCE (Personal, Social and Health Education) curriculum to support this development. However, for those children who find aspects of this difficult we may offer:

- Social skills groups to develop emotional language and literacy, and the skills needed to initiate friendships and interact socially with their peers. This includes the use of SEAL (Social and Emotional Aspects of Learning) and other specific programmes which are used with small groups of children. All programmes are delivered by teaching assistants who are trained and experienced in delivering these programmes.
- A range of extra-curricular groups which all children are invited to join.
- Lunchtime and playtime support through activities and groups.
- Identifying a key member of staff as a point of contact who is able to provide regular opportunities to talk to the pupil to gain their views
- External support from The Acorn Project, The Mental Health Support Team or via YoUnited can be considered with parental consent.
- We have a zero tolerance approach to bullying (see Anti-Bullying policy on the school's website for further details).

If your child would benefit from extra support, with your permission the SENCo will access further agencies through the Early Help Assessment (EHA). This form can then be used as the referral to access agencies as listed in this SEND report.

Securing Equipment and Materials:

When specialist equipment is identified by an outside agency to support the needs of an individual pupil, the SENCO will liaise with parents and the outside agency to ensure that the pupils' needs are met.

Materials and intervention programmes are considered in relation to recurring needs throughout the school and purchased when appropriate. Specific individual resources are purchased where this is viable.

Evaluating the Effectiveness of SEND provision:

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing individual progress each term through the SEND Support Plan 'Assess, Plan, Do, Review' cycle and pupil progress meetings
- Reviewing individual recommended strategies through the SEND Support Plan 'Assess, Plan, Do, Review' cycle
- Reviewing the impact of interventions on a termly basis comparing pre and post intervention baselines alongside pupil progress in class
- Pupil voice
- Annual Reviews for pupils with EHC Plans
- Discussions with parents

Complaints procedure

Pupils, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns. If necessary, after that, an appointment can be made to see the Head teacher. If concerns remain, parents can take up the matter with the Chair of Governors. A copy of our complaints procedure is available on request.