St Paul's
C of E Primary School
A place to belong

# SPECIAL EDUCATIONAL NEEDS AND DISABILITIES REPORT

## 2026-2027

***WORKING TOGETHER TO SUPPORT YOUR CHILD***

***At St Paul's CE Primary School we are committed to ensuring that every child is supported to achieve their full potential. Sometimes children need extra support to learn and show what they know.***

***This booklet is to inform you of the support you can expect at St Paul's CE Primary, who can help and how to access this support.***

At St Paul's we aim to provide a caring and supportive environment, based on a foundation of Christian values, where every child matters. Each child is valued equally and given the opportunity to achieve the very best they can.

Parents say:

The school feels like one family, with everyone helping each other

My child loves learning and the launch of each topic with a 'WOW' brings the learning to life. The opportunities to learn in different ways, as best suits them, is engaging for all.

At St Paul's CE Primary School, a range of teaching styles and approaches are used to ensure your child receives quality first teaching.

Learning objectives are set for all children, with the curriculum matched to their needs. Children are given different types of support and will often work with a learning partner, in mixed ability pairs, collaborative small groups, in a one to one situation with a teacher or teaching assistant and also independently, all within the classroom setting.

Our well-organised curriculum develops pupils' knowledge and expertise across a broad range of subjects. We are ambitious for all pupils, using their strengths and offering activities they enjoy to encourage imagination and creativity.

## How we identify special educational needs and disabilities

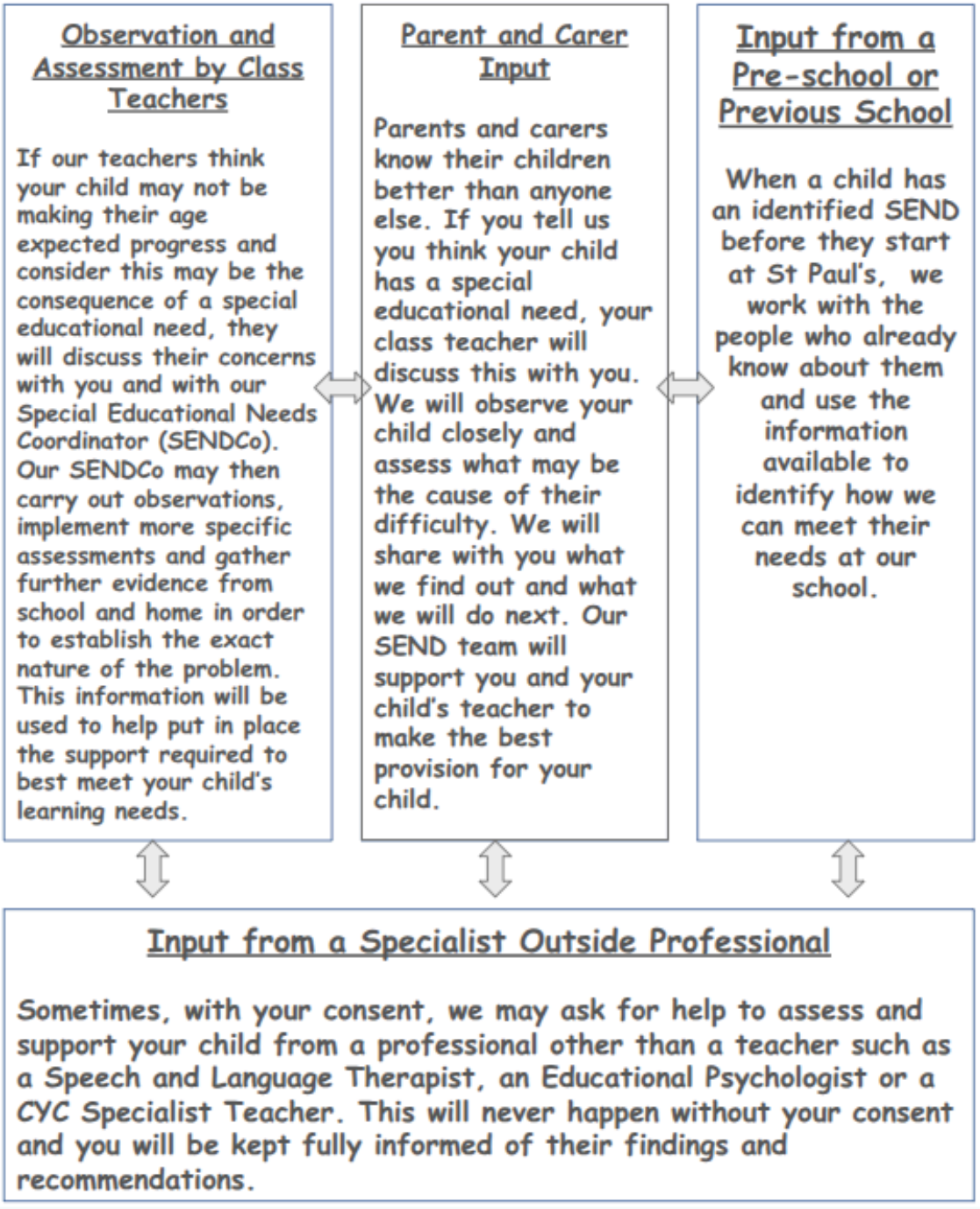
Assessing children's progress is a daily part of teaching in all classes. Teachers observe children as they work, mark their work and carry out various other assessments. If our teachers think that your child may not be making the same amount of progress as other pupils, or may be falling behind the level that is expected for their age, they may be considered to have a Special Educational Need.

At St Paul's, progress by the children is closely monitored and reviewed regularly by the Senior Leadership Team, at which time the teacher may adjust provision to meet identified needs. If your child continues to have difficulties, or has a level of difficulty when they join us, they may be placed on the SEN (special educational needs) register. You will be fully informed of this process and be able to discuss with teachers any worries or concerns you may have.

Approximately 1 in 5 children will have special educational needs or disability (SEND) at some time during their school career.

*"Don't be afraid to ask for help! Speak out if you are concerned."*
*Parent of a child in Year 3*

There are many interconnected routes by which a child's special educational needs may be identified:



# Categories of Special Educational Needs & Disability

Children's difficulties may fall into one or more of the following four areas:

**Cognition and learning needs -**

may present as:

-difficulties with some or all of the work in school

-slow progress in reading, writing or maths

-difficulties with understanding spoken information

-difficulties with concentration and attention

-Dyslexia https://www.parentchampions.org.uk/wp-content/uploads/2013/02/UnderstandingDyslexia.pdf

**Social, emotional and mental health needs -**

may present as:

-difficulties with anxiety

-difficulties with emotional regulation

-difficulties making friends or relating to adults

**Communication and interaction needs -**

may present as:

-difficulties expressing themselves

-difficulties understanding others

-unclear/delayed speech

**Sensory, physical or medical needs -**

Including:

-vision impairment

-hearing impairment

-physical disability and medical need

Some children have needs which fall into more than one of the above categories for example, those whose needs relate to a neurodivergent condition such as autism. If a child's needs are more complex, a multi-agency approach will be used so that there is opportunity to consult with a wider range of support services and health professionals. In order to coordinate the views and advice of all those working with the child, a document called an SEN Profile Support Plan will be produced and parent input is invaluable, focused on what parents feel is important to support their child.

# Other professionals who may support a child with SEND

At St Paul's, we work closely with a range of different professionals

**Educational Psychologist** - to consult with parents and teachers to identify strengths and difficulties and suggest support strategies.

**Healthy Child Service** - to advise on any medical needs and provision, and to help when a care plan is needed.

**Specialist Teachers and Teaching Assistants (CYC Learning Support Hub)** - for hearing impaired, visually impaired, physical or medical difficulties, autistic spectrum.

**Child and Adolescent Mental health Service** - to assess and support children with social and emotional needs (including needs relating to ASC and ADHD).

**Speech and Language Therapists** - to assess and support children with communication difficulties.

**School Wellbeing Worker** - to provide emotional and mental health support.

**Specialist Teachers and Teaching Assistants from Enhanced Resource Provision units (ERPs)** – Haxby Road Speech and Language Centre and St Oswald's Dyslexia Centre.

The school have been fantastic, supporting us and helping to find the right route for us and our child. We have regular meetings, the staff are incredibly helpful and if we don't know something, we can always ask. We feel at the heart of decisions that are made and there is a whole team from school and beyond who are there to help, guide and support.

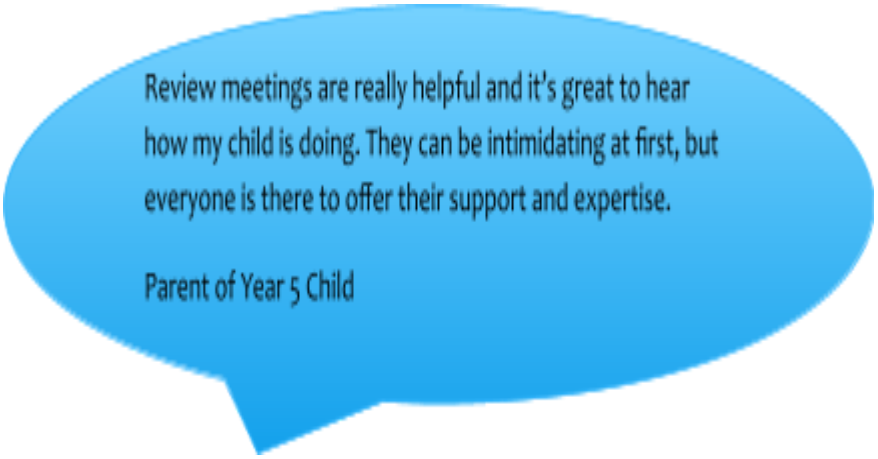
Parents of Year 2 pupil.

## What if my child has been identified as having a Special Educational Need or Disability before they start at St Paul's?

If your child has been identified as having a Special Educational Need or Disability before they start at St Paul's, we work with parents, and the people who already know them, and use the information to assess how we can meet their needs at our school. We do everything we can to ensure a smooth transition into school.

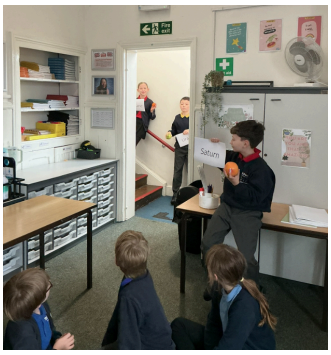
## How do we involve pupils and their parents/carers?

Parents know their child better than anyone else and the relationship between parents and school is crucial in making sure your child reaches their potential. Parents can be expected to be involved in the assessment process of SEND. You will be involved in regular meetings to discuss and review the progress being made, the current levels of support and to set new targets for your child. These meetings may also involve other specialists involved with your child so that we are all working together. Your child will also add their thoughts and opinions to reviews and be part of their learning all the way through school.

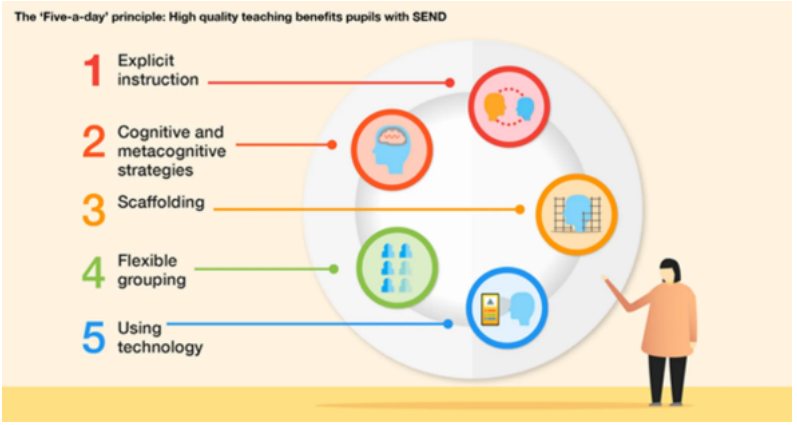


**How do we adapt the curriculum to meet the needs of our children with SEND?**

All our staff are trained to use a variety of teaching and learning approaches, which means that we are able to adapt to a range of Special Educational Needs and Disabilities including: Dyslexia, Autistic Spectrum Condition, Speech, Language and Communication Needs, Behavioural, Social and Emotional difficulties as well as Visual and Hearing impairment and Physical and Medical difficulties. We strive to ensure that your child has access to a broad, balanced and exciting curriculum, including educational visits, where they have the opportunity to learn and show their full potential.



Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support. We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.



## Examples of support

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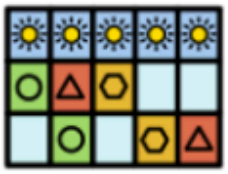
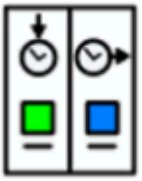
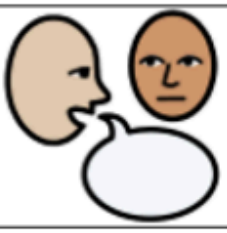
|  |  | |
| Visual timetables | Task boards | Peer mentoring |
| |  | |
| Assistive technology | Talk partners | Peer marking |
| | | |
| Self-assessment | Word banks | Positive behaviour |
| | | |
| Ear defenders | Timers | Explicit instruction |

- ✔ The content of the lesson adapted to make it accessible and enjoyable
- ✔ Teachers and teaching assistants make use of overlearning strategies where appropriate, with pre and post teaching of specific skills or vocabulary required to access current topics.
- ✔ All classrooms make use of dyslexia friendly fonts and displays, and cater for individual's preferences through choices over coloured paper & dry-wipe boards, and coloured overlays/reading rulers, reading pens etc.
- ✔ Use of hands- on classroom learning aids (e.g. subject specific word mats, word lists colour coded by category, writing frames, spell checkers, specialist dictionaries, number lines, Numicon, ICT, etc.)

Working in a small group is fun; it helps me to learn.

Year 3 pupil

- ✔ Time limited proven interventions matched to pupil need and delivered by suitably trained staff.
- ✔ Alternative resources such as additional apparatus, visual and audio prompts, assistive technology, recording devices
- ✔ Reduced visual clutter so that they can focus on what is important to their learning
- ✔ All our classrooms have visual timetables on display, with some children having their own individual timetable breaking down their day into more manageable sections.

- ✔ Teachers and other adults use symbols to simplify instructions where needed, and children in turn use symbols to communicate their own needs.
- ✔ We use the WELCOMM assessment tool in Early Years to assess children's SLCN which can lead to targeted intervention programme planned in partnership with the child and their family and as advised by other professionals (where involved); In Key Stages 1 and 2, The British Picture Vocabulary Scales III (BPVS) may be used to test children's receptive vocabulary.
- ✔ Where some pupils have particular difficulty in communicating their needs, we encourage self-regulation through physical movement, and provide adapted tasks and immediate rewards as positive reinforcement.

- ✔ Our trained ELSA is able to provide support for children who may be experiencing difficulties with managing emotions, anxiety, self esteem, attachment, separation or bereavement. Children are encouraged to express their feelings in a variety of ways, with the ultimate aim being that adults have a greater understanding of how these changes may be affecting the child.
- ✔ Use of visual aids to support understanding and access to the curriculum; these may include: objects, pictures, gesture, signs, symbols, visual timetable, models, examples, ICT, demonstrations, use of subtitles or transcripts, visual or written instructions for homework
- ✔ Regular liaison with a qualified specialist teachers to support student and school staff to understand sensory and physical needs and promote independent use of equipment through training, regular checks and monitoring.

## How will I know what support my child is getting?

We work as a team to ensure that any support received is tailored to your child, taking account of their current needs and personal interests and experience. All children who receive SEN support will have a document in place which identifies the resources used to help them make the next step. Our systems in school aim to demonstrate our graduated approach to responding to the needs of your child. A child may have one of the following support documents which aims to set out their strengths, interests, needs and provision found to be most effective in supporting your child. They reviewed by class teachers regularly to ensure the details remain appropriate and ambitious for your child:

1. A SEND Profile and Support Plan, which is a non-statutory document containing strengths, needs, provision and outcomes. It is written by staff and families together to provide a holistic picture of your child and what support they benefit from.
2. An Educational Health and Care Plan – a statutory document written by the Local Authority with support from the school which sets out the needs and provision legally required of a school to support your child.

## How is my child's progress assessed and reviewed?

At St Paul's,  we follow the graduated approach and the four part cycle of: Assess, Plan, Do, Review.

The class teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:
The teacher's assessment and experience of the pupil.
Their previous progress and attainment or behaviour
Other teacher's assessments, where relevant
The pupil's development in comparison to their peers or national data
The views and experiences of the parents
The pupil's own views
Advice from external support services, if relevant.
The assessment will be reviewed regularly. All teachers and support staff who work with a young person will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.
For children with SEND, teachers review personal targets termly, or sooner if appropriate, and discuss these with parents at parents meetings and/or SEN support review meetings.

## Who is responsible for providing for my child's needs?

All the staff at St Paul's CE Primary School are experienced and highly trained to meet everyone's needs. The class teachers have ultimate responsibility and are always available for you to discuss any questions or concerns you may have about your child. Remember, no concern or issue is too small, and we are here to help.

Our SENCO, Mrs Hartley, oversees the provision for any children with SEND and will liaise with you, class teachers, teaching assistants and any other professionals, to make sure your child receives the right personalised provision to support them on their learning journey.

Targets for your child will be set termly and reviewed as often as needed.

Teaching Assistants work closely with the teachers to implement these targets, working alongside your child in the classroom, or sometimes as part of a small group or in a one to one situation outside the classroom.

Our School Governors take a great interest in the running of SEND provision across school and liaise with the SENCO.

Our Governor for SEND is Michael Everett

You can access further support and information via our website:

www.stpaulsprimaryyork,com

or contact the school office:
stpauls.primary@york.gov.uk
01904 551122

You can also find out about York's Local SEND offer at
www.yorksend.org

# Top tips for parents, from parents!

Do not be afraid to ask for help

Everyone is their to help you and your child; they want the very best for them

No question is silly or unnecessary

Don't feel worried about speaking to someone, they are there to help.

Write down what you want to say; this ensures you won't forget anything

Be patient, change takes time

**Local information for families**

https://www.yorksend.org/

**York family information service**

York family information service

**Impartial advice for young people with SEND and their families**

https://www.yorksendiass.org.uk/

**Support with language and communication needs**

https://speechandlanguage.org.uk/

**Support for Autism**

https://autism.org.uk/what-we-do/support-in-the-community/family-support

**Support for young people with SEND and their families**

https://www.yiks.co.uk/

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