Sarum St Paul's Primary school

SEND Information Report

From September 2014 all schools and academies have been required to publish information about their SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND) provision. Our school's SEND information report is provided as part of Wiltshire's Local Offer. This is information published by the Local Authority, about services that are available for children and young people with special educational needs and/or disabilities aged 0-25.

Further details of the Local Offer from Wiltshire County Council can be found at https://www.wiltshire.gov.uk/local-offer

This is in line with the SEND Code of Practice which can be found in its entirety here.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

The SEND code of Practice provides statutory guidance on the duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and the SEND regulations. It applies to all maintained settings, academies, and free schools in England.

The SEND Code of Practice focusses on providing the right support for children and young people from 0 to 25 years who have a special educational need and / or a disability. It also gives parents and carers a greater say in what appropriate provision is for their child.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (6.15)

Below are a set of questions that will help you understand more about SEND and our approach to SEND at Sarum St Paul's Primary School.

What is SEN/D?

Special educational needs/ disability

A child may be described as having a special educational need if he/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/her from making use of educational facilities of a kind generally provided (i.e. over and above adjustments, aids and services required by the Equality Act 2010). This may mean that they have a learning difficulty or a disability that requires support that is different from, or additional to, that provided for other children of the same age.

The Equality Act 2010 defines a disability as 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' Long term is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial.'

What kinds of Special Educational Needs are provided for at Sarum St Paul's Primary School?

Sarum St Paul's Primary School aims to provide an inclusive and nurturing environment that maximises the potential of every individual. We therefore provide support for a wide range of special educational needs. The SEND code of practice has categorised these needs into the following four groups:

Communication and Interaction	Cognition and Learning
Some children may have difficulty in communicating with others. They may have difficulty saying what they want, understanding others or understanding or using social rules of communication. Children with Autism or who are neuro diverse may have difficulty with communication and relating to others.	Learning difficulties cover a wide range of needs and severity of needs. Some children will need support in one area while others may need support in many areas of the curriculum. Others may have a specific learning difficulty such as Dyslexia, Dyscalculia or Dyspraxia.
Social, emotional and mental health difficulties	**Sensory and or physical needs**
There is a wide range of social and emotional difficulties which can result in children becoming isolated and withdrawn or perhaps displaying challenging or disturbing behaviour. Some children may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.	Some children may have a disability which prevents or hinders them from accessing the curriculum and school facilities in the same way as other children. Hearing and vision impairment are examples of this. Children may require additional support and equipment.
Resource Base We also provide a Specialist Hearing Impaired Resource Base. All the children in the resource base have an Education and Health Care Plan (EHCP) and places are strictly limited and allocated by Wiltshire Council's SEND panel. The Resource Base is supported one day per week by, Mrs Tracy McClelland, who is a qualified Teacher of the Deaf and LA advisory teacher for Sensory Support and Physical and Medical Needs. There are four part-time, hearing impairment specialist teaching assistants (TAs). If you would like to see further details of the resource base please click here: Sarum St Paul's CofE (VA) Primary School - Hearing Resource Base	

Our SEN/D Team

Mrs Julia Beales is our Special Educational Needs Coordinator (SENCo). She is an experienced class teacher and senior leader who is fully qualified and has obtained the National Award for SEN Co-ordination. As SENCo she has responsibility for the following:

- Managing the day-to-day operation of the policy.
- Co-ordinating provision and managing the response to children's needs.
- Overseeing the records of children with SEND.
- Acting as link with parents and external agencies.

Our Senco has responsibility for the children in the Hearing Impairment Resource base attached to the school. Mrs Tracy McClelland, Specialist advisory teacher and qualified Teacher of the Deaf, works with Deaf pupils in school and in the HIRB every Wednesday.

Both can be contacted via the school office on 01722 336459, your child's class teacher or via email: senco@sarum-st-pauls.wilts.sch.uk

The school also has a Family Support Worker (FSW) who is Mrs Debbie Newman. Debbie can be contacted again through school on the above number or directly on 07752158827 or by email PSA@sarum-st-pauls.wilts.sch.uk

Sarum St Paul's has three qualified Emotional Literacy Support Advisors (ELSA) – Mrs Debbie Newman, Mrs Cathy Browne and Mrs Claire Yates.

Our SEND link governor is Mrs Kim Ryalls. She is a qualified teacher with many years of SEND experience and was previously a parent of pupils at the school. She can be contacted via the school office or email clerk@sarum-st-pauls.wilts.sch.uk

How we identify pupils with SEN/D and assess their needs

Children are identified as having special educational needs through a variety of ways:

- **Some pupils are identified as having SEN/D before they start school**. There will usually be an additional transition meeting (organised by their pre-school setting) with their parents, any outside agencies involved, pre-school and school staff to ensure they start school with the support they need. The YR class teacher or Teaching Assistant (TA) will usually visit feeder pre-school settings to observe and liaise regarding new entrants to YR.
- **Concerns raised by parents/carers and the children themselves.**
- **Class teachers** monitor pupils' progress daily and will put in support and adjust their teaching as required. This is called Quality First Teaching and is every child's entitlement. If the child is still performing significantly below age-related expectations in class or if a child's behaviour or self-esteem is affected, then this may indicate the child needs to have additional support.
- **Pupil Progress meetings,** held termly and where class teachers discuss the progress of pupils in their class with the Head teacher, English and Maths subject leaders and the SENCo. This shared discussion may highlight any potential barriers to learning in order for further support to be discussed, planned and implemented.
- **Results from school assessments**, indicating performance against National Curriculum criteria. We also use the 'Wiltshire Graduated Response to SEND Support' or 'GRSS' provided by the SEND service at Wiltshire Council to assess the level of need.
- **Results from standardised screening assessments** which give scores for reading, spelling, phonological awareness and basic numeracy skills. We also use dyslexia screening tests for children we feel may be at risk.
- **Information provided by external agencies and health professionals,** for example Educational Psychology, Speech & Language Therapy, Physiotherapy or Occupational Therapy.
- **A Health diagnosis** for example, from a paediatrician or from Child and Adolescent Mental Health Services (CAMHS).

The Graduated Approach

At Sarum St Paul's, universal high-quality inclusive teaching, in all areas of the curriculum, that is adapted to meet the needs of individual learners is the first step to responding to pupils who have or may have SEND. Our graduated approach helps to ensure that learners with SEND have their needs assessed early and personalised support is put in place to enable all children and young people to reach their full potential and be included. Our 'Graduated Response Plan' enables us to track and monitor the progress of pupils through an ongoing cycle of Assess, Plan, Do and Review.

The stages of support are set out as follows:

Stage 1 - Universal Provision

Stage 2 – Early Intervention support

Stage 3 – Targeted, additional support

Stage 4 – Targeted, intensive additional support

Stage 5 – Pupils whose needs are severe, complex and long term and who require an Education, Health and Care Plan. In Wiltshire this is referred to as a 'My Plan'; meaning that it is owned by the child.

Pupils are identified as having a special educational need and are identified on the school's SEND register if they meet the criteria for Stages 4 and 5 of the 'Graduated Response Plan'. Pupils at stage 3 May have an Individual Support Plan and pupils at Stage 4 may have a 'My Support Plan' that sets out the pupil's needs and strengths, individual targets, support and provision. These are reviewed formally at least three times a year.

If a child is considered to have SEND, in consultation with their parents, they will be included on the school's SEND register. Further assessment, support and rigorous monitoring of progress will be undertaken. Children may move on and off the SEND register at any time in accordance with the progress they have made, and this decision will always be made in discussion with parents.

What should I do if I think my child has special educational needs?

If you are concerned that your child may have special educational needs, please contact your child's class teacher to discuss your concerns. If the SENCo is unable to attend this initial meeting, information will be passed on to her and any relevant assessments will be carried out to ascertain what additional support is required. If necessary, advice will be sought from external agencies following discussion with you.

What are the arrangements for consulting parents of children with Special Educational Needs and how can you be involved in your child's learning?

We are committed to developing every child's full potential intellectually, physically, spiritually and socially, and feel this is most successfully achieved when we work in partnership with you, the parent/guardian. Your views are important to us and we encourage all parents to speak to school staff with any concerns. There are a variety of ways that you can contribute to your child's education:

- Discussions with the class teacher.
- Meetings with the SENCo.
- Meetings with the Senco and Teacher of the Deaf (for pupils attending the Resource Base)
- Attending parents' evenings – parents of SEND children will be invited to an additional meeting in the summer term to discuss progress and transition arrangements.
- Contributing to your child's One-page profile.
- Attending meetings with any relevant external agencies.
- Supporting learning at home, particularly reading regularly with your child and working on any specific targets set for your child as advised by the class teacher.

Our Governing body includes parent governors and we also have a very active P.T.A. - Friends of Sarum St Paul's (FOSSP). If you would like to be involved please contact the school office about this.

How do we consult with children who have SEND?

- We value and actively encourage 'pupil voice'.
- All children are encouraged to evaluate their own learning and next steps as part of daily learning activities.
- Children with special educational needs are also involved in reviewing their learning targets. Their new learning targets are shared with them and wherever possible children are encouraged to help to decide what their targets should be.
- Children with a 'My Support Plan' are invited to attended a termly review meeting and share what they feel is working and not working so well for them.
- Children regularly discuss their general progress with either the class teacher or teaching assistant and compile a One Page Pupil Profile which clearly describes what people like and admire about them. It also includes what is important to the child from their perspective and how best to support them. The Profile is a working document, added to on a regular basis. It forms the starting point of discussions with new teachers and anyone else who might work with your child. Parents are also invited to contribute to this as well.
- A range of inclusive strategies will be used to ensure that the views of pupils with SEND are captured, regardless of their special educational need or disability e.g. adult scribe, picture prompts, ongoing observations, drawings etc.
- Children with an EHCP are invited to attend annual review meetings where they are able to give their views about the past year and what they would like put in place for the coming academic year.

What arrangements are in place for assessing and reviewing children's progress towards outcomes and what opportunities are available to work with parents and young people as part of the assessment and review?

(a) How the school evaluates the effectiveness of its provision for such pupils:

- Children's learning and understanding is monitored daily through classroom observations, discussions and marking.
- All children are tracked using regular assessment from the class teacher along with end of term and key stage assessments.
- Specific interventions are usually delivered by Teaching Assistants who discuss and evaluate their effectiveness with the class teacher and with the SENCo or Teacher of the Deaf where appropriate. The SENCo and SLT, monitor this targeted support on a regular basis to assess its impact and during termly Pupil Progress meetings.
- We are keen to hear how parents feel their children are progressing along with the views of the children themselves.
- The extra support and interventions a child with special educational needs receives along with their assessment tracking is recorded.
- If external agencies have been involved in setting a programme of work, regular meetings are held with the relevant agency, parents and school to ensure that progress is being made.

(b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs:

In accordance with the SEND Code of Practice, Sarum St Paul's uses the 'Assess, Plan, Do, Review' approach as explained below:

- **Assess:** Once concern has been raised regarding a child's progress, the class teacher will carry out a clear analysis of the pupil's needs with the support of the SENCo.
- **Plan:** The teacher, in consultation with the SENCo, parent and pupil should agree the adjustments, support and interventions to be put in place, as well as the expected impact on progress. Interventions will be recorded in the class provision map. Each child will also have personal targets with specific outcomes to be achieved.
- **Do:** The class teacher remains responsible for working with your child on a daily basis. Where interventions involve group or one to one teaching away from the class teacher, the teacher will still retain responsibility for your child's progress.
- **Review:** class teachers, with the support of the SENCo, will arrange to meet parents three times a year to review children's progress. Prior to the meeting the class teacher will have ascertained your child's views on how he/she feels they are progressing. If your child has an Education and Healthcare Plan (in Wiltshire this is referred to as a My Plan), you will be invited to a review meeting arranged by the SENCo. Your views and that of your child, along with recent assessments by any external agencies will be discussed to ensure that the plan remains relevant.

If at the review stage, it is decided more expert help is required then with your consent school will make a referral to the appropriate external agency such as the Educational Psychologist, Speech and Language Therapy service, Behaviour Support service or the Wiltshire SEND support service. After assessment and discussion with yourself and the class teacher a programme of support is usually then provided. A copy of any written reports will be sent to you.

What arrangements are in place for supporting children moving between year groups in school and for moving from different phases of education?

- If a child has been identified with SEND at nursery school a meeting will be arranged by the Early Years Inclusion Advisor (EYIA) for parents, staff and any relevant external agencies to discuss the child's strengths and weaknesses and how best to introduce the child to his/her new environment. At Sarum St Paul's we are happy to arrange additional visits to school for any incoming child with SEND so that the transition can be made gradually and smoothly. In addition to this, in July, the Reception teacher and TA, visit all parents of incoming children at home so that any concerns or queries can be addressed.
- For children moving between year groups, meetings are held towards the end of the summer term for class teachers and TAs to exchange information to ensure that the move is as smooth as possible. All children have a taster session with their new teacher in the summer term. For some SEND children it may be appropriate to plan a more gradual and bespoke transition where the child can become familiar with their new teacher over a longer period of time. This might involve the child, with TA support, making a transition book about their new class which they can keep over the summer holiday. Parents are also invited to tea and biscuits in the summer term to meet fellow parents and the new class teacher on an informal basis.
- In Year 6 information regarding pupils is sent to the receiving secondary school. As part of the process, SEND children are invited to create "All About Me" booklets, PowerPoints or One Page Profiles under the guidance of the Year 6 Teacher. These will then be passed on to the secondary school. In consultation with the secondary school, additional visits will be arranged by the SENCo for pupils who require a more bespoke transition. Transition review meetings are organised by the Senco with secondary school SEND teams, parents and individual pupils. For any children who are particularly anxious, small group workshops led by the ELSAs/Behaviour Support team can be arranged in the summer term. In addition, secondary school staff discuss individual needs with the class teacher and talk to the children in their primary setting and during Year 6 taster days to answer any questions they may have.

How do we approach teaching children with SEND?

Every child is different, with their own special abilities and own pace of development. At any time, children can be identified as having special educational needs. These can be academic, behavioural or medical in nature. However, a significant proportion of these needs can be met through access to the high quality, inclusive teaching in the positive, supportive and inclusive classroom environments that we provide for all learners.

All our teachers are trained in SEND and can suggest and implement strategies which will support your child in class. As a school we implement a robust Assess, Plan Do, Review Cycle (add image) which linked to our Ordinarily Available offer for all children (see appendix)

Further support can be accessed through Wiltshire Council's Ordinarily Available platform which can be accessed here: Ordinarily Available Provision - Wiltshire Council

Our curriculum is ambitious for all learners and is designed to help every child achieve their full potential. This means that we seek to remove barriers to learning, get to know individual learners and implement reasonable adjustments. Teachers use a variety of inclusive teaching

strategies including flexible grouping, cognitive and metacognitive strategies, explicit instruction, using technology to support pupils with SEND and scaffolding to build an ongoing, holistic understanding of children and their needs.

Our graduated approach, the assess-plan-do-review learning cycle, enables teachers to create a learning environment where all children can maximise their full potential and develop the skills needed to prepare for the next stage in education and beyond into adulthood.
High quality inclusive teaching should reduce the need for additional intervention but it is likely that some children will require high quality, targeted, structured interventions to make progress. These interventions are carefully selected through identification and assessment of need and complement high quality teaching.

Intervention can take place within and outside the classroom and can be in a small group or on a one to one basis. Micro interventions within the classroom can include consideration of seating, access to calm spaces and resources, group support, the use of assistive technology and independent tasks modified for accessibility.

We have a comprehensive range of intervention programmes for children who do need extra support such as, Nessy,
Kinetic letters, Nippy Numbers, Social skills, Talk Boost, Sparks OT programme and Emotional Literacy Support (ELSA). We also work alongside Speech and Language therapists to deliver targeted support programmes on a one to one basis.

Wherever possible children are taught within the classroom but specialised intervention programmes are usually conducted outside the classroom by our highly skilled teaching assistants who supplement, not replace, teaching from the classroom.

What adaptations are made to the curriculum and learning environment for children with SEND?

At Sarum St Paul's we aim to ensure all children participate in school life regardless of their needs. In order to achieve this, teachers make reasonable adjustments to adapt the curriculum and learning environment to meet the needs of the individual child. Examples of how this is done can be seen below:

- Sarum St Paul's is a leading Primary School in the use of Soundfield technology. The school has Soundfield systems installed in each classroom and the main hall. A Soundfield system is an amplification system that provides an even spread of sound around the room. The Soundfield system allows all the pupils to hear equally well wherever they are seated and whichever direction the teacher faces by creating a subliminal "sound field" which provides each child with clarity of speech equivalent to that of the teacher sitting next to them.
- Specially designed visual prompts to foster independence.
- Pre-teaching content or vocabulary.
- Over-learning topics and using multisensory techniques.
- Presenting information in a variety of ways e.g. visual and auditory, modifying texts.
- Providing equipment for children with sensory/motor difficulties e.g. fiddle toys, sit and move cushions, desk ramps etc.
- Use of alternative ways of recording work e.g. talking tins, word processing, mind maps.
- Providing coloured overlays for children with Irlene syndrome.
- Providing a quiet distraction free room for many SEN interventions.

- Adapting some lessons using the Forest Schools approach.
- For children who are feeling emotionally vulnerable the ELSAs are able to provide intervention in a calm space.

How do we ensure that our staff are trained to support children and young people with SEND?

The school SENCo, Mrs Julia Beales, regularly attends courses and SEND training run by the local authority.

All school staff including teaching assistants receive regular training on various aspects of SEND. Examples of this include workshops on deaf awareness, working memory, Autism and aspects of speech therapy. We have three ELSA (Emotional Literacy Support Assistant) trained TAs in addition to other TAs who have attended training on a variety of aspects such as scaffolding learning and inference training.

We are a Dyslexic friendly school and received the Dyslexia Friendly Quality Mark in July 2025.

We were also part of a Neuro Diversity pathway pilot trialling a new way of working, pupil profiling and referral process for pupils who may be neuro diverse. All staff have received additional training in support of this alongside the Wiltshire specialist advisory teachers (Ssens team) and HCRG professional leads.

Medical needs

Where a child has a medical need, relevant staff are trained to meet those needs e.g. epilepsy, diabetes, use of epipens etc

- Children with medical needs are identified and highlighted to staff at the beginning of the year. Photographs of children with notes on their condition are available to all staff so that they are aware of their needs.
- Care plans and risk assessments are completed for children who need them.
- First Aid training is provided for all staff every 2 years.
- Staff receive training from the school nurse for individual children as required e.g. diabetes.
- If medication is prescribed to be taken during the school day, parents need to contact the school office, as it can only be administered after a medical form has been signed.

What happens when parents and carers are not happy with our provision?

If you have any concerns about the education of your child, please speak to your child's class teacher in the first instance. If you still have concerns please contact the SENCo, Teacher of the Deaf or Headteacher for further investigation. If the matter still cannot be resolved you should take your complaint to the Chairman of the Governors care of the school. The full version of the 'Complaints Policy' is available from the school office if you wish to read it.