

St Paul's C of E Primary School

SEND information report



Our Vision

Our school is one family, united in love and deeply rooted in our Christian values, where together on life's journey we flourish, striving for excellence in all that we do. Inspired by the transformation of St Paul, and enlightened by the glory of God, we will shine like stars to make the world a better place.

WHAT IS THE SEND INFORMATION REPORT?

St Paul's SEND Information Report sets out for parents, in one place, what the school provides for children with special educational needs and/or disabilities (SEND). It explains how we support children with SEND as they move on to the next stage of their education. It is intended as an overview, enabling parents to make an informed choice when considering local schools.

For full details on day-to-day procedures for SEND please see our SEND policy.

Enfield Local Authority has published its Enfield Local Offer on its website, setting out a range of information about specialist services, voluntary organisations, school and colleges that can provide support and information for families of children and young people with SEND.

WHO TO CONTACT FOR MORE INFORMATION

Our SENDCO is Miss Belle Perrin. The SENDCO leads on the day to day operation of our SEND procedures following guidance in the SEND Code of Practice. The Executive Head teacher has overall whole school responsibility for SEND and inclusion. Please direct any emails regarding SEND to the school office, which will ensure they reach SENDCO.

Email: office@st-pauls.enfield.sch.uk

OUR COMMITMENT TO INCLUSION

At St Paul's C of E Primary School, we are committed to ensuring that every child, regardless of their starting point or barriers they may face, has access to an ambitious, broad and balanced curriculum that enables them to thrive academically, socially and personally.

We identify pupils' needs quickly and accurately through robust assessment and close working with families, and implement timely, evidence-based support that removes barriers

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to learning. Every teacher is a teacher of pupils with SEND, and all staff receive ongoing training in adaptive teaching and inclusive practice, taking responsibility for the progress and wellbeing of every child in their class.

Our inclusive approach extends beyond SEND to support all pupils who may face barriers, including those who are disadvantaged, looked after children, pupils with English as an additional language, and young carers. We work in close partnership with pupils, parents/carers and external specialists to ensure support is personalised and effective.

At St. Paul's we are proud of our inclusive community where every child is valued, supported to achieve their potential, and fully involved in the life of our school.

OUR OBJECTIVES:

- Eliminate discrimination, harassment and victimisation, and advance equality of opportunity for all pupils, particularly those with protected characteristics including disability
- Ensure that Special Educational Needs are identified and assessed as early as possible through observation, screening, staff training in recognising emerging needs, and timely involvement of specialists where necessary
- Ensure that all pupils, including those with SEND, make good progress from their individual starting points across academic, personal and social development through high-quality teaching, targeted intervention and a continuous cycle of assessment, planning and review
- Work in close partnership with parents/carers and children, ensuring their views and aspirations inform all decisions about support and provision
- Ensure that all children have access to a relevant, broad and balanced curriculum, embedding the principles in the National Curriculum Inclusion statement <http://www.gov.uk/government/collections/national-curriculum>
- Make reasonable adjustments for those with a disability by taking action to ensure access to the curriculum, environment and printed information for all
- Work proactively with the Local Authority and other agencies involved when working with children with Special Educational Needs and Disabilities
- Maintain and develop a range of expertise within the school through regular CPD
- Implement a graduated approach to SEND support, with continuous cycles of assessment, planning, intervention and review to reduce barriers to learning

HOW HAS THE SEND INFORMATION REPORT BEEN DEVELOPED?

Our SEND information report was developed in line with the SEND Code of Practice (2014). The SEND Information report is reviewed annually. The annual review is completed in consultation with key stakeholders; parents, pupils, staff and governors.

THE TYPES OF SPECIAL EDUCATIONAL NEEDS FOR WHICH THE SCHOOL CAN OFFER PROVISION

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The SEND Code of Practice (2014) identifies four categories of need for which special education provision should be made.

- Communication and Interaction. Children with Speech, Language and Communication Needs (SLCN) have difficulty understanding language and/or difficulty communicating with others. The profile of every child with C&I needs 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 e.g. Autism
- Cognition and learning. Difficulties with cognition and learning affect a child's ability to process and remember information and apply knowledge in different situations. Cognition and learning difficulties cover a wide range of needs e.g. Specific Learning Difficulties (SpLD); moderate learning difficulties (MLD), dyslexia, dyscalculia, developmental coordination disorder (DCD), Severe Learning Difficulties (SLD)
- Social, emotional and mental health; e.g. attention deficit hyperactive disorder (ADHD); depression, eating disorder, attachment disorder, self-injury
- Sensory and/ or physical needs: e.g. Vision impairment (VI); Deafness or Hearing impairment (HI)

The definition of SEND is where a pupil's learning difficulty or disability calls for special educational provision to be made; provision which is different from or additional to that normally available to pupils of the same age.

St Paul's CE Primary School has a clear approach to identifying and responding to pupils with SEND. We recognise that children's needs may change over time and that an individual child may have difficulties in more than one area of need. The school plans carefully to make learning accessible for individual children with SEND and makes adaptations to the curriculum and, wherever possible, to the environment, to support each child's needs as and when they arise.

Pupils with medical conditions are covered under our Supporting Pupils with Medical Needs policy, available on the school website. The senior leader with responsibility for medical conditions is the Head of School. Individual healthcare plans, developed in collaboration with parents, specify the type and level of support required to meet the medical needs of individual pupils. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

ARRANGEMENTS FOR THE ADMISSION OF PUPILS WITH SEND

Our admissions arrangements are fair and transparent, and do not discriminate, in terms of SEND or disability. We eliminate discrimination by the positive promotion of equality and by creating an environment which champions respect for all. For more information please see the Admissions policy and Equality policy available on the school website.

We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers. Our Accessibility Plan sets out how we plan to increase access for disabled pupils to the curriculum, the physical

environment and to information. This is published on the school website and is reviewed every three years.

HOW WE MAKE PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff. St Paul's CE Primary School Senior Leadership team, including the SENDCO, support teachers to take responsibility for the learning and progress of all children including those with SEND.

Our induction, training and support structures ensure teachers and teaching assistants have a clear understanding of the learning needs of children with SEND.

HOW WE IDENTIFY AND ASSESS PUPILS WITH SEND

The school keeps a register of children identified as having SEND. Any decisions about placing a child on the school SEND register is always taken in collaboration with parents and will usually come after:

- Conversations between parents and class teacher e.g. about concerns and progress
- Implementation of support and intervention at class level (Quality First Teaching) or a more personalised approach
- Internal observation and assessment
- External observation and assessment by specialist support services such as an Educational Psychologist where necessary
- Review of progress against the criteria in the Code of Practice (6.17)

Some pupils identified as requiring SEND support will make good progress and will exit the SEND profile. We will celebrate their success and continue to monitor them.

Class teachers are continually monitoring the progress of the children in their class, including those with SEND. St Paul's CE Primary School aims to identify need at the earliest point and then make effective provision which impacts on progress and attainment.

Once a term, your child's progress is reviewed formally at an IEP meeting and during pupil progress meetings. The class teacher, Executive Head teacher, Head of School, Assistant Heads of school and SENDCO use these pupil progress meetings to monitor progress and attainment and determine any additional measures to support learning.

We use the information we have about each child identified as having SEND to plan adaptations to the teaching and learning or to plan a personalised programme of SEN support. The Class teacher and SENCO will develop this plan in partnership with parents and the child.

The process for monitoring the progress of pupils with SEND is as follows:

- **Assess:** We will identify the specific needs of the child through formal and informal assessments.
- **Plan:** Where needs have been identified the class teacher, in collaboration with the SENDCO, plan interventions or adaptations to meet need – these may include the provision of additional resources, adaptations to the curriculum or classroom practice and/or targeted time-limited intervention. The class teacher meets with the parent to discuss the suggested support.
- **Do:** Delivery of agreed intervention/strategies or adaptations. This may also include support, training or direct therapy from external agencies such as OT or SALT.
- **Review:** At the end of each term or agreed intervention, the class teacher reviews pupil progress, in collaboration with the child. Next steps and future support are discussed and agreed by the class teacher and the SENDCO. If the child has a Personal Education Plan, this will also be reviewed and shared with parents and stakeholders.

Class teachers report formally once a year on the progress of all children including those with SEND.

For children with an EHCP, progress is also formally reviewed at an Annual Review Meeting. This review involves all the adults involved with the child's education including specialist services, health and social care. For children without an EHCP, a meeting with the class teacher can be requested at any point to review their child's progress. Class teachers have an essential role in the identification of SEND both in their direct work with pupils but also as the first point of contact for parents.

THE CONTRIBUTION OF SPECIALIST SUPPORT SERVICES

St Paul's CE Primary School is committed to ensuring children with SEND receive, where appropriate, high quality support from specialist services. We believe that early identification of a Special Educational Need is crucial to effectively supporting a child's learning and sometimes specialist services can help us to better identify the need and help with planning support.

If a child requires support from a specialist service we will involve parents at every stage. Parents/carers will need to agree to a referral form before any assessment or support can go ahead.

St Paul's CE Primary School works with a range of specialist services. Referrals are made either by the SENDCO or in some instances by the parent through their GP.

The services currently working either in school or supporting children/families at St Paul's CE Primary School include: Educational Psychology Service, Speech and Language Therapy,

Occupational Therapy, CAMHS, Behaviour Support Service (SWERRL) , My Young Mind Enfield (MYME) and the Enfield Advisory Service for Autism (EASA).

Please note: Each service has their own referral and eligibility criteria – meaning the service can be targeted to children with higher levels of need. The level and type of service varies both on an individual case level and on a service level. The criteria for a GP referral may be different from that required by the school. Please do speak to the SENDCO to discuss possible referral routes.

The SENCO meets termly for planning meetings with named professionals from the Health and Social Care Teams for Speech and Language Therapy and the Educational Psychology Service. Provision for children who have been assessed as eligible for specialist support from these services is agreed and possible new referrals are discussed.

HOW DO WE EVALUATE THE EFFECTIVENESS OF OUR PROVISION FOR SEND PUPILS?

St Paul's CE Primary School constantly evaluates the effectiveness of SEND provision. The aspects we look at to make sure we are meeting the needs of children with SEND include: academic standards and progress, behaviour, attendance, involvement in clubs, visits and in the full life of the school. We encourage feedback from staff, parents and pupils and elicit their views through an annual parent, pupil and staff questionnaire, through discussion and through progress review meetings with parents.

SEND provision and specific interventions are monitored termly and impact is recorded on a on a child's 'Individual Education Plan'. Individual Education Plans are updated by the class teacher and monitored by the SENCO. Interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff, parents and governors. Learning walks, book scrutiny and pupil progress meetings, all help inform our evaluations of provision and feed in to the school improvement plan.

HOW DO WE ENSURE THE EFFECTIVENESS OF OUR PROVISION FOR SEND PUPILS?

Learning assistants can play a key role in supporting pupils with SEND. Their role is to support learning, help pupils develop independence and to deliver evidence-based intervention under the supervision of the teacher. All teachers share planning and learning aims with learning assistants.

External agencies such as EASA, the Enfield Psychology service and the Speech and Language Therapy Service support the training and development of LAs. CPD is available to LAs for further professional development.

HOW WE ADAPT THE CURRICULUM AND LEARNING ENVIRONMENT FOR PUPILS WITH SEND

St Paul's CE Primary School is committed to inclusion. Our aim is for all children with SEND to be educated alongside their peers in the mainstream classroom environment. However, we recognise that for some children this environment may not be a suitable learning

environment all the time. In these instances, the SENCO, in consultation with the parents, may recommend sensory breaks.

Adaptations to the curriculum and learning environment for pupils with SEND made to date include: movement breaks, visual task planners, now and next boards, sensory circuits, additional visual resources available and the provision of a workstation in the classroom.

The SENCO, in collaboration with the Executive Head teacher and Head of School is responsible for making special arrangements for tests and other assessments for pupils with SEND.

Our equality policy demonstrates our commitment to ensuring pupils can access all areas of school life, for example we make sure that our school council is representative of the population of the school. We encourage and support children with SEND to take on whole school responsibilities, for example as house and sports captains or as part of the collective worship committee.

Our extended schools provision (Extra Club) is as inclusive as possible, while ensuring a safe environment for each child, providing opportunities for children with SEND to achieve wider outcomes. Extended schools leaders adapt provision according to individual needs.

HOW WE CONSULT PARENTS OF PUPILS WITH SEND

Parents are fully informed and involved in the provision and outcomes for children with SEND. Parents meet with the class teacher termly as part of the target setting and review process.

We make every effort to communicate clearly and regularly with parents and carers of children with SEND about:

- how we support their children;
- their achievements and their well-being
- their participation in the full life of our school.

We will, where requested, advise parents/carers on how to help support their child's learning and progress at home. Parents can also request to meet the class teacher and SENCO at any time.

We welcome and value feedback on how well we are working with parents. We try to communicate in plain English and provide translated documents where necessary.

HOW WE CONSULT WITH PUPILS WITH SEND

We know that the only way we really find out if a child is happy, feeling safe and taking part in the full life of our community is for the school to be certain that it hears the voices of children. We have a range of ways to sensitively communicate with pupils, including non-verbal methods for example, using visual supports.

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We make sure that we listen to children in our school and respond to what they say in a number of ways, including:

- clear policies and systems to support children in expressing any worries or concerns that they have, including giving children the right to choose a preferred adult to talk to
- talking to children and/or groups of children after lesson observations to understand their experience of the lesson
- inviting children to make personal contributions to their Annual Review meetings
- doing an annual pupil questionnaire – giving children their say
- encouraging children to respond to feedback given through developmental marking
- agreeing with them individual targets
- making sure that our School Council is inclusive and represents the whole of our community
- ensuring that our safeguarding procedures are strong and that all staff are well trained

HOW WE SUPPORT THE EMOTIONAL AND SOCIAL DEVELOPMENT OF PUPILS WITH SEND

The school takes the personal development and well-being of children seriously. We know that children are unlikely to flourish unless they are developing positive relationships, feel safe and are adopting healthy lifestyles. We also know that some children with SEND are particularly vulnerable when it comes to making and keeping friendships. We address many of these issues in our comprehensive PHSE (Personal, Health and Social Education) curriculum and through Religious Education.

We promote positive behaviour as part of our philosophy of learning – for example, through group and paired work. You can read more about our approach to behaviour in our Behaviour policy on the school website.

We have zero tolerance of bullying and promote an anti-bullying culture through assemblies and lessons: we have very little bullying in our school, but when it does occur we work with the children involved to make sure that it does not happen again. We have a whole school policy on anti-bullying available on the school website.

MAKING TRANSITIONS: HOW WE SUPPORT CHILDREN JOINING OR LEAVING OUR SCHOOL

St Paul's CE Primary School plans carefully for the different phases of transition.

For children transitioning into Reception we try to ensure children joining our school feels safe and secure. We understand that this can be a particularly challenging and stressful time for pupils with SEND and their parents. During the Reception home visit, prior to the child starting at school, we ask parents/carers to share any concerns about their children. This helps us plan how we support their child once he/she starts school. We collect information and records from previous nursery provision and where possible attend transition meetings with nursery staff for children with identified SEND.

When a child moves up to the next class, we organise a 'hand-over' meeting; the teacher and support staff meets with the new class team to ensure staff are fully informed and have a clear understanding of the needs of children with SEND. The SENCO also meets with class teachers and support staff to discuss the needs of all pupils on the SEND register.

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If a child joins school in the middle of a term, we plan a range of support – depending on the particular needs of each child. This often involves a team of ‘buddies’ to help her/him settle in to the new class.

For children with an EHCP we begin planning the transition to secondary school in Year 5 by supporting and informing parents/carers as to how to contact their planning and placement officer and where to obtain the relevant information about visiting local secondary schools. Once the secondary school placement has been confirmed the SENCO will liaise directly with the Secondary SENCO to ensure they are fully informed as to the child’s needs. For children on the SEND register without an EHCP, we aim to ensure the new school is fully informed of need by liaising directly with either the form tutor or SENCO, whenever possible. We also communicate relevant SEND information on transfer forms.

HOW WE SECURE TRAINING FOR STAFF AND ACCESS SPECIALIST EXPERTISE

All staff, including Learning Assistants, have regular training and guidance to meet the needs of children with SEND on roll. The school can access training through Enfield LA, The National College and The LDBS Grow Packages and can commission or buy in relevant training from the specialist health services allocated to the school. Staff meetings include a focussed SEND meeting termly and SEND briefings are included in the business meeting for all staff as and when needed. The SENCO attends relevant Enfield SENCO Forums and centralised training is available to the SEND Governor to support their role.

HOW DO SCHOOL LEADERS AND GOVERNORS MAKE SURE CHILDREN WITH SEND FEEL WELCOME, INCLUDED AND ACHIEVE THEIR POTENTIAL?

The Executive Head teacher has overall responsibility for SEND. The SENCO manages the day-to-day provision and supports class teachers to develop programmes of support for individuals and groups of children with SEND. Senior leaders, including the SENCO, observe lessons and check planning, provision and practice to monitor the wellbeing and progress of children with SEND.

The Governing body challenges us to make sure we constantly improve the quality of provision and the outcomes for children with SEND. The Governing body has appointed a governor with responsibility for SEND and Inclusion. The SENCO and SEND Lead Governor meet regularly to examine provision and practice.

St Paul’s CE Primary School seeks Governing body approval when reviewing and revising the SEND Information Report.

14. WHO TO CONTACT FOR IMPARTIAL INFORMATION, ADVICE AND SUPPORT

Enfield has a number of organisations and groups that can help provide independent information and support for parents of children with SEND. These can be found on the Enfield Local Offer.

SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) provides a free and confidential service. It offers parents of children with SEND information, advice and support about education, health and social care.

OUR COMPLAINTS PROCESS

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head teacher or SENCO, who will be able to advise on formal procedures for complaint. Alternatively, see our complaints policy on the website www.st-pauls.enfield.sch.uk

Reviewed by Governing Body	October 2026		
Next Revision (Please highlight as appropriate)	Annual	Bi-annual	Tri- annual
To be reviewed	October 2027		