



'Having gifts that differ according to the grace given to us – let us use them' Romans 12:6

SEN Information Report

Principal: Mrs C Rhodes
SENCO: Miss E. Hobin-Brady
Chair of Governors: Mrs S. Smith
Information Report written: September 2023
Last reviewed: April 2026
To be next reviewed: April 2027



Respect

We are considerate of others and celebrate our differences.



Kindness

We are gentle, caring and helpful.



Creativity

We explore new ways to use, and share our gifts.



Perseverance

We work hard through our challenges.

Our mission statement at St Paulinus C E Primary School:

We nurture a vibrant school community where every child, guided by God's grace and love, discovers and harnesses their unique gifts and talents. We empower each student to flourish, developing their character and education so that they may contribute positively to society using our values of kindness, creativity, respect and perseverance.

How accessible is the school environment?

- The school has one disabled parking bay, in the staff car park.
- Wheel chair access can be facilitated to classrooms in both KS1 and KS2.
- The school has one disabled toilet
- As a school we are happy to discuss individual access requirements.

For further details, please see the school's Accessibility Plan. This is available on the policies section of the school website www.stpaulinus.apat.org.uk

What different kinds of SEN do the school provide for?

Children's SEN according to the SEN Code of Practice 2014 fall into 4 broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical need



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We use our best endeavours to provide special educational provision for all pupils who require it.

What is the school's policy for the identification and assessment of pupils with special educational needs?

Provision for children with SEN needs is a matter for the whole school. The governing body, the Principal, the SENDCO and all other members of staff, particularly the Class Teacher and Teaching Assistants, have important day to day responsibilities. All teachers are Teachers of pupils with SEN (refer to school SEN policy).

At St Paulinus Primary School, children are identified as having SEN in a variety of ways:

- Concerns raised by parents/ carers
- Concerns raised by teachers
- Concerns raised by the child
- Changes in a child's behaviour or self-esteem is affecting progress
- A child finds learning difficult and/or failing to make expected progress

What is the school's approach to teaching and making provision for pupils with SEND?

The most important provision for all pupils is high "Quality First" teaching. Teachers make personalised adaptations to their teaching and the learning environment to facilitate the learning and development of all pupils. To support these adaptations, all teachers have access to the Bexley Quality First Teaching and Special Educational Needs Toolkit, as well as support from the SENDCo. Additional support and interventions (where available) are decided through discussion between the Class teacher, Principal and SENDCo. For specific interventions please refer to the school local offer below. Children may also be given specialist equipment to support their learning where appropriate and recommended, for example a writing slope, coloured overlays for reading or a pencil grip.

How is the curriculum adapted and matched to a children's needs?

When a child has been identified with special educational needs their work will be adapted by the class teacher to enable them to access the curriculum.

Where a child has an EHCP, Teaching assistants may be allocated to work with the child in a 1-1 or small focus group to target more specific needs, following what is stated in the child's EHCP provision.

If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/ pencil grips or coloured overlays etc.

The class teacher works with all children in their class. The class teacher, SENCo or appropriate external professional will plan/guide the work of the teaching assistant. All support staff receive internal and external training for the areas of SEN support they carry out.

How does the school decide how much support is provided?

The class teacher along with the SENCo will decide the child's needs and what support would be appropriate to ensure the child is able to make progress. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through ongoing discussions with parents and the child themselves.

How does the school evaluate the effectiveness of provision?

In line with the SEN Code of Practice 2014, the Principal, Senior Leadership Team, SENDCo and teachers adopt the Graduated Approach to Assess, Plan, Do and Review when monitoring the quality of the special



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educational needs provision within the school. Any interventions that are put in place are measured to monitor the impact on pupils' learning and well-being. 1

How are parents/carers supported if they believe their child has special educational needs?

We encourage good relationships with parents and ask that they speak to the Class teacher with any concerns in the first instance. These concerns are dealt with seriously and sensitively, informing parents with each step. The process:

- The first step is for parents and carers to speak to the Class teacher. It may be appropriate for the class teacher to complete an Early Identification of Need form with the parents at this stage.
- If they feel they need further support they should make an appointment to meet SENDCo, where the child's needs will be discussed and recorded.
- The SENDCo will work with the Class teacher to identify areas of need and set individual targets.
- Additional support will be given to the child if necessary. This may be from the Class teacher, teaching assistant (if available), or SENDCo. This will be recorded on an SEN Support Plan and the child's name will be added to the school's SEN register.
- There will be a regular review of the plan, including the targets and child's progress. Parents will be included in this process through SEN support plan meetings.
- If the targets are not being met, they will be further broken down into smaller steps
- Following this, if there are ongoing concerns around the child's progress, the SENDCo will meet with parents to discuss arranging the involvement of outside agencies
- Outside agency involvement- new targets set in collaboration with the external professionals
- If there are still concerns about progress a meeting will be set up to discuss an assessment for an Education, Health and Care Plan.
- Information received from outside agencies and pre-schools e.g. speech and language therapist, Paediatricians

How are parents/carers kept informed about the support the school have put in place?

Each child's education will be planned by the class teacher. It will be adapted accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant (if available).

If the child has needs related to more specific areas of their education, such as reading, spelling, handwriting, numeracy or literacy skills then the pupil will be placed in a small focus group. This will be coordinated and delivered by the class teacher in lesson time and using targeted, responsive circulating support, also known as a hover approach. The length of time of the intervention will vary according to need and progress made. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

Any interventions put in place will be recorded on the child's SEN support plan. SEN support plans are shared with parents each term (three times a year) and parents are invited for meetings to discuss these with either the class teacher or SENDCo. These meetings are separate from planned parent evenings.

If parents have any queries related to interventions they should contact the class teacher in the first instance. If the query cannot be answered or needs further information, they should contact the SENDCo.

Occasionally a child may need more expert support from an outside agency such as the Educational Psychologist, Community Paediatrician etc. Referral forms are organized by the SENDCo and completed in conjunction with the class teacher and parents/ carers. These are then forwarded to the appropriate agency by the SENDCo. The school will then follow the advice that is subsequently provided to the school and parents/carers.



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How do children contribute to the everyday life of the school? How are the views of children with special needs gathered to involve them in their education?

The school encourages every child to contribute and to express their thoughts and ideas which are valued, respected and celebrated. We do this in different ways throughout the school year:

- In class daily children are encouraged to contribute to lessons
- School council meetings are held once a term, where issues or viewpoints are discussed
- Pupil questionnaires to gather ideas and opinions
- Pupil conferencing takes place to hear the pupils voice in relation to all areas of the school
- Children who have targets discuss these with their Class teacher
- Children with an EHCP are asked their views as part of the annual review meeting process.

How is progress measured and communicated with parents?

As a school we measure children's progress in learning against National expectations and age related expectations.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Reception through to Year 6, using a variety of different methods.

Pupil progress meetings are held each half term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. Children who are not making expected progress are picked up through progress meetings. This shared discussion may highlight any potential problems and what further support can be given to aid progression. If a child is discussed at one of these meetings and additional support is recommended the parent is informed.

The school communicates regularly with parents. At any time parents are welcome to make an appointment to meet with either the class teacher or SENCo and discuss how the child is getting on. We can offer advice and practical ways that you can help your child at home.

If a child is on the SEN register they will have a SEN support plan, which will have individual targets. This is discussed on a termly basis and parents are given a copy of the plan. The targets are set by the class teacher and the SENCo with the parent's contribution.

The targets are SMART (specific, measureable, achievable, realistic, time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed. When the child's SEN support plan is reviewed each term, comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

If a child has SEND that cannot be met at school level alone, they may have an Educational Health Care Plan (EHCP). The plan will be reviewed every year in formal meeting called an Annual Review. This will involve parents, school and all agencies involved to discuss the child's progress and update the EHCP document where appropriate.

How are wellbeing, personal and medical needs supported in school?

We have a caring understanding team who look after our children and parents.

Your child's class teacher is the first person to contact with concerns about your child's overall wellbeing.

If further support is needed the class teacher will liaise with the SENCo who will give advice and support



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and put a plan of action into place. This may involve teaching assistants, who are available for children who wish to discuss issues and concerns.

Children with Medical Needs

If a child has a medical need then a detailed Health Care Plan is compiled by the SENCo in consultation with parents/ carers, and if necessary the school nurse. This is discussed with all staff who are involved with the child.

We have fully trained first aiders in all key stages and staff members have a basic knowledge of first aid.

If your child has a medical condition that requires medication, a meeting will be held with parents/ carers, SENCo, SLT and designated staff members to explain our Health and Safety Policy and procedures. Parents and all staff members who agree to administer medicines will sign a medication agreement form to ensure the safety of both child and staff member. These staff members will also receive appropriate training for to administer the medication where this is mandatory.

Behaviour

At St Paulinus CE Primary School we have a very positive approach to all types of behaviour with a clear rewards and sanctions policy that is followed by all staff and pupils.

If a child has behavioural difficulties an Individual Behaviour Plan is written alongside the child, teacher and parents to identify specific issues and triggers, put relevant support in place and set targets.

After any behaviour incident we expect children to reflect on their behaviour with a member of the Senior Leadership Team. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

Attendance

Attendance of every child is monitored on a daily basis by our office staff. Lateness and absence are recorded and reported to the Principal. Our attendance officer meets with the Educational Welfare Officer (EWO) regularly.

Where families are struggling with attendance and punctuality we may refer parents to the EWO who will offer advice and strategies to get their children into school on time.

How does the school support Looked After Children (LAC) and Previously Looked After Children (PLAC) who have special educational needs?

At St Paulinus CE Primary School, we recognise that children who are Looked After (LAC) or Previously Looked After (PLAC) may experience additional barriers to learning and are statistically more likely to have Special Educational Needs. We are committed to working collaboratively to ensure these pupils receive the right support to achieve their full potential.

Dedicated Roles and Collaboration:

Our School SENDCo works in close partnership with the school's Designated Teacher (Mrs Rhodes) for Looked After Children to ensure a holistic understanding of the child's academic, social, emotional, and physical needs.

The Personal Education Plan (PEP):

For all Looked After Children, the SENDCo and Designated Teacher co-produce a statutory Personal Education Plan (PEP) in collaboration with the child, their parents/carers, social workers, and the Virtual School Head (VSH) from the child's local authority. If the child also requires SEN Support or has an Education, Health and Care Plan (EHCP), the targets from their SEN Support Plan/EHCP are integrated into their PEP. This ensures there is a single, cohesive approach to their learning and development.



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Assess, Plan, Do, Review (APDR):

We apply the same Graduated Approach to LAC and PLAC pupils. PEP reviews take place termly (or more frequently if required), ensuring that interventions are closely monitored for impact.

Multi-Agency Working:

We work closely with external specialists, health professionals, and Virtual School teams to ensure that any transitions (either entering the school or moving on to secondary education) are robustly planned, stress-free, and personalized to the child's specific circumstances.

How are parents/ carers helped to support their child's learning?

At St Paulinus we like to maintain regular contact with parents about the things that happen in school. We do this in a variety of ways including:

- Bi-weekly newsletter
- Reading journals sent home daily
- Home/ School books for individual children where appropriate
- Parent workshops for how to support your child in reading, writing and Maths
- Parent forum meetings each term to discuss issues and to contribute ideas and opinions

How will the school prepare children with an SEND when changing schools?

For Children with SEND we have a number of ways of supporting them in transitions, such as:

- Transitions books
- Comic strips and/or social stories to help prepare the children for what the process of changing schools will be
- We would always encourage children with SEND to carry out visits to the new schools/classes
- Support from the Autism Advisory service where appropriate

Mid-year transferring out to a new school

In addition to above, we liaise closely with the school the child is transferring to, ensuring all needs are communicated to ensure they are understood. Paperwork is safely delivered to the new setting in a timely manner.

Mid-year transferring into St Paulinus

Where possible, we will go to visit the child in their current setting in introduce key members of SLT/SENDCo. This will gain insight into the current provision in place, facilitate meetings with current staff members supporting the child and to establish what support the child would benefit from during transition.

Where this is not possible, a conversation will be had with the SENDCo of the other school to obtain the information required to support transition.

Secondary Transfer (KS2 to KS3)

The Local Authority, Bexley, has an established secondary school transition process, which enables all Bexley primary schools to share information about the individual children reaching the end of Year 6 with their receiving Secondary school. Through this, we are able to share information on the child's needs, what provision has been successful, and what would be needed in order to create a smooth transition.



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This document sharing process is also accompanied with a face to face meeting slots between Primary and Secondary SENDCos.

Joining St Paulinus in Reception (EYFS)

The Local Authority, Bexley, has an established PVI transition process with Early Years/Nursery settings, which enables all Early Years settings in Bexley to meet and share information about the individual children joining Reception. Through this, we are able to receive information on the child's needs, what provision has and has not been successful, and what would be needed in order to create a smooth transition.

This document sharing process is also accompanied with a face to face meeting slots between PVI settings and Primary SENDCos.

What expertise and specialist services are available through the school?

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:

- Educational psychologist
- CAMHS
- Early Intervention Team including the Social, Emotional, Mental Health Partner
- Speech and language therapy
- School nursing team
- Social care
- Occupational therapy
- Paediatricians
- Learning support service
- Autism Advisory service
- Physiotherapy
- Visual Impairment Team
- Hearing Impairment Team

An Educational Psychologist is allocated to each school through its service level agreement with the Local Authority. They would normally only work directly with children whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. The involvement is discussed at progress meetings with the Senior Leadership Team and Class teachers.

In order to help understand the child's educational needs better, the psychologist will generally meet with the parent and school, then give feedback after the assessment has been completed.

They will offer advice to the school and parent/carers on how to best support the child to move their learning forward.

How are the governors involved with support children with Special Educational Needs and their families?

The school SEN governor is Mrs Joanne Richardson. The SEN Governor meets regularly with the Principal and SENDCo to act as a friendly critic, offering oversight and guidance to the school. They work together to discuss policies, external services and how the school can meet the needs of pupils with special educational needs and supporting the families of these pupils. If there is a complaint from parents and carers about a child with special educational needs, the parents and carers need to follow the Amadeus Primary Academy Trust complaints policy. The governors will also follow this policy. The Amadeus Primary Academy Trust complaints policy is available in the Key Documents section of the Amadeus Primary Academy Trust website <https://www.apat.org.uk/>



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How can parents/carers get involved in the school more generally?

- Attend events such as coffee mornings
- Volunteer to work/read with children from year groups other than your child’s
- Access workshops available through the school
- Join the PTA
- Attend regular meetings with teachers and professionals when appropriate

Where can parents and carers get further support?

If you have concerns around your child, the first person to contact is your child’s Class teacher. You can also arrange to meet Emma Hobin-Brady, the school SENDCo by calling on 01322 523 236.

Bexley borough also has a local offer, which lists all services available to young people with Special Education Needs and their families. This can be found at:

<https://www.bexleylocaloffer.uk>