Special Educational Needs and Disabilities Information Report

St. Paul's Church of England Primary School

Welcome to our school…

We are school's Special Educational Needs and Disabilities Coordinators (SENDCos). Our role is to ensure that children with SEND are identified and well supported during their time at school. We hope this document provides you with all the information you need. Should you have any further questions, please contact us at school on 01282 617035 or via the 'Contact Us' box on the school website. Alternatively, you are welcome to drop in and see Mrs Westlake on a Tuesday morning between 9 and 9.30am.

Mrs Westlake and Mrs Felters





What kinds of special educational needs does St. Paul's provide for?

St. Paul's is a mainstream school so does not specialise in any particular area of special educational need or disability. However, we celebrate every child's uniqueness and have high aspiration for all. We strive to create an inclusive culture in our school and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

Whilst we understand that every child with special educational needs is an individual, special educational needs can be grouped into the four areas listed below. We currently have pupils who experience difficulties in each of these areas, including some who have difficulties in more than one area:

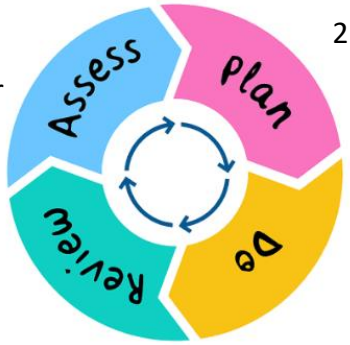
- **Cognition and learning**
  Children with these needs may learn at a slower pace than their peers and may have difficulty acquiring foundational skills
- **Communication and interaction**
  Children with these needs may have difficulties with their speech and language or with social communication and interaction, such as those with a diagnosis of Autistic Spectrum Condition (ASC)

- **Social, emotional and mental health**
  Children with these needs may find it difficult to understanding the emotions of themselves and/or others, leading to difficulties with regulating their behaviour
- **Sensory or physical needs**
  Children with these needs may have an impairment relating to their sight, hearing or another physical difficulty

What happens if there are concerns that my child may have additional needs?

As parents and carers, you know your child best, and are an integral part of our school community. We want to work closely with you to ensure the best possible outcomes for your child. Therefore, if a class teacher has concerns, they will speak to you at the earliest opportunity. If appropriate, they will involve your child in this discussion too. Likewise, if you have your own concerns, please contact your child's class teacher in the first instance. From there, staff will follow the cycle below.

1. Observing and gathering further information.



2. Suggesting steps that could be taken to address

3. Carrying out these steps (usually over the course of a half term).

4. Considering what the impact has been and how best to proceed.

If after following this cycle, staff remain concerned, they will consult with us as SENDCos. We may go into class to carry out our own discrete observations or assessments, and advise staff accordingly. You will be kept fully informed about how things are going and if we feel it appropriate, we may ask your consent to seek further advice from external agencies. (We liaise regularly with a wide range of services including specialist teachers, educational psychologists, speech and language therapists, physiotherapists etc.)

Individual Education Plans (IEPs)

During this process, school may write an 'Individual Education Plan' (IEP) to document the steps they are taking to support your child. An IEP is usually prepared when the steps are in addition to, or different from, usual classroom practice. If an IEP is written, this will be shared with you. It will then be reviewed regularly. This is usually at the end of a term, but can more frequent if required.

Education Health Care Plan (EHCs)

Sometimes, school may determine that your child has more complex special educational needs which require a higher level of support. We may then speak to you about requesting an assessment for an Education Health Care Plan. This is a legal document written and funded by the Local Authority (Lancashire County Council) which sets out your child's needs, explains the extra support that will be provided to help meet those needs and how this will help them to make progress and achieve their goals. Further information about EHC plans can be found on the Lancashire Local Offer:

https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/assessment-and-support/education-health-and-care-plans/

EHC plans come with an element of 'top up' funding to allow school to provide this support. Usually, this is delivered by our existing staff. However, very occasionally, for the very highest level of need, it may allow us to engage an additional 1:1 teaching assistant.

How will school meet my child's special educational needs?

Learning

The curriculum at St. Paul's is designed to meet the needs of all our pupils and the appropriateness of its intent is regularly reviewed. The staff at St. Paul's have a vast toolkit of adaptive approaches which they regularly choose from to accommodate the needs of individual children. Most of these are strategies which allow children to access learning in the classroom by removing potential barriers to learning. In addition, some children may attend intervention groups. These are usually made up of a small group of children and led by a teacher or teaching assistant. Their purpose is to 'plug gaps' in learning or embed key skills. Staff ensure that these sessions are having good impact on your child's learning, whilst still ensuring that they are accessing a broad and balanced curriculum.

School environment

We are very lucky to be based in a new, accessible building. All areas of school are on one level so can be fully accessed by wheelchair users, including our Forest School. A disabled toilet is also available, with changing facilities and a hoist. Furniture is modern and moveable, and is at a suitable height for each class. We can also arrange the provision of specially adapted furniture through our links with occupational therapy. School have a range of ICT, including sets of Ipads, which can be utilised by children with SEND in order to access apps appropriate to their needs.

Trips and extra-curricular activities

All school visits and extra-curricular activities are planned to be fully inclusive for all pupils. Staff liaise closely with parents when arranging trips and if necessary, we can provide a member of staff to support an individual pupil. All school visits undergo a full risk assessment, under the supervision of our Educational Visit Coordinator (Mr Evans).

Transition

We understand how important it is for children to be well supported when moving from nursery to primary school, between key stage one and key stage two and particularly, from primary school to secondary school. As SENDCos, we liaise closely with nurseries, secondary schools, and with parents and carers. This allows information to be shared and for appropriate provision to be put in place. We can also arrange additional visits to help your child become familiar with new staff and surroundings.

Further Information

You may also be interested in the following documents which can be found on the policy page of the school website. (Printed copies can also be provided on request from the school office.)

- SEND Policy
- Accessibility plan
- Complaints policy and procedure
- Anti-bullying policy
- Admissions policy
- Equalities policy

You may also wish to look at the Lancashire Local Offer, which is a website containing guidance and opportunities for parents of children with special educational needs. This can be found at:

www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities

We look forward to working with you…

We hope this information has been useful to you. If you have any further questions, please do contact us at school.

This report was updated in June 2025 and will be reviewed by 31st July 2026.