St Paul's CE Primary School
Special Educational Needs Report – 2025-26

Reviewed every spring term

What is this document?
This document sets out the provision the school makes for children identified with Special Educational Needs and Disabilities (SEND). It sets out how we identify pupils with SEND, what actions we take to support their needs and how we collaborate with parents and outside professionals and agencies.

Context
St Paul's is a Voluntary Aided Church of England Primary School in the Local Authority of Hounslow. It is a two-form entry school. It is a mainstream school without an attached specialist unit. The school has an Inclusion Coordinator who works closely with colleagues within the school, parents, pupils, Local Authority, diocese and other charitable and professional organisations to meet the school's statutory obligations as regards SEND (Special Educational Needs and Disabilities). The school has a Governor with responsibility for SEND, Mrs Suzanne Forbes.

This document should be read alongside the Hounslow Local Authority 'Local Offer'.

We define 'Special Educational Needs' as learning difficulties or disabilities that make it harder for children to learn or access education than most children of the same age.

Our Offer

How do we know if children need extra help?
Class teachers and auxiliary teaching staff continually observe and assess pupils throughout the school term. Class discussion, questioning, pupil responses, marking and pupil interactions are some of the ways in which teachers monitor children's progress every day.

Where a child's academic, social or emotional development causes concern, the class teacher will discuss this with the Inclusion Coordinator and parents/carers.

The school has an annual assessment cycle to monitor attainment. Senior Leaders and the Inclusion Coordinator work with teachers to monitor results, identifying children who may have SEND.

The Inclusion Coordinator tracks the academic progress of pupils already known to have needs; working with parents, class teachers and other professionals as necessary to monitor and adapt provision.

On admission, the school collects information on any SEND previously identified, from parents, outside professionals and previous schools or pre-school settings. This enables us to build a profile of the child's needs and adapt provision accordingly.

What should a parent do if they think their child may have special needs?
Parents should initially discuss their concerns with the class teacher.

The school has an 'open door' policy and parents are able to contact teachers easily. There are formal parents' evenings each term and the school website has a contacts section that emails through to the office.

We encourage parents to speak to the teacher at the earliest opportunity, rather than letting a concern grow. Senior members of staff are available in the school playground at the start and end of the day and can also be contacted via the school office. They are happy to advise parents who have concerns about their child's progress. The Inclusion Coordinator can also be contacted via the school office. However, the class teacher should be the first point of contact as they will be most familiar with the child.

How will school staff support a child?
High quality teaching is at the heart of what we do. This means that all children receive support from their class teacher and all teachers can teach children with SEND. The support offered to children in need of extra help is determined by the nature and severity of the need as well as the age of the child. This is called SEND support.

The four stages of SEND support are:

- Assess
- Plan
- Do
- Review

Children with SEND may:

- Be given an Individual Education Plan (IEP) which identifies short-term goals and strategies to target specific needs. IEPS are reviewed regularly by the Inclusion Coordinator and class teacher, and new targets are set if required.
- have specifically tailored tasks from the class teacher
- be given additional resources or materials to help them access learning or to be able to interact effectively in the classroom
- receive focused support from an additional adult in a small group or on a one-to-one basis, within the classroom or outside

- be asked questions which enable them to understand class learning and engage meaningfully with tasks

For children with more complex needs the school works closely with parents and outside professionals to:

- devise and review a personalised, structured support programme, tailored to the needs of the child, which includes strategies for support, success criteria and a timescale
- Access additional professional services and support groups. Such professionals may include an educational psychologist, speech and language therapist, specialist learning or behaviour advisory teachers.
- Decide if an Educational and Health Care Plan (EHC) might be necessary to access additional, specialist resources not available within the school.

Provision for SEND pupils will flex and change throughout their time in school, as their needs evolve and as a result of ongoing review.

For some pupils with complex SEND a mainstream school may not be able to meet their needs appropriately. As children grow their needs evolve and a mainstream school may become a less appropriate setting. The Inclusion Coordinator works with other professionals, parents and pupils to assess the suitability of our setting for pupils with complex SEND as part of the IEP review process.

The Inclusion Coordinator works with parents and professionals to support transition to high school for pupils with an EHCP.

Who will plan, oversee and work with children and parents?
Where a child's additional needs can be supported in class, the class teacher will take the lead in planning and overseeing a programme of support, and will work with parents and other school staff (including the Inclusion Coordinator) to meet the needs of the child.

The Inclusion Coordinator is the lead professional for children with greater SEND, working with the class teacher, auxiliary teaching staff, parents, professionals and pupils to plan and oversee individualised programmes of SEND support. The Inclusion Coordinator and teaching assistants may deliver specific, targeted interventions for children with SEND.

From time to time, volunteers within the school community offer to help and may provide additional support where appropriate. However this is to enrich rather than replace existing provision.

For children requiring additional levels of SEND support, the Inclusion Coordinator has termly reviews of IEP targets with class teachers. Parents receive a copy of their child's IEP and may be invited to these meetings.

If a pupil's SEND is significant, the Inclusion Coordinator will work with school staff and parents to seek additional finance, resources and specialist intervention from the Local Authority. The Inclusion Coordinator may apply to the Local Authority for an Education, Health and Care (EHC) needs assessment. The Local Authority will determine whether or not to complete an EHC assessment. Parents, pupils, class teachers and outside agencies and professionals may also apply for an EHC assessment.

Who will explain to parents what is happening for the child?
This will usually be the class teacher but can also be the Inclusion Coordinator or a senior member of staff. Parents can make an appointment to see the relevant staff member via the school office.

How will the curriculum be matched to a child's needs?
The class teacher will make adaptations to the curriculum to meet specific needs of a pupil. This may include providing additional resources, differentiated teaching, targeted questioning or adapted lesson materials. Teaching Assistants may also be used to provide additional support in class. The Inclusion Coordinator will usually advise the class teacher and may also seek advice from outside specialists.

All staff are trained in teaching children with SEND, as part of our school's in-service training programme. This helps teachers and auxiliary staff to understand how to identify and address a child's learning needs.

Individual teachers and teaching assistants have also received additional SEND training in a range of areas, for example Dyslexia, Autism, Speech, Language and Communication Difficulties and Down's Syndrome. This training is then applied to meet the specific needs of children in their class.

Advice, training and support may also be sought from external professionals, such as the London Borough of Hounslow's Early Intervention Service and charitable organisations.

How will the school and parent know how a child is doing?
The school has an assessment cycle and termly SEND meetings. Senior Leaders and teaching staff review pupils' academic progress on a termly basis. The Inclusion Coordinator also liaises with teachers to review Individual Educational Plans once a term.

The school has specialist SEN assessment resources these may be used with SEND pupils to provide clarity in measuring attainment and progress, where whole school assessments may not provide sufficient precision.

Where needs are significant, progress will be measured against specific targets set in a child's IEP. The desired outcome is described and documented as part of the planning and review process.

Parents are kept informed through the formal parents' meetings each term and through specific SEND meetings where necessary. Parents are welcome to contact the class teacher or the Inclusion Coordinator at any time for an update on their child's progress.

All children, including pupils with SEND receive an annual report. For pupils with an EHCP, this report is tailored to reflect their EHCP targets.

How will the school support parents to help their child's learning?
Ways in which parents can support their child are discussed in meetings between class teachers and parents. For some needs specific resources may be given to work on at home. Home/school communication logs may be used to share strategies and monitor progress. The school may also identify workshops, groups or charities for parents that can help them to support their child.

The Inclusion Coordinator has developed support resources on the school's website to help parents when working with their children.

When will parents be able to discuss a child's progress?
Parents can discuss a child's progress at any time with the class teacher, either briefly at the start or end of the day or with an appointment via the school office.

In addition there are formal parents' evenings each term at which parents can meet the teacher to discuss progress. The Inclusion Coordinator is also available at the parents' evening meetings. Where a child has a specific support programme, IEP review meetings can be scheduled to enable parents to discuss progress with the Inclusion Coordinator.

Children with an Education and Health Care Plan (EHCP) have their targets reviewed on an annual basis, with a statutory Annual Review. Parents, teachers and relevant outside professionals are invited to attend these meetings, which are usually chaired by the Inclusion Coordinator.

What support will there be for a child's overall well-being?
All staff have a responsibility for the welfare of our pupils. Pupil well-being and high quality adult/child and child/child relationships underpin the ethos of the school. In addition to this, a school welfare assistant and other experienced teaching support staff act as mentors to support vulnerable pupils. We have clear behaviour and anti-bullying policies and teach Relationship, Sex, Health and Economic Education. The school also promotes well–being through assemblies and specific curriculum events. These include sharing key safeguarding messages and details of Childline and other support groups for children.

The school also has clear safeguarding policies and procedures. The Head teacher and Inclusion Coordinator hold weekly Pastoral meetings to discuss pupil well-being. The school also works with healthcare and other professionals to ensure pupil well-being.

What specialist services and expertise are available or accessed by the school?
Some specialist services are bought in from the Local Authority's Early Intervention Service (EIS). These include Educational Psychologists, an Advisory Teacher for Hearing Impairment and Specific Learning Difficulty Teachers. The school privately commissions Speech and Language Therapy, Educational Psychology as well as Occupational therapy. Where appropriate, the school can also access additional support through *Early Help Hounslow* and the Early Intervention Service, for example Family Therapy. The Inclusion Coordinator works with a multi-professional team to determine which services can best support the school team and parents.

On occasions the school will access support/advice from relevant charities such as the British Dyslexia Association, Down's Syndrome Association, the NSPCC, RNIB and RNID. The school also works, when relevant, with providers of specialist units and support, such as Cardinal Road and Westbrook House.

In order to secure equality of opportunity for all pupils, all specialist support within school hours must be commissioned by the school. Private commissioning of specialist support can only occur outside the school day.

What training will staff supporting children and young people with SEND have had or receive?
Teachers and auxiliary staff are sent on specific training courses relevant to the children in their class. In addition whole school training is provided each academic year, for example training in supporting children with Autistic Spectrum Disorder or Behavioural Difficulties. Many staff members have experience and training in particular SEND, which they share with others.

How will children be included in activities outside the classroom, including school trips?
Additional adult provision and other modifications are made where necessary for out of class activities and school trips. Trips are only undertaken where inclusion can be achieved.

How accessible is the school environment?
The main school site is a Victorian school building. The second site is a converted 1930's health centre. Over the years modifications have been made to the building, providing access ramps, additional lighting, contrasting colour schemes, accessibility signage and line marking to enable access to the building. There are some first floor parts of the building which are less accessible. However first floor locations are primarily restricted to staff not pupils. Where necessary, the school

has the capacity to relocate spaces to meet the needs of pupils or staff with additional accessibility needs. This is reviewed on an annual basis.

Where appropriate, pupils' specific learning needs can be supported through the use of technology, for example radio aids provided by the Local Authority's SEND Specialist Support team.

How will the school prepare and support a child to join the school?

The school uses details from a pupil's application form to collect information from previous schools and pre-school settings. For all children starting school in Nursery and Reception information letters are distributed and an induction meeting for parents is held in the summer term before their start date. Parent and child appointments are held in school in the autumn term before the child starts school. During these meetings, class teachers gather information from parents about the child, identifying their needs and abilities. Children starting in Nursery and Reception have a staggered start to support their entry to school.

All in-year admissions for places are preceded by a meeting with a member of the Senior Leadership Team and a tour of the school. This meeting is used to gather information on the child and identify their needs, abilities and interests. The school will contact the child's previous educational setting for information and records.

Children who already have significant SEND receive further preparatory support. Staff may visit a previous setting to observe the child in advance of their entry to our school. Additional parent meetings may also be held with the Inclusion Coordinator. Contact between the school and other schools, social care or other relevant professionals may also be made in advance of a child's admission.

How will the school prepare and support a child to transfer to a new school or the next stage of education or life?

Transition meetings are held for parents in Year 6 to explain the process and relevant deadlines. The school corresponds with parents to check that they are meeting the application deadlines. The school offers one-to-one support for parents in completing the application forms. The school's Inclusion Coordinator supports parents of children with an EHC plan through the process. The school enables pupils to visit high schools in the autumn term. In the summer term the school works with high school staff to support transition, allowing for visits to high schools and for secondary school staff to meet the children on site. Once secondary school places have been assigned, the Inclusion Coordinator liaises with secondary school Inclusion Coordinators to share detailed information for pupils with SEND. This ensures that the pupil's new secondary school can prepare in advance for their needs, for example by putting in place a Peer Mentor, or additional literacy support.

In the summer term the Year 6 teacher completes a unit of work on transition with the whole class. A teaching assistant works with vulnerable pupils to give additional transition support.

Where a family seeks to move school in-year, the school works to support the transition process by giving advice and helping to complete transition paperwork.

How are the school's resources allocated and matched to children's special educational needs?

The school sets an annual budget for SEND. This includes staffing and resourcing for SEND provision. SEND resources are allocated according to need each year. Specific resources identified in an EHC plan are purchased when needed. SEND resources are reviewed and updated on an annual basis to meet the needs of children with SEND across the school, for example buying new reading scheme resources or additional flashcard resources for specific children or groups of children.

The school has a specific SEND room equipped with specialist resources to support children with additional needs.

How is the decision made about the type and how much support a child will receive?

The type and amount of support needed is based on reviewing the evolving needs of a pupil and regular progress review meetings. The Inclusion Coordinator oversees this process. Review meetings with parents and multi-professional meetings are also used to determine the type and amount of support a child will receive.

The Inclusion Coordinator regularly assess the level of SEN need across the school and uses this to target resources and provision effectively.

How are parents involved in the school, and how can they become involved?

The school welcomes parent involvement. There is an active Parent Teachers Association, which organises social events and raises funds for the school. Parents are also invited to volunteer to support learning in classes, for example reading with pupils, working with specific groups of children or sharing professional skills or expertise. A number of parents in the school are employed in the school.

Who can parents contact for further information, or to raise a concern?

We encourage parents to speak first with the class teacher. Parents may then wish to contact the Inclusion Coordinator or a member of the school's leadership team. The SLT are on the school gate every day. All members of staff can also be contacted via the school office. The school has a complaints policy, which identifies the formal route for concerns or complaints which are unresolved.

If the concern is regarding safeguarding, they should be referred to the lead designated officer Mr Wright. Parents can also refer concerns directly to Early Help Hounslow.

How does the school decide what support and how much support a child receives?

We take a graduated approach to determining the amount and type of support a child receives, based on four key steps – assess, plan, do, review. In the first instance the class teacher will determine support. The Inclusion Coordinator, Senior Leadership Team, parents and external professionals will also have an input where the additional need is significant.

How does the school listen to pupils' views?

As regards SEND, teachers and the Inclusion Coordinator discuss support and pupil views when they set and review provision. The school also collects pupils' views through:

-pupil conferencing and questionnaires
-welfare and mentoring support by identified staff
-PSHE/circle time lessons
-School Council meetings

How do Governors monitor attainment and progress of SEND pupils ensuring that their needs are met by the school?

The school's assessment coordinator provides detailed assessment data for all pupils, including those with SEND to governors in an annual report, with termly updates. This report gives summative assessment data and gives detailed analysis on progress and attainment.

The school has a nominated SEND Governor who meets at least once a term with the Inclusion Coordinator to review SEND provision and identify any matters arising.

The Inclusion Coordinator is an observer in the Children, Families and Communities Committee and presents a termly update report to the committee on SEND provision. There is time in this committee for governors to discuss and seek further information from the Inclusion Coordinator.