

Special Education Needs and Disability (SEND) Information Report for Children with SEND 2025/2026

St Paul's C of E Primary School



*For with you is the Fountain of life; **in your light we see light.** (Psalm 36 vs9)*

Inspired by God's love for us, we illuminate the goodness in others, we care for and protect His children and reach out to help others flourish in their journey to the fullness of life.

September 2025



This report outlines the provision St Paul's C of E Primary School offers to children with Special Educational Needs.

Any queries regarding SEN should be directed to the SENDCO.

Name of SENDCO	Email address	Phone number
Laura Myatt	lmyatt@st-pauls.hereford.sch.uk	01432 273784

Name of SEN Governor	Email address	Phone number
Simon Field	admin@st-pauls.hereford.sch.uk	01432 273784

Our school's approach to supporting pupils with SEND

St Paul's C of E Primary School is an inclusive school that values all children and are committed to ensuring that all children reach their potential. We value all pupils and celebrate diversity of experience, interests and achievement. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this.



The code of practice defines SEND as:

A child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities generally available in a mainstream school.

New Government legislation requires schools to publish a report called the SEN information report. It utilizes the Local Authority local offer to meet the needs of SEN pupils detailing the provision the school is able to offer.

To ensure we meet the individual needs of all our pupils, every child receives Quality First Teaching within the classroom, allowing all children to engage with the curriculum. In some circumstances, some pupils may require further support and additional help may be provided through individual or group interventions. Our Special Educational Needs and Disability Policy, outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND. To support these pupils in school, we follow a **graduated response** (as outlined in the DFE's 'SEND Code of Practice: 0 to 25 years'), consisting of 'assess', 'plan', 'do' and 'review'. Our SEND policy can be accessed on the SEND page of our website.

Catering for different kinds of SEND

St Paul's C of E Primary School will meet the needs of children with the following SEND:

- Cognition and learning
Children might be given support for learning difficulties when they are learning at a slower pace than their peers, even with Quality First Teaching. These learning difficulties cover a wide range of needs and could include; Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Specific Learning Difficulties (SpLD).
- Communication and interaction
Some children have difficulty communicating with others, this may be due to difficulty saying what they want to, understanding what is said to them or not picking up on social rules of communication. Children with communication needs may also experience difficulties playing and relating with others. Children with Speech, Language and Communication Needs and Autistic Spectrum Disorders (ASD) are likely to have particular difficulties with social interaction and communicating with others.



- Social, emotional and mental health
There are a number of social and emotional difficulties that children can face, and these can present themselves in different ways; becoming withdrawn, challenging behaviour, disruptive behaviour. These behaviours may reflect underlying difficulties such as anxiety or depression, and some children may have disorders such as Attention Deficit Hyperactive Disorder (ADHD).
- Sensory and/or physical needs
Some children require SEND provision because they have a physical disability which prevents or hinders them from accessing education facilities provided. These disabilities could include; Visual Impairment (VI), Hearing Impairment (HI), or a Multi-Sensory Impairment (MSI).

Key staff and expertise

Name of staff member	Role	Area of expertise
Elizabeth Vautier-Thomas	Headteacher	DDSL (Deputy Designated Safeguarding Lead)
Sara Bagley	Deputy Head/Assistant Head for Year 2-3	EHA Lead DSL (Designated Safeguarding Lead)
Laura Myatt	SENCO	NASENCO DDSL (Deputy Designated Safeguarding Lead) DT (Designated Teacher for Children Looked After)
Jane Millington-Jones	Pastoral manager Mental Health Lead	EHA Lead Anti-bullying Lead
Lauren Dodson	Level 3 TA	EHA lead
Maxine Randall	Level 3 TA	ELSA



Identifying and assessing pupils with SEND

At St Paul's C of E, we strongly believe in the importance of identifying children's needs swiftly. Children entering our Reception class are assessed in all areas to ascertain their starting points against the EYFS. We identify additional or complex needs early so effective action is taken to address and prevent difficulties from escalating. We have positive relationships with parents/carers, other early year's settings and partner organisations, enabling us to gather information about any additional or complex needs of individual children. We are committed to providing extra or specialised help at an early stage, so children are able to reach their potential and achieve the highest possible standards.

In order to identify children with additional or complex needs we use a wide range of information:

- Day-to-day observations of children throughout the school day e.g. in class, at play and lunchtimes.
- Information from parents including what they've done to support their child and the parents view on child development. Information from Health Visitors, and other early years settings/schools
- Early Years Foundation Stage Profile
- Information from previous schools (if a child is admitted mid-way through the school year, or after Year R)
- Termly assessments and data analysis which shows a widening gap between the child and their peers or slower progress (Pupil progress meetings)
- Information from a range of professionals
- Outside Professionals e.g. Educational Psychologist, Speech and Language Therapy, OT, PT and Counselling services.

The following agencies may be contacted and we can ask them to attend meetings, provide reports and guidance:

- Speech and language therapist (NHS and private)
- SEMH Inclusion Support (SIS) team
- Educational Psychologist
- Children and Adolescent Mental Health Service (CAMHS)
- Community Paediatric Service (Child Development Centre - CDC)
- Visual Impairment Team
- Hearing Impairment Team
- Early Years Inclusion Team
- Occupational Therapy
- Physiotherapy Team
- Community school Nurse
- Outreach service for ASD support



Consulting with pupils and parents

Parents

Parents of all pupils are welcome to approach the school at any stage of the school year with queries relating to their child.

Parents are invited to attend Parents' Evenings to discuss their child's progress in school. Parents are also invited into school to review their child's Individual learning plan and pupil passport on a termly basis. In-between these meetings, parents will be contacted when concerns arise and a discussion is held as to what provision the school will be making. If a child needs to be referred to an outside agency, parents will be asked for their permission and views, which form part of the referral process. If a child has an Education and Health Care Plan (EHCP), then the parent will be involved in the application and review process.

The SENCO is available for drop-in meetings with parents/carers. An appointment can be made at the school office or contacted directly. Information can be shared about the child's progress, learning plan targets and interventions and ideas for parents to support their child at home.

If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Co-ordinator, Mrs Disley, or Mrs Reynolds, Assistant SENCO. The school SEN Governor can also be contacted for support.

Pupils

The children are constantly involved in discussion whilst their SEN intervention programmes are happening. All children, regardless of SEN, are aware of their next steps through marking and verbal feedback during lessons. They also are aware of their targets and are able to say how they feel their learning is developing.

SEND pupil interviews take place to get pupil views on different aspects of school life and is part of the school's normal monitoring cycle.



Progressing towards outcomes and evaluating provision

We may use the following to measure the effectiveness of the provision:

- Termly pupil progress meetings
- Class provision maps/ Intervention overviews with measurable targets and outcomes
- Individual learning plans
- Re-assessments by external agencies
- Whole-school data
- Pupil Conversations
- Ongoing consultation with parents
- Collation of children's work
- Observations of children by teachers, teaching assistants and the SENDCO

Transition support

St Paul's works hard on ensuring that there is a smooth transition both for the children joining the school, from nursery/preschool or other educational settings and for those transferring to high school. Meetings are held where each child is discussed in detail and necessary information is passed on. For the children joining the school after Reception, opportunities are provided for the pupils to spend time in school and meet their new class teacher.

Teaching approach

Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)



Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

The school aims to teach all children together in their classes where possible with the class teacher scaffolding and supporting all children. At times, it may be necessary for a child with SEND to access intervention as part of a group or on a 1:1 basis. Listed below, are examples of the type of support and approaches used to support and teach pupils with SEND.

Type of support	What does this look like?
Targeted classroom teaching is provided within all classrooms	<ul style="list-style-type: none"> • Teachers have the highest possible expectations for your child and all pupils in their class. • Teaching is built on what your child already knows, can do and can understand. • Different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve using more practical learning. • Adult focus groups within English and Maths focusing on specific skills and pupil targets. • Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn. Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress. • Waves of intervention are used to determine the level of support and intervention that a child may need. Reasonable adjustments and adaptations to learning tasks will be made by class teachers to ensure that each child can access their learning- this is known as wave 1 of intervention.
Pupil Passports	<ul style="list-style-type: none"> • Each child on the SEN register will have an individual pupil passport which contains information around the child. This is used to ensure that any staff who come into contact with this child are aware of their needs and can implement the strategies used to support them in their learning. Any intervention the child is receiving will also be included on the passport. The passport has targets set for each term, of which are shared with support staff and the child so they can work towards achieving these targets through support. Passports are shared with parents at parent consultation meetings to ensure they are aware of the support in place for their child and the targets that have been set for them to progress towards achieving.
Small Group Interventions	<ul style="list-style-type: none"> • These groups have specific targets and outcomes and are reviewed regular by all staff involved. The majority of interventions take place first thing in the morning during registration and after lunch to ensure the sessions are additional to targeted classroom teaching. The interventions times are rotated to avoid children missing the same lesson each day or each week.



	<ul style="list-style-type: none"> • Targeted intervention delivered by class teachers, TA's or intervention teacher are focused on a specific area of the curriculum (phonics, reading, spelling, handwriting, number and calculating concepts) to build on skills and encourage progress- this is known as wave 2 of intervention. • Small group work also takes place during lessons times where more targeted support is available for children during the lessons. This is led by class teachers or TA's. • Each intervention taking place across the school is logged onto provision mapping each half term/term and overseen by our intervention teacher. Teachers and support staff delivering the interventions review them at the end of the half-term/term to measure the progress and effectiveness of that intervention for each child. This also feeds into our pupil passports targets and graduated approach.
Advice from specialist outside agencies	<ul style="list-style-type: none"> • If a need is identified by the SENDCO and the resources are available they will liaise with specialist outside agencies to work with your child to understand their needs and make recommendations as to the ways your child is given support. You will be asked to give your permission for the school to refer your child to a specialist professional. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.
EHCP (Education, Health and care plans)	<ul style="list-style-type: none"> • Each child with an EHCP receives the relevant support (as outlined in their EHCP) to enable them to access all areas of the curriculum. Teachers and support staff are informed of their plan and targeted outcomes to work towards. Annual reviews of plans allow for teachers and support staff to provide relevant feedback and report the progress each child has made towards their outcomes. Parents and children are also involved in this progress and able to submit their contributions towards the renewal of the plan. • The support of specialist teachers from outside agencies are also a part of the provision in place. This is known as wave 3 of intervention.
The offer and support of an Early Help assessment (EHA)	<ul style="list-style-type: none"> • The Early Help Assessment is part of Herefordshire's Early Help Strategy to provide help to families at the earliest point of identification, and to reduce the need for more specialist or statutory service interventions at a later stage. In order to intervene at the earliest point, and target help and support in a way that makes a difference to the lives of families, a good quality assessment and action plan is required. The Early Help Assessment provides a consistent approach, using a common language and a holistic assessment of the child and family's needs. It is not simply a referral form. The family should be involved in the assessment and encouraged to work in partnership with professionals to achieve their goals. Staff can offer an EHA and it can also be requested. Contact your child's class teacher to gain more information on EHA or alternatively contact Mrs Jane Millington-Jones EHA lead for further information.



Adaptations to the curriculum and learning environment

We allocate funding from our budget every year towards the provision of supporting pupils with Special Educational Needs. This budget is used to provide; teaching assistants, resources and training for staff where required, and possible outside agency support. Where required, all classrooms are located on the ground floor and there are ramps leading into the building.

We also use a range of intervention programmes including the following:

Resource	What does this look like?
WellComm	<ul style="list-style-type: none"> • A speech and language programme which is used to assess children in EYFS on entrance.
Private SaLT (Wordful)	<ul style="list-style-type: none"> • A speech and language therapist attendance 1 day a week to assess, plan and deliver group and individual programmes for children with a speech and language need • TA's will be trained by SALT to deliver these programmes either to a group or 1:1 at the frequency requested by the therapist.
Supersonic Phonics	<ul style="list-style-type: none"> • A phonic scheme used across the school which links with reading scheme Big Cat Collins.
Big Cat Collins reading scheme	<ul style="list-style-type: none"> • Children follow the reading scheme which runs alongside the supersonic phonics programme. • Each class teacher has 6 readers, called our daily 6 who read to an adult in school every day. This is to support their reading development and comprehension.
Basic Maths Skills	<ul style="list-style-type: none"> • Every morning for 15-20 minutes each class complete a series of maths questions, referred to as basic maths skills. This is to support children in consolidating their knowledge and understanding of calculating concepts and number skills.
Widgit-online	<ul style="list-style-type: none"> • Create learning resources, language and communication materials using widgit symbols and visual representations.
Numicon	<ul style="list-style-type: none"> • A visual and kinaesthetic way of teaching mathematics for KS1 that can be used in small groups or as a whole class.
Various social skills/ nurture/ mental health/ behaviour interventions	<ul style="list-style-type: none"> • Acorn club - a nurture group run by our pastoral lead; class teachers are to allocate up to 2 children from their class to attend. This helps to build social skills, talk, support children who maybe experiencing difficulties at home or school and behavioural support. • ELSA - An ELSA in a school is an Emotional Literacy Support Assistant. There is a recognised training course aimed specifically at Teaching Assistants or other specialist school roles. ELSAs are specialists with a wealth of experience of working with children and young people. ELSAs are trained and regularly supervised by Educational Psychologists. The course tends to be 6 full days and covers many areas from emotional literacy to active listening.



IDL (International Dyslexia Learning)	<ul style="list-style-type: none"> • Literacy and Numeracy online learning resource. Each child in the school has an individual login. They can access this at home and school and complete a sequence of learning modules for literacy and numeracy. IDL monitors the progress of each child and assessments can be set which provide each teacher with an age expected level that the child is currently working at.
GL Assessments - (SENDCo or SEND assistant/intervention teacher to administer)	<ul style="list-style-type: none"> • Visual memory • Phonological processing • Auditory sequential memory • Phonics skills • Single word reading • Sentence reading • Spelling • Verbal reasoning • Non-verbal reasoning • These assessments can determine a probability of dyslexia for guidance and suggest intervention support in specific areas.
Everyday Play	<ul style="list-style-type: none"> • Everyday Play is a forest- school based intervention delivered by an outside company. The intervention is designed to develop children's life skills and life experiences. As well as social skills and communication.
Butterflies Counselling	<ul style="list-style-type: none"> • A private counselling service on offer to support children who need specialist support with their mental health and past traumas.

Inclusivity in activities

St Paul's continues to be an inclusive setting to all. Staff training and resources are built around the needs of pupils. All children have access to a broad and balanced curriculum. This is extended to after-school curriculum activities on offer to all pupils.

Our curriculum implementation states:

At St Paul's we believe that all children are entitled to a broad, balanced and relevant curriculum through which we support children with additional needs. All children are encouraged to achieve their full potential and to be included in the social, sporting and academic life of the school. We aim to provide educational experiences that take into account the individual needs of children, appropriate to their level of ability.



Supporting emotional and social development

As detailed in our Intervention resources list, the school uses a range of intervention programmes to aid children's Emotional and Social development. In addition, we have a teaching assistant who in non-class based and is therefore able to provide timely support for individuals and groups of children as needed and also has additional responsibility for pastoral care. This is facilitated by a 'post-box' where the children can write their name to drop-in and discuss any concerns. Pupils who have been identified as having a Social, emotional or mental health need, will be offered more targeted provision.

All children have the opportunity to express their thoughts and feelings and are listened to. For more information, see our Anti-Bullying policy.

Handling complaints

Our complaints policy is available on the website or can be accessed through the school office.

Local Offer (and additional support)

Local Authorities are required to publish and keep under review, information about services they expect to be available for the children and young people with Special Education Needs (SEN) aged 0-25. This is the 'Local Offer'. Please see our link to the local offer and Talk directory via our SEND tab on our website. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. At St Paul's, we embrace the fact that every child is different, therefore the educational need of every child is different; this is certainly the case for children with Special Educational Needs.

The web address for the local authority is shown below and this is a useful site to gain further information:

<https://www.talkcommunitydirectory.org/localoffer>

The Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIAS) can give independent and neutral advice. For more information please email:

sendiass@herefordshire.gov.uk [Tel:01432 260955](tel:01432260955)

Local authorities must publish a local offer, setting out in one place information about provision that is available for children and young people in their area who have special educational needs. You can find this at:

<https://www.herefordshire.gov.uk/family-support/local-offer-4>

