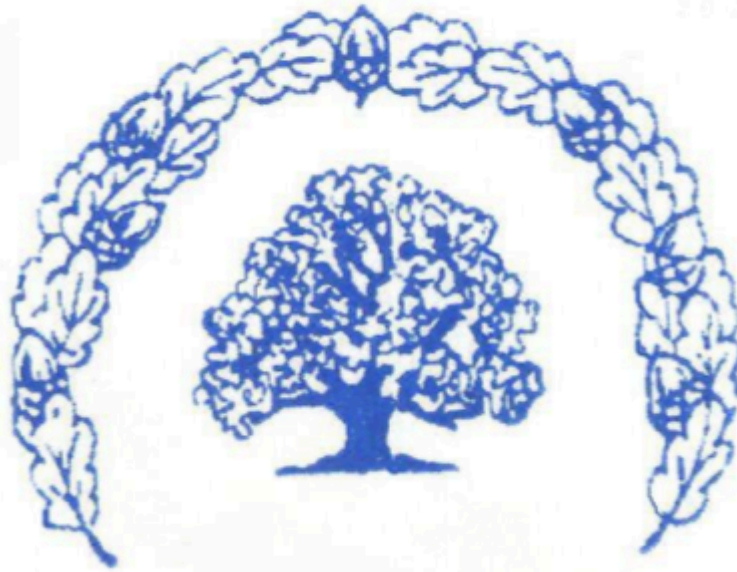




Great oaks from little
acorns grow

St. Paul's School

SEND Information Report

2025 – 2026

Our School

Our School Vision

At St. Paul's the well-being and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development.

Our Community's Views about Inclusion



November 2025 Information

St. Paul's currently has 170 children on role (November 2025)

There are currently 50 children (29.4%) on the SEND register with a range of needs from universal to specialist.

35 children (20.1%) have needs that can be met through Ordinarily Available Provision for All Learners and Quality First Teaching.

25 children have an EHCP (14.7%)

8 children (5.3%) with EHCP's have their needs met within the mainstream.

17 children (10%) with EHCP are placed in our Resource Base



Meet our SEND CO



The SENCO is Mrs Gray-Clark

If you would like to contact her, please call school on **01249 653041** or email **senco@st-pauls.wilts.sch.uk**.



Special Educational Needs

At St. Paul's School we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practise 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



Identifying and Assessing Need

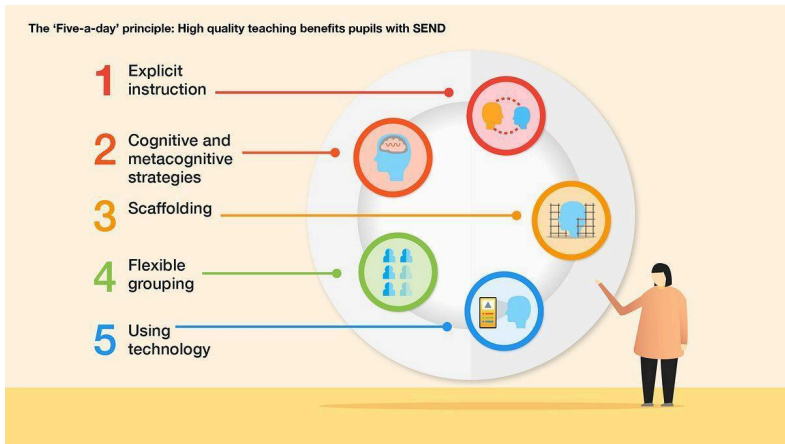
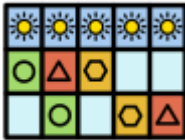
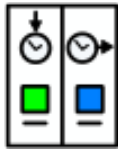
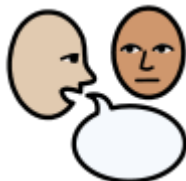
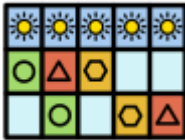
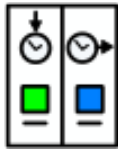
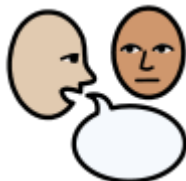
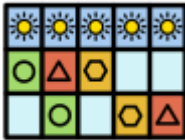
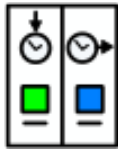
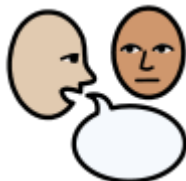
At St. Paul's we work closely as a team and if staff have a concern about a child, they will discuss this with the SENCO and share concerns with parents and carers. A child will then be monitored for a short time. If everyone is in agreement and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review' through an IEP.



After a period of 6 – 8 weeks we will decide if a child needs to be placed on the SEND register and invite you in for a meeting, where we will share the targets your child is working on and the support they are receiving.

Staff can access the Ordinarily Available Guidance from Wiltshire OPAL to help support children's learning within the classroom.

Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.

	Some children will then remain on the SEN register for the duration of their time in school. Others may make rapid progress towards their targets and can be taken off. This decision will never be made without consulting the parent or carer of the child first.									
 Our approach to teaching children with SEND	We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups. Teachers adapt their high-quality teaching to cater for their pupils’ needs and plan individual timetables where necessary. When appropriate, and at the discretion of the class teacher, staff are deployed to give children additional interventions in small groups outside the classroom. Very occasionally some children may require one-to-one support for some sessions during the day. Where an EHCP is in place, we work with the Local Authority to ensure the statutory requirements of the plan are in place and that we are meeting the needs of the child. We use the EEF guidance ‘Five-a-day’ and embed the key principles into all our lessons. The ‘Five-a-day’ principle: High quality teaching benefits pupils with SEND  We use the Ordinarily Available Guidance (OPAL) produced by the Local Authority to complement our teaching.									
 Curriculum adaptations	<table><tr><td></td><td></td><td></td></tr><tr><td>Visual timetables</td><td>Task boards</td><td>Peer mentoring</td></tr><tr><td></td><td></td><td></td></tr></table>				Visual timetables	Task boards	Peer mentoring			
										
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	Assistive technology	Talk partners	Peer marking
			
	Self-assessment	Word banks	Positive behaviour
			
	Ear defenders	Timers	Explicit instruction
We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment. We also seek advice and equipment from outside agencies as and when the need arises.			
Parent/Carer Consultations	At St. Paul's School we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND. We hold parents and carers' evenings to discuss any concerns and Mrs Wilkins is always available to join the meeting if it is needed. We also hold three coffee mornings a year where parents and carers can meet up and support each other in a safe environment. During these sessions we gather parent feedback on SEN provision at St. Paul's, direct to training courses and support groups and offer opportunities to meet up with outside agencies. For children who have an Education, Health and Care Plan, SEN Support Provision Plan or require specialist support (over and above what is ordinarily available) we will invite you in for further meetings throughout the year. These meetings are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. A copy of your child's reviewed paperwork will always be sent home after these meetings.		
	Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school. Dependant on age and stage, pupils are given regular opportunities to:		

Child Consultations			
 Evaluating Provision	In order to ensure we are offering the best provision we can we: • Review progress in SLT meetings and discussing next steps. • Discuss and share ideas in staff meetings to ensure up to date research and policy is in place. • Reviewing children's individual progress towards their goals at regular intervals, as a minimum every term. • Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals. • Asking our children if they feel the adjustment or intervention is helpful and makes a difference. • Monitoring by the SENCO. • Holding termly reviews for children who are on Education Health and Care Plans, SEND Support Provision Plans and those requiring specialist support. • Holding annual reviews for children with Education Health Care Plans.		
 Staff Training	At St. Paul's, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child. When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with. The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised. If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.		

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

			
Thrive	ELSA	Child Development	Bucket time
			
Attachment	Phonics (SEND)	Phonics (Catch-up)	Team Teach
			
Precision Teaching	Nippy Numbers	Nurture support	Speech and Language
			
De escalation	SNIP	Sensory Circuits	



Transition Support

Nursery to Reception

We hold a parent and carer session in the summer term for our new reception starters, providing parents and carers with the opportunity to meet with the class teacher and SENCO.

We hold two 'taster' sessions in the second half of the summer term in preparation for their September start.

Transition to Reception, and then into each successive year-group, is supported by meetings, information leaflets and taster sessions in each new class.

End of Year transition

Where needed, when children move up a year, we provide transition sheets which include photos of the teacher, TA and classroom environment.

We hold a transition session during the summer term allowing the children to go up to their new classroom and meet their teacher.

	Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive. Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Learning Plans. <u>Secondary Transition</u> We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible. There are addition visits for pupils that need them and additional handover between staff. <u>Mid-Year new starters</u> When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place. If an EHCP is in place, we will work with the Local Authority to ensure that we can meet the needs of the child and the requirements of the plan. <u>Transitions into our Resource Base</u> Where children are joining us from Reception age, we hold a parent and carer session in the summer term for our new reception starters. This provides parents and carers with the opportunity to meet with the class teacher and SENCO. We hold a transition session during the summer term allowing the children to go to their new classroom and meet their teacher. Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive. Where children are joining us Mid-Year we arrange a meeting with the family to enable us to gain a greater understanding of the support their child needs. We also work with the Local Authority to ensure we can meet the needs of the child and the requirements of their EHCP. Mid-Year joiners are then offered several 'taster' sessions to support a positive transition into their new classroom.
 Outside Agencies	We work with the following agencies to provide support for children with SEND: ● Behaviour Support ● SSENS ● Wilshire Educational Psychology Service ● School Health Advisory Service (School Nurse) ● Speech and Language Therapy ● We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we

	will call you in for a meeting to share the advice.														
 Clubs and Trips	All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs. All children are encouraged to go on our trips such as residentials. All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc. All children are encouraged to apply for roles of responsibility in school e.g. school council, house group leaders, technical team etc. No child is ever excluded from taking part in these activities because of their SEN or disability. Please read the school's accessibility plan for further information about the steps we have taken to ensure all disabled people in our school community are treated equally, and the arrangements we have made to help children with SEND access our school.														
Complaint Procedure	Your first point of contact is your child's class teacher. If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Deputy Head Teacher. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher. If you are not happy with the response, then you may contact the governors through the school office. Janet Serevena – Chair of Governors														
 Wiltshire Local Offer	The Wiltshire Local Authority Local Offer can be found at: SEND Local Offer - Wiltshire Council <table border="1"> <tr> <td>Wiltshire Parent Carer Council</td><td>www.wiltshireparentcarercouncil.co.uk</td></tr> <tr> <td>Wiltshire SENDIASS</td><td>www.family-action.org.uk/wiltshire-sendia ss</td></tr> <tr> <td>Carer Support Wiltshire</td><td>www.carersupportwiltshire.co.uk</td></tr> <tr> <td>British Dyslexia Association</td><td>www.bdadyslexia.org.uk</td></tr> <tr> <td>ADHD Foundation</td><td>www.adhdfoundation.org.uk</td></tr> <tr> <td>Wiltshire Autism Hub</td><td>www.wsun.co.uk/wiltshire-autism-hub</td></tr> <tr> <td>National Autistic Society</td><td>www.autism.org.uk</td></tr> </table>	Wiltshire Parent Carer Council	www.wiltshireparentcarercouncil.co.uk	Wiltshire SENDIASS	www.family-action.org.uk/wiltshire-sendia ss	Carer Support Wiltshire	www.carersupportwiltshire.co.uk	British Dyslexia Association	www.bdadyslexia.org.uk	ADHD Foundation	www.adhdfoundation.org.uk	Wiltshire Autism Hub	www.wsun.co.uk/wiltshire-autism-hub	National Autistic Society	www.autism.org.uk
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National Autistic Society	www.autism.org.uk														
 Feedback	We welcome feedback from our school community at any time. You are welcome to contact the SENCO via phone or email. We also collect feedback from SEN parents and carers through our review meetings and as part of our SEN coffee mornings.														

