



**St. Paul's
C.E. Primary School**
Together on life's great adventure

SEN information report November 2024-November 2025

The SEN information report has been written in response to the revised Special Education Needs Code of Practice (2014) and aims to publish information about the implementation of our SEND policy. Both the SEND information report and SEND policy are closely linked to ensure consistency and coherence. Our SEND information reflects Bradford's local offer which can be accessed through <https://localoffer.bradford.gov.uk/thelocaloffer>

What educational needs do we provide for?

At St Paul's every child is considered an individual and provision is arranged on this basis. The needs of all children are closely monitored and tracked by staff. St Paul's uses PIVATS to assess our children with SEN working behind their peers. Rigorous monitoring allows us to identify any concerns or specific needs. Special Educational Needs are grouped into 4 broad areas;

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

Within these 4 primary areas, there are many different descriptors of need and a wide range of provision which could be offered to support specific children's needs.

What policies and procedures do we have in place for identifying and assessing the needs of children with SEND?

At St Paul's we work with nursery providers to identify potential SEND as soon as we are allocated pupils to join us in Reception. Individual support and provision is arranged on this basis to ensure our pupils get off to the best start at St Pauls. We rigorously track the progress of all pupils through planning, teaching and assessment. If the progress of any child has stalled discussions will take place with the class teacher and SENCO to identify any specific need and next steps.

In the Foundation Stage and Years 1 and 2 the following assessments are used:

- Baseline assessment and observations
 - Development Matters
 - Early Years Developmental Journal
- Early Learning Goal assessment criteria
 - Termly assessments of progress
 - PIXL in Y2 upwards
- PIVATS for identified pupils in Y1 upwards
 - Phonic screening assessments
 - KS1 optional SATS
- Teacher assessment for both core and foundation subjects
 - Little Wandle Assessments for Phonics

In Key Stage 2 the assessments used are:

- PIXL
- PIVATS assessments as appropriate for identified pupils
- Termly diagnostic assessments in English and Maths
- Teacher assessment for both core and foundation subjects
 - Little Wandle assessments as appropriate
 - Times Table assessment in Year 4
 - End of KS2 SATS

The 'triggers' for further intervention

We recognise that there is a wide range of SEND amongst our children and match the level of intervention to each child's needs. We have adopted the 'graduated approach' set out in the SEND code of practice, where the level of intervention increases wherever adequate progress is not being made. Children with SEND have provision maps detailing the additional intervention and provision they have to meet their needs in school. These are updated regularly during parent and teacher meetings.

The 'triggers' for further intervention are one or more of the following

- Baseline scores indicating poor early learning skills at the start and end of the foundation stage
- Ongoing teacher and LSA observation and assessment in the classroom and or attainment in tests showing one or more of the following:
 - The attainment gap between them and their peers is widening
 - A previous rate of progress is not being maintained
 - Little progress is being made even when teaching approaches and resources have targeted the identified child's area of weakness
 - Assessments in KS2 and KS1 showing how far behind the national expectations the child is working
 - Class teachers assessments
 - Low scores in screeners
 - Emotional or behavioural difficulties persisting despite the schools positive relationship policy
 - Self-help, social and personal skills not in line with the child's age
 - Diagnosis of a previously unidentified medical condition, communication or sensory need
 - Looked after children in liaison with Children's Services
 - For a child that is new to school and the previous school indicates they've had some previous intervention support
 - Parental concerns regarding academic, communication social skills or behaviour
 - Other adults concerns for example the educational psychologist, SCIL team, adults in school

How do we work in partnerships with parents of pupils with SEND?

- Parents with SEND are kept up to date regularly on how their child is doing, some parents have regular feedback or communication books in place
- Parents are invited into school for IPM meetings at least once a term, many parents are invited into school half termly to review their child's progress
- The SENCO oversees all IPM's and is regularly available for parents to meet with as needed
- All pupils with SEND have a pupil passport which is created in conjunction with parents
- St Paul's hosts termly SEND coffee mornings for parents where external professionals such as SENDIASS are invited to come in

- The school will always ask permission before involving external professionals when providing support for pupils
- The school use Galaxkey to send any confidential documentation to external professionals

If a parent is concerned about their child's progress in anyway, class teachers and the SENCO are always available to support and put additional provision in place where it is required.

What arrangements do we have in place for children with SEND to involve them with their education?

- We work closely with our children to make sure where appropriate they are fully involved in target setting and making plans to support their needs
- When feeding back their views on learning children are provided with a variety of resources and adult support to have 1:1 discussions. Pre-verbal pupils are encouraged to share their views and feelings around their learning using visual cards.
- IPM's are written by teachers and parents together, ensuring children are able to join the meeting if it is appropriate to do so and that their concerns and views are always taken into account.
- Children with SEND are encouraged to be Bridge Builders (school council members), buddies and take part in the wider school life via trips and after school clubs. Children are surveyed on what clubs they would like in school.
- We hold peer reviews termly so children can feed back what they are happy with and share their views on school life and effect change where appropriate.

How are children with SEND assessed and reviewed to ensure they are making good progress?

- Every teacher closely tracks the additional provision for their children. The SENCO takes responsibility for monitoring the success of provision maps. Provision maps are used effectively and consistently throughout school.
- All teachers keep a SEND file for their class. This document will contain any key information relating to any child with a special need such as a pupil passport or provision map. The SENCO keeps all personal files and information for SEND pupils securely on the school electronically.
 - Teachers meet frequently with LSA's to discuss the impact of any interventions
- For pupils with SEND who are 18 months behind their peers, PIVATS is used to assess and track small steps of progress
 - As a school we use the graduated approach as outlined below



Assess- the teacher with the support of the SENCO carries out an analysis of the children's needs drawing on teacher assessment, previous progress and attainment as well as any views or concerns from parents

Plan- The teacher and SENCO in discussion with the parents, outline any adjustments and interventions to the curriculum as well as the impact on

progress. From the information gathered in the assessment phase, interventions to meet the child's needs are recorded on the child's provision map.

Do- Interventions are carried out by teaching staff as well as small group and 1:1 interventions with support staff. The class teacher is responsible for implementation and monitoring of the interventions and analysis of them. External professionals may be involved in this process such as speech and language therapists.

Review- Each half term, provision maps and interventions are reviewed and the impact of the intervention monitored. In discussions with the class teacher and SENCO it is then decided what the child might need next.

How do we support children with SEND in the transition between year groups and Year 6 and Year 7?

- A transition plan is put in place in the summer term for children to visit their new classroom for small sessions and spend time with their new teacher where possible
 - Teachers have a meeting where they are able to share and pass information on in depth to the new teacher and also receive the appropriate information for their new class
- We arrange secondary school SENDCO sessions so that the SENCO and head of year/pastoral support from our feeder secondary schools come into school to meet with the Y6 teacher and SENCO to discuss the needs of the pupils that are coming to them
- For pupils with an EHCP, the SENCO, year lead and parents are invited into school to meet with the teacher and school SENCO to talk about concerns and provision that will need to be in place. We also complete annual reviews with the secondary school SENCO, parents and St Paul's team to ensure continuity
- Where children are transitioning to specialist settings the SENCO and an identified staff member will accompany the child to visits as appropriate

How we approach the teaching of SEND and ensure reasonable adjustments are made

At St Paul's we provide opportunity for everyone to succeed and achieve. We provide high quality first teaching strategies which are personalised and adapted for each child as appropriate. Every teacher rigorously plans and takes into account the wide range of the children's needs are assessed using The Bradford Matrix of Need descriptors.

Quality first teaching- This is where the teacher will adapt resources or change the teaching method being used to suit that child. If a child is having behaviour problems the teacher will take note of the frequency and severity of the incidents and if possible adapt the classroom environment to help the child overcome the problems. When a teacher is concerned about a child's physical or mental well-being they will share their concerns with the SENCO and pastoral, medical and childcare issues. Whatever the nature of the concern, the teacher will invite parents or carers of the child into school to discuss the concerns and to ask for their support in resolving the problem.

SEN support- If a child continues to make inadequate progress despite the strategies the teacher has used in class, the teacher may decide that more intervention is needed. The teacher and the SENCO look at the evidence of inadequate progress and decide on strategies where **additional to or**

different from those already being provided in the classroom to help the child make progress. At SEN plus, parents play a particularly important role. Their permission is essential when asking for specialist help or applying for an EHCP. Their support is crucial in making the most of the support provided.

Request for Education Health Care Plan (EHCP)- A referral for an EHCP will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need to planning provision and identifying resources is required. The decision to make a referral for an EHCP will be taken at a progress review. The application for an EHCP will combine information from a variety of sources included but not limited to: parents, teachers, SENCO, social care and health professionals. Information will be gathered relating to the current provision provided action points that have been taken and provide

EHCP- An EHCP is a legally binding document which sets out the provision a child **must** receive to meet their needs. The Local Authority (LA) provides the school with additional funds to cover the cost of this provision. This is used for LSA support and or teaching equipment. IPM's are used to set targets half termly or termly as before. Each year the school must hold an Annual Review with the parents and all outside agencies involved with the child to assess the child's progress. A representative from the LA may attend these reviews.

Some children, particularly those with physical disabilities, sensory impairments or serious medical conditions may already have an EHCP when they join St Paul's in Reception. The same procedures of making provision, target setting and reviewing are all put into place when the child starts school. Some children also have a Care Plan and if appropriate a Moving and Handling Plan which is drawn up by the school or external professionals.

How do we ensure children with SEND can access the same curriculum and additional learning opportunities as children without SEND?

At St Paul's we ensure reasonable adjustments are made so that all children are fully included in all aspects of school life including extra-curricular activities and school trips. All children are able to take part in after school clubs provided either by school or external providers. During a residential trip the appropriate level of support is planned for. Parents are involved with decisions regarding school trips and residential trips as well as working with the school to prepare the child for the trip.

The class teacher uses adaptive teaching methods when teaching to ensure all children are able to access the learning at their personal level and pace.

What training do staff get to support pupils with SEND?

- Within the school there is an ongoing programme of inset training for all members of staff. Staff also attend courses run by the LA, medical services and bespoke training providers
- Where specialist training is required the SENCO will ensure that the relevant staff are fully trained to meet the needs of the individual
- The SENCO regularly attends LA training sessions. They also attend all other areas of INSET within school to make sure they are aware of

current practices in these areas and any future developments that may impact pupils with SEND

- The SENCO attends local SEND networks half termly to share best practice and discuss any current needs
- The SENCO keeps a record of training which is updated regularly

How does St Paul's evaluate the effectiveness of provision made for pupils with SEND?

Evidence of the effectiveness of progress in learning or improvements in behaviour will be shown by:

- Ongoing teacher and LSA observations of the child in the daily classroom setting
- Records and evidence of the child's work showing progress towards curriculum objectives
- Evidence of progress towards targets is collated through each term to show progress towards provision map targets
- More age appropriate scores on standardised testing
- Records and evidence of the child's progress towards improving behaviour
- Discussion at an appropriate level with a child about their progress
- Successful requests for additional funding at EHCP levels

Success will result in the needs of all pupils with SEND being met by:

- Having the systems in place to identify pupils with SEND as soon as possible
- Making use of good practice in planning for teaching and assessing children with SEND
- Regularly reviewing of the child's progress towards the targets set
- Providing additional intervention if progress is not adequate
- Reviewing the appropriateness of funding from the LA to support the child's needs at EHCP level
- Having a positive and effective partnership with parents
- Encouraging a multi-disciplinary approach wherever possible

How do we support the social, emotional and mental health (SEMH) development of children with SEND?

At St Paul's everyone is responsible for the wellbeing of all pupils, including those with SEND. At times children may require further SEMH support. To ensure the additional SEMH needs for our pupils are met we have a full time family support worker.

Where necessary we offer:

- Bespoke personalised pastoral support to children and their families
- Nurture interventions
- Emotions support through ELSA interventions
- 1:1 sessions with our family support worker when needed

All children take part in My Happy Mind sessions in school each week

Our Family Support worker is a fully trained mental health champion for children and can offer bespoke support for emotional wellbeing or low level mental health. If we feel a child needs more than this we can refer into external services and further support would be sought.

How does the school involve outside agencies and specialist services to help meet the needs of children with SEND?

For children with EHCP's the involvement of outside agencies is specified on the EHCP. These may include:

- A specialist teacher
- A medical service such as a Speech Therapist, Physiotherapist or Educational Psychologist

Children without funding may also receive support from:

- An Educational Psychologist
- The Inclusive Education Service which allows access to the Cognition and Learning team, The Specialist Teaching and support service, The social, communication and interaction and learning (SCIL) team
- Medical services including CAMHS and the right to choose pathway

The SENCO will ask your permission before sharing your child's information and details with any outside agency stated above