



St. Paul's

CofE Primary School

SEND Information Report 2026-2027

Updated January 2026

SENCO
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SEND Information Report

The aim of this information report is to explain how we implement our SEND policy. If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our website.

St Paul's CofE Primary School is a two form entry mainstream school. We strive to be inclusive. Our children with SEND (special educational needs and disabilities) have a wide range of strengths and difficulties and our aim is to provide the best possible education for all our children.

We adopt a graduated approach to meeting needs through quality first teaching and our staff make reasonable adjustments to help include all children, not just those with SEND.



‘Start children off on the way they should go, and even when they are old they will not turn from it.’

Proverbs 22:6



Special Educational Needs

A child may have a Special Educational Need (SEN) if they require additional or different provision to support them in their learning in order to ensure that they make progress.

The SEN Code of Practice (2015) says: A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made. A child of school age has a learning difficulty or disability if he or she:

- > has a significantly greater difficulty in learning than the majority of the same age in local schools, or
- > has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.



Communication & Interaction

Speech and Language

Autism Spectrum Disorder (ASD)



Cognition & Learning

Specific Learning Difficulties
Dyslexia, Dyspraxia,
Dyscalculia

Moderate Learning Difficulties



Social, Emotional & Mental Health

Attention Deficit
Hyperactivity Disorder
(ADHD)

Attention Deficit Disorder (ADD)



Sensory & Physical

Hearing Impairment

Visual Impairment

Physical and Multi-Sensory Impairment



Our Inclusion Team



Hannah Keyzer
SENCo



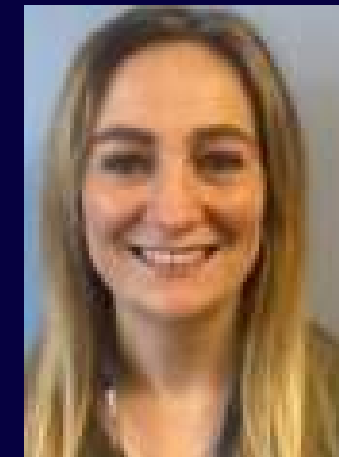
Leann Griggs
Family Liason
Officer



Jo Jones
Inclusion and Pastoral
Officer



Jane Baggs
Expressing Emotions
through Art



Lisa McKenna
ELSA



SEND Identification Process

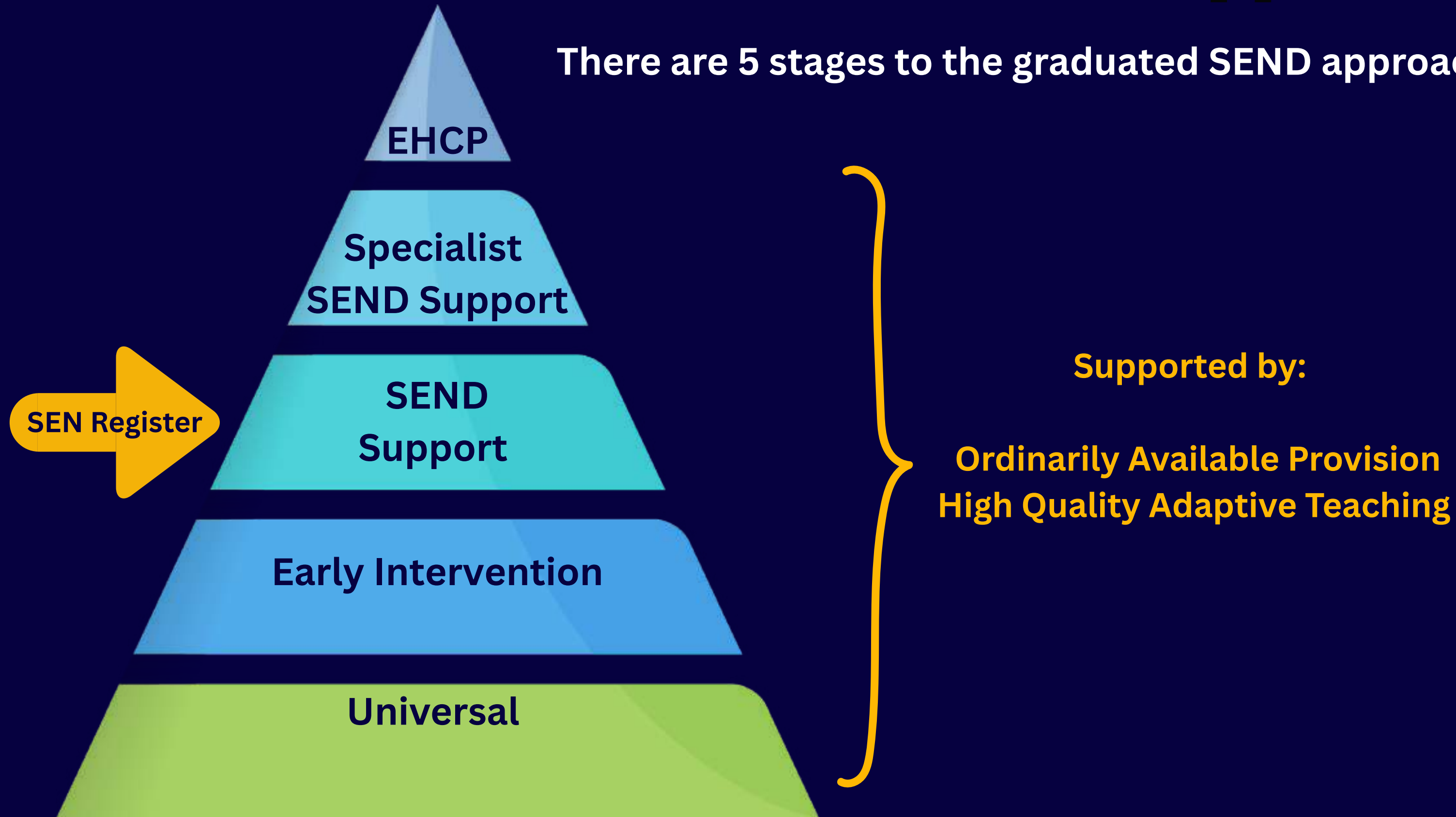
The progress of all pupils is monitored informally on a continual basis in all areas of learning and development. Formal monitoring of progress is captured 3 times a year and this data is discussed with teachers and senior leaders. Leaders within the school monitor teaching and learning through classroom observation and discussion.

Where a pupil has made less than expected progress despite receiving high quality teaching and additional support, a “Request for Inclusion Support” is completed. This will include discussion, observation and creation of either a Pupil Passport or SEND Learning Plan, dependent on level of support required and strategies agreed.

These strategies are implemented over a set time and then reviewed. If progress still isn't seen, then the teacher meets with the SENCO to discuss which stage of the graduated approach the child is at and the next steps. This may include capturing pupils' strengths, needs and supportive strategies on a SEND Learning Plan and adapting existing provision. This is done in conjunction with parents/carers. Parents/carers are encouraged to talk to their child's teacher initially, and then the SENCO if they have a concern about their child's educational needs or progress.

SEND Graduated Approach

There are 5 stages to the graduated SEND approach.



High Quality Teaching Approaches



We offer a broad and balanced curriculum for all children including those with SEND. There is further information on our school website about the exciting and engaging curriculum that we offer.

Teachers are responsible for the progress of all learners within their classroom and lessons are always carefully differentiated to ensure success and progress for all.



We are committed to encouraging all children to become independent learners and encourage this through our Learning Behaviours Programme. A variety of resources are used throughout each classroom provision to scaffold learning and encourage independence.



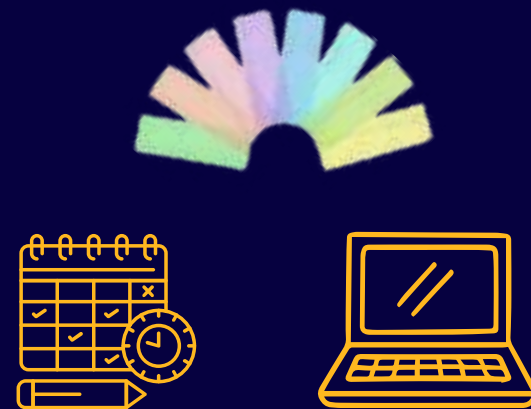
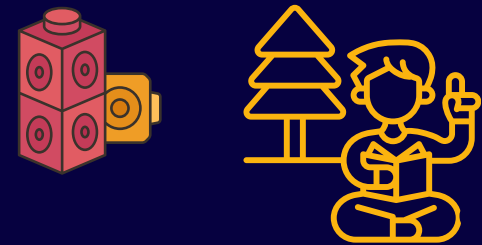
There are opportunities for all children in the school to take up learning challenges across the curriculum .

High quality adaptive teaching is our first step in responding to pupils who have SEND or are disadvantaged. This will be adapted where necessary for individual pupils.

Adaptive Teaching & Environment

Adapting Resources and Tasks

- Chunking instructions
- Alternative fonts/ texts
- Use of manipulatives
- Using outdoor learning



Supportive Aids and Tools

- Visuals, timetables
- Reading overlays
- Laptop and Ipads

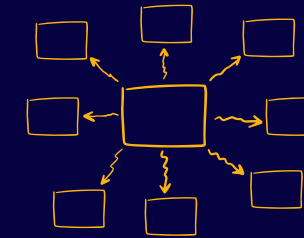
Adapting our curriculum

- Flexible grouping
- 1:1 or paired work
- Varied teaching style



Scaffolding Teaching

- Word banks
- Pre teaching
- Reading aloud



The School Environment



We consider our environment to be accessible and have an accessibility plan in place. St Paul's is equipped with ramps and other specialist equipment. Additional support resources are bought for children with special educational needs and stored in the Inclusion room, unless specific to the individual child. Class teachers tailor their classroom layout/displays depending on the needs of the children. We follow specialist Sensory team advice to effectively meet the needs of all learners.



The SEND Register

The SEND register is an internal list of children who have been identified as having a special educational need in discussion with the SENCO and parents; it is managed by the SENCO. Being on the SEND register means that your child requires support that is additional and different to what the school is already providing through high quality teaching and ordinarily available provision (in line with Surrey expectations).

They will have a SEND Learning Plan managed on Edukey and progress against targets will be measured formally three times a year. A child does not require a formal diagnosis to be on the register and having a diagnosis doesn't automatically mean they are added to the register. Pupils whose needs can be met through ordinarily available provision but do not currently need a targeted level of support, may have a pupil passport that details supportive strategies.

If a learner makes good progress and no longer requires support that is additional and different to ordinarily available provision, with parental discussion, they can be removed from the SEN register. A pupil passport can be used to capture specific provisions that work specifically for that child and can be monitored to ensure they maintain progress at an age appropriate level.

Support and Interventions

Communication & Interaction

- Speech sessions
- Lego therapy
- Talk boost
- Pre teaching vocabulary
- Language for thinking
- Language for behaviour and emotions
- Social skills groups

Cognition & learning

- Pre teaching concepts
- Phonics catch up and boosters
- Daily reading
- 60 second reads (comprehension)
- Number booster
- Times table Rock stars
- Numbots
- NESSY (reading and spelling)
- Reading Eggs

Physical & Sensory

- Use of sensory tools
- Movement breaks
- Sensory circuits
- Fine motor intervention
- Handwriting intervention

Social, Emotional & Mental Health

- ELSA sessions
- Expressing Emotions through Art
- Nurture groups
- Check ins
- Zones of Regulation Intervention
- Mindworks sessions

We also use many intervention programmes which offer support, in addition to quality first teaching, to boost and support children's learning. These interventions are delivered by a trained TA or teacher, and are monitored by the SENCo



Supporting Social, Emotional and Mental Health

As a school, we are committed to supporting and nurturing every child's social, emotional and personal development alongside their academic progress. We recognise the strong link between positive mental health and engagement in learning. We provide support for pupils to improve their emotional and social development in many ways including:



Whole School
Zones of Regulation
programme



Emotion Coaching
&
Calm Scripts



Whole school Nurture
approach
Use of the Boxall
profile to identify
SEMH needs.



Trained ELSA to deliver
1:1 or group focused
sessions



Story Project
Wellbeing Curriculum



School based
Mental Health Support
Team



Outdoor Play and
Learning
Extended play
opportunities



Girls on Board
Friendship support
programme



Brain Buddies
Key Stage 2 support
programme



The school has high expectations of behaviour and our behavioural expectations are underpinned by our Christian Value, rooted in FAITH. Staff are trained in restorative conversations and we support children's behaviour with natural and logical consequences, where necessary, to develop reflection and regulation skills.



Reviewing Pupil's Progress

As part of the assess, plan, do and review cycle, we look at the identified outcomes for each individual child and review (assess) their progress within each target. This takes place termly.

This review process includes...

- The teacher's assessment and observations/ interactions with the child in the classroom
 - The pupil's previous progress and attainment or behaviour
- The pupil's development in relation to age related expectations
 - The views and experience of parents/carers
 - The pupil's own views
- Advice or reports from external agencies (where relevant)





Evaluating Effectiveness of SEN Provision

We evaluate the effectiveness of our SEN provision by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions termly
- Monitoring by the SENCO and Inclusion Leader
- Using individual Send Support Provision plans to measure progress
- Holding annual reviews for pupils with EHC plans

The school has tracking and monitoring systems in place and staff are constantly reviewing the provision for all pupils, including those with SEND.

Class teachers meet termly with parent(s)/carer(s) to review and update the SEND Support Plan, assessing progress against desired outcomes.

The completed paperwork (via Provision Map/Edukey) is monitored by the SENCO.

Our link local committee member (Julia Claiden) meets with the SENCO to discuss the effectiveness of the SEND provision.

Specialist Services & Agencies

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These agencies/ services include:



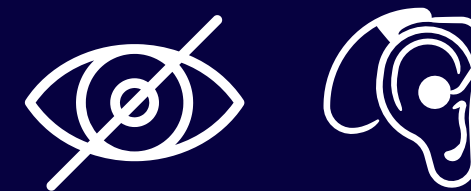
OT

Occupational Therapy



STIPs

Specialist Teachers
for Inclusive Practice



**Physical and
Sensory
Support**



EP

Educational Psychologist



**Autism Outreach
(Freemantles)**



SALT

Speech and Language
Therapy



Pupil Involvement

Children's self-evaluation is actively encouraged throughout the school.

- All children with SEND complete a 'one page profile' on their Passport or SEND Learning Plan, which they review regularly with adults from their class or the inclusion team. This outlines what is important to them, how they learn and how best to support them. These are used by all teachers to ensure that individual needs are met.
- Specific targets and additional provision are discussed where appropriate with the children and they are supported where necessary to think of strengths, areas for development and how best to develop in these areas.
- Children with EHCPs are involved in assessing how they are developing against the specified outcomes and may, where appropriate, be invited to attend annual review meetings



Involving Parents



- We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision.
- Parents of pupils with SEND will have access to their SEND support plan or pupil passport (dependent on stage of graduated approach) online via Edukey.
- Children's SEND Learning Plans and related progress can be discussed with class teachers during termly parent/ teacher consultations. The school has an "open door policy" and parents/carers are welcome to contact class teachers or SENCo to discuss any specific queries or concerns relating to SEND provision.
- Parents/carers are invited to attend the Annual Reviews for pupils with EHCPs. This provides an opportunity to discuss the needs of their child and celebrate their success.
- Where we seek outside agency involvement, parents are invited to discuss their child's difficulties with the professional or team. A copy of the report or any key recommendations are always shared with parents or guardians.



Transition Arrangements

Transition and change can be difficult for all children to manage, although this can be particularly challenging for children with SEN.

Reception

When children join us in their Reception year they have a full induction programme in order to fully support their transition into the school. In the preceding Summer, school staff, including the SENCO, visit early years settings to meet with the children and understand their individual interests, strengths and any areas for development. Children join the “Little Owls” classroom visits and other events during the Summer term. When they begin school, children experience a gradual transition into the school day with a bespoke Reception timetable. Teachers conduct home visits and meet with parents to discuss individual needs where necessary.

Yearly transition

We have a robust transition programme in place to support children as they move into their new year groups. This includes reviews and sharing of children’s one page profiles, staff transition meetings and parent information forms for sharing key information. Children meet their new teachers in the Summer term with a variety of planned sessions and their Transition Morning.

New Starters

Where children join us from different schools, a member of the Inclusion team will contact the previous setting to discuss any SEN needs. Plans, supportive resources and strategies are shared between settings and provision is put in place within their new class.

Year 7

During the secondary school transition, class teachers and SENCo complete hand-over documents and meet with relevant staff from the new secondary schools, including attending the ASPIRE conference. Children attend transition days and the SENCo will arrange additional visits or support for vulnerable pupils where necessary.



Staff Training

Our SENCo and Inclusion lead both hold the National Award for SEN Coordination (NASENCo).

We support the adults supporting pupils with SEND with improving their expertise and knowledge through CPD, coaching and specialist support.

We regularly liaise with local agencies to ensure that our CPD offer is broad and includes high quality support from specialists.

Where staff members are supporting children with specific needs, additional training is provided to equip staff with bespoke skills. For example engagement in Freemantles training for key adults.

New staff receive a high quality induction programme that encompasses the four areas of SEND, our approaches to supporting SEND at St Paul's and specific strategies that are embedded throughout the school, for example Zones of Regulation and Emotion Coaching.

Staff training needs and expertise are regularly reviewed by the SENCO and Inclusion Lead.



Inclusion outside of the Classroom

Our school promotes involvement of all our pupils in all aspects of the curriculum including activities outside the classroom:



All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips and educational visits. Special consideration, individualised risk assessments and adaptations are made in order to remove as many barriers as possible to ensure that all children are able to participate.



All pupils are encouraged to take part in sports day, school plays and special workshops. Supportive strategies and reasonable adjustments are used delicately to support this.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. Where there are concerns of safety and access, further thought and consideration is put in place to ensure the needs are met. Where applicable parents/carers are consulted and involved in planning and production of individual risk assessments and access plans.



Support for Parents and Carers

We are committed to supporting parents and carers during their child's learning journey at St Paul's and are keen to guide families through all stages of SEND Support. We work closely with local partners and arrange workshops, coffee mornings and drop in sessions to support families through identifying and supporting needs.



Surrey's
Local Offer



Surrey's Local Offer website includes a Parents and Carers section.
Click here to access: <https://www.surreycc.gov.uk/children/support-and-advice/local-offer/parents-and-carers>



Comments, compliments and Complaints

In the first instance, parents'/carers' comments or concerns should be raised with the pupils' Class Teacher.

If further action is needed, parents/carers should in the first instance speak to our SENCo or Inclusion Leader.

We hope that all concerns can be managed in this way. However, if a parent/carer wishes to escalate the matter further, they should follow the procedures outlined in the school's 'Complaints Policy & Procedures'.

If there continues to be a disagreement with regard to the SEND provision, the LEA should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. Parents can access impartial advice and mediation through SEND Advice Surrey who can be contacted by telephone on 01737 737300 or via email SENDAdvice@surreycc.gov.uk. Parents/carers have the right to appeal to a SEND tribunal at any stage.