SEND Information Report

September 2026

This report meets the requirements of Section 69 of the Children and Families Act 2014 and Regulation 51 of the Special Educational Needs and Disability Regulations 2014 (Schedule 1). It should be read alongside our SEND Policy, Accessibility Plan and Complaints Policy, all available on the school website.

St Paul's C of E Primary School is a mainstream school which provides for children and young people with a wide range of special educational needs and disabilities (SEND), including Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, and Sensory and/or Physical needs. This report explains how we identify, support and review provision for pupils with SEND, including those in our Specialist Resource Provision, The Orchard.

Provision for SEND in all areas

As a mainstream school, St Paul's provides for children with needs across all four broad areas identified in the SEND Code of Practice:

- Communication and Interaction – including speech, language and communication needs and Autism Spectrum Condition
- Cognition and Learning – including moderate learning difficulties and specific learning difficulties such as dyslexia and dyscalculia
- Social, Emotional and Mental Health – including anxiety, low self-esteem and Attention Deficit Hyperactivity Disorder
- Sensory and/or Physical needs – including visual or hearing impairment, diabetes, or a physical disability affecting access to learning

We also have The Orchard, a Communication and Interaction Specialist Resource Provision (SRP) for 8 pupils from across Warwickshire whose primary need relates to speech, language and communication, including autism. Places in The Orchard are agreed through consultation with the Local Authority's High Needs Panel, they are not decided on by the school. Being a pupil at St. Paul's does not automatically mean that a pupil will be able to access The Orchard.

Identifying and assessing pupils with SEND

We use a graduated approach (Assess, Plan, Do, Review) to identify and respond to need. This includes:

- Ongoing teacher assessment and tracking of progress against age-related expectations, monitored by class teachers, subject leaders and the SENDCo
- Termly pupil progress meetings between class teachers and senior leaders
- Screening and standardised assessment where a concern is identified, drawing on tools such as PIVATS and PKS standards where appropriate
- Referral to and advice from specialist services (see Section 9) where a need requires further investigation

If we have a concern that a pupil may have a special educational need, we will always contact parents to discuss this before any additional assessment or intervention begins.

The importance of the pupil's voice

- Pupil views are gathered as part of the review process for any support plan, ILP or EHC Plan, using age- and need-appropriate methods (e.g. pupil-friendly target sheets, Talking Mats, or discussion supported by a trusted adult)
- Pupils are supported to attend or contribute to their own annual review meetings where appropriate
- All pupils, including those with SEND, can share their views through class and whole-school pupil voice activities and their school parliament representatives
- We use frameworks such as Zones of Regulation and Thrive to help pupils understand and communicate their own needs

Working together with families

- Parents are contacted as soon as a concern is identified, and are involved in agreeing outcomes and the support that will be put in place
- Parents of pupils with an ILP, support plan or EHCP are invited to termly review meetings with the class teacher and SENDCo
- Annual Review meetings are held for all pupils with an EHCP, in line with statutory timescales, with reports and recommendations shared with parents in advance
- Parents can request a meeting with a member of the SEND team at any time via the school office
- Where specialist services are recommended, we always seek parental permission before referral, and share outcomes of any assessment with parents

Assessing and reviewing progress

The progress of all pupils, including those with SEND, is tracked through our whole-school assessment system, monitored by class teachers, subject leaders, senior leadership and the SENDCo. For pupils with SEND, we additionally:

- Set and review specific, measurable outcomes (e.g. ILP targets, EHCP outcomes) at least termly
- Use APDR (Assess, Plan, Do, Review) evidence to judge whether provision is making a difference and what should happen next
- Use EHCP target trackers and one-page pupil summaries to keep provision visible and consistent for all staff working with a pupil
- Review and update risk assessments and Positive Intervention Plans (PIP) where relevant

Supporting transition within school and into the future

We recognise that transition points can be particularly challenging for pupils with SEND, and put additional support in place at these times:

- Extra transition visits for pupils joining or moving through the school, arranged in liaison with the previous nursery or school
- Transition books with photographs of new workspaces, year group areas and staff for pupils who benefit from additional preparation
- Close liaison between the SENDCo and the SENDCo of the receiving school for pupils moving to secondary school, including a dedicated transition meeting where needed

- Where a pupil has an EHCP, the Year 5/6 annual review process specifically considers preparation for the next phase of education

Teaching approaches and adaptations

Teaching for pupils with SEND is the responsibility of every class teacher, with support from the SEND team. Adaptations to teaching and the learning environment may include:

- Differentiated planning, resources and questioning matched to individual need
- Structured, low-arousal working environments and visual timetables (e.g. TEACCH principles) where beneficial and environmentally possible
- Use of communication approaches such as Makaton, Intensive Interaction and Gestalt Language Processing where appropriate to the pupil
- Access to the Sensory Snug, OPAL provision and Forest School to support regulation and engagement outside the classroom
- Deployment of teaching assistants for both universal support and targeted, evidence-based interventions such as Thrive, Lego Therapy, Attention Autism and Bucket Time

Adaptations to the physical environment are made in line with our Accessibility Plan, which sets out how we improve access to the curriculum, physical environment and written information for disabled pupils over time.

Expertise and staff training

Our SENDCo, Mrs Millidge, is completing the National Award for SEN Co-ordination (NPQSENCo) and works closely with Assistant SENDCo Mrs Hiatt to oversee SEND provision across the school, including The Orchard.

- All teaching staff receive regular SEND training as part of staff CPD, keeping them updated on curriculum developments and effective practice
- Teaching assistants and lunchtime supervisors are invited to relevant SEND training alongside teaching staff
- Staff hold training in First Aid (including specialist paediatric), Epi-pen use and diabetes management
- Teaching assistants working with specific pupils receive tailored training and ongoing support from specialist advisory services

We secure specialist expertise through regular involvement from:

- Educational Psychology Service
- Specialist Teaching Service
- Speech & Language Therapy
- Occupational Health and Physiotherapy
- Child & Adolescent Mental Health Services (CAMHS)
- Community Autism Support Service
- Primary Mental Health Team

We always discuss the involvement of specialist services with parents first, and, with the family's permission, work with other services and organisations already involved with a family to ensure provision is joined up.

Evaluating our SEND provision

- Termly review of outcomes for every pupil with an ILP, support plan or EHCP
- Analysis of whole-school progress and attainment data for pupils with SEND, compared with age-related expectations
- Learning walks, book looks and pupil voice activities focused on SEND provision, led by the SENDCo and SLT
- Annual Review outcomes for pupils with EHCP's, reported to parents and, where relevant, the Local Authority
- Governor oversight of SEND provision, including reports to the Full Governing Body

Enabling full engagement

All children and young people are included in activities and trips, including residentials, following appropriate risk assessment. We talk to parents and pupils when planning trips so that everyone is clear about what needs to be in place to support any specific needs. Spaces such as the Sensory Snug, kitchen, OPAL provision and Forest School allow children to continue exploring and working collaboratively with peers outside the classroom in ways that meet their individual needs and targets.

Supporting social and emotional development

- Thrive-informed approaches to support emotional wellbeing and readiness to learn
- Access to 1:1 support, group support and break-time drop-in sessions run by our SEND and pastoral teams for pupils facing difficult situations or emotional issues
- A curriculum that encourages all pupils to be courageous advocates and to contribute to what it means to feel safe within an inclusive school
- A clear anti-bullying policy and approach, applied consistently for all pupils including those with SEND

Partnerships with other agencies

We work in partnership with health, social care, the Local Authority and voluntary sector organisations to meet the needs of pupils with SEND and support their families, always with parental knowledge and, where required, consent. This includes joint working with Warwickshire's SEND services, Education Health and Care Needs Assessment processes, and voluntary organisations offering support to families of children with SEND.

Complaints procedures for SEND provision

Any concern about SEND provision should, in the first instance, be raised with your child's class teacher or the SENDCo. If a concern cannot be resolved informally, our Complaints Policy sets out a dedicated SEND pathway, aligned with the Children and Families Act 2014, for raising and escalating concerns. A copy of the Complaints Policy is available on the school website or from the school office.

Independent advice and support for families

Warwickshire SEND Information, Advice and Support Service (SENDIASS) offers free, confidential and impartial information, advice and support to parents and carers of children with SEND, and to children

and young people themselves. Details can be found via Warwickshire County Council's website or by contacting the school office for the current referral route.

The Warwickshire Local Offer

Warwickshire County Council's Local Offer sets out the full range of services and provision available to children and young people with SEND across the county, including education, health and social care services. A link to the Local Offer is available on our school website SEND page.

Admissions and accessibility

Admission arrangements for disabled pupils and pupils with SEND are the same as for all other pupils, in line with our published Admissions Policy; places in The Orchard SRP are agreed separately via High Needs Panel consultation with the Local Authority. Our Accessibility Plan sets out how we will improve, over time, the physical accessibility of the school environment, access to the curriculum, and access to written information for pupils, parents and staff with disabilities. The Accessibility Plan is available on the school website.

Key contacts

- SENDCo: Mrs Millidge (Deputy Headteacher and SENDCo) – available via the school office
- Assistant SENDCo: Mrs Hiatt
- Pastoral Lead: Mrs Griffiths
- Headteacher: Mrs Eardley
- SEND Governor: [name to be confirmed]

This report is reviewed at least annually and updated whenever there is a significant change to provision. It was last reviewed in September 2026 and will next be reviewed in September 2027, or sooner if required.