St Paul's C E Primary School 2026- 2027



Welcome to our Special Educational Needs Information Report

On the following pages you should be able to find the answers to many frequently asked questions relating to what we offer children in our school who have a Special Educational Need or Disability (SEND). If you cannot find what you are looking for contact the school office.

Next slide

Here are some questions you may have…

Click on a question to find the answer

Which members of staff are involved in my child's learning and support?

How will the school recognise and identify my child's special educational needs?

How will the school support any disabilities that my child has?

What are the different types of support available?

How will I be involved in my child's development and learning?

Is there any other support available to me?

Will my child be involved in decisions about their learning?

What can St Paul's offer for social, emotional and mental health support?

My child may be worried about transitions to new classes or a new school. Who will support them?

Where can I find statutory information?

More Questions

Here are some questions you may have…

Click on a question to find the answer

How does St Paul's adapt the curriculum and environment for pupils?

How will my child be included in activities in and out of the classroom?

How will we secure additional equipment and resources for pupils with SEND?

How will my child be supported preparing for adulthood, independent living and the next phase of their education?

How should complaints regarding SEN provision be made?

How do I get a copy of the school SEND policy?

If this report has not included a question you have, please contact the SENDCo
stpoffice@vantageacademies.co.uk

Previous Questions

Which members of staff will support my child?



Mrs Walton Principal
stpoffice@vantageacademies.co.uk



Miss Harvey – Deputy Principal & SENDco
stpoffice@vantageacademies.co.uk

Your child's classteacher
Nursery-Miss Carpenter
Reception-Mrs Allard
Year 1- Mr Stacey
Year 2- Miss Cooper
Year 3- Mr Cosgrove
Year 4- Miss Hutson
Year 5- Mrs Comber
Year 6- Mr Skibinski



Mrs Brooks – Attendance & Behaviour Lead
stpoffice@vantageacademies.co.uk



Mrs Davies – Trust Inclusion Lead
stpoffice@vantageacademies.co.uk

Back to questions

Click here for more information

At St Paul's, every teacher, is a teacher of children with SEND.

St Paul's CE Primary School is a fully inclusive school with a clear approach to meeting the needs of pupils with Special Educational Needs and Disability to ensure that all pupils, regardless of their individual needs achieves their best and becomes a confident individual living a fulfilling life.

What do I do if I think my child has a Special Educational Need or Disability?

Step 1- Speak to your class teacher

Step 2- A meeting may then be arranged with the school SENDco

Step 3- The SENDco will then provide feedback to the school leadership team

If you have a concern related to a medical or health issue, you may wish to speak to your doctor or health visitor.

Back to questions

How does St Paul's adapt the curriculum and environment for pupils?

Adaptive Teaching	Adaptive teaching tailors instruction, support, and environment to meet all pupils' individual learning needs.
Use of Technology	Technology supports learning through interactive tools, personalised resources, and accessible platforms for all pupils.
Flexible Groupings	Flexible groupings allow pupils to work collaboratively, targeting specific needs and promoting peer-supported learning.
Personalised Learning	Personalised learning adapts content, pace, and support to match each pupil's strengths and needs.
Teacher/ TA Targeted Support	Teachers and TAs provide targeted support through focused interventions, addressing individual pupil needs.
Graduated Approach to Behaviour	A graduated approach to behaviour uses consistent, steeped interventions to support positive choices and self- regulation.
Adaptations to the Environment	The school environment is adapted with visuals, seating, and resources to support pupil's learning needs.
Multi- Sensory Support	Multi- sensory support engages pupils through visual, auditory, and tactile methods to enhance learning.
Specialist Equipment	Specialist equipment supports access to learning, meeting specific physical, sensory or cognitive needs of pupils.
Interventions	Interventions provide targeted support to address learning gaps and boost pupils' skills and confidence.

Back to questions

How will the school identify my child's special educational needs?

St Paul's has a clear approach to identifying the needs of pupils with SEND with the emphasis being on early identification.

Regular assessments of your child's progress will indicate if they are meeting age-related expectations. Assessments are discussed between staff to identify those children whose progress is:

- Significantly slower than their peers who have started from the same level
- Fails to match or show an improvement against previous attainment
- Fails to close the gap between the child and their peers
- Indicates the gap between the child and their peers is widening

Teacher assessment also includes children's development in other areas such as their social, emotional and well- being.

Discussions with yourself and your child will take place with the teacher and SENDCo to share views and wishes to determine next steps. The SENDCo has a range of resources to support children in school. Referrals to other professionals can also be made with your agreement.

Back to questions

Click here for more information

A child may have one or more needs from the four broad areas.
We will assess each area of need for your child.

Cognition and Learning Needs

This may include mild learning diffiuclties (MLD), severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD) where children may require varying support to access their learning as well as specific learning difficulties (SpLD) such as dyslexia, dyspraxia and discalculia.

Communication & Interaction

This area includes speech, language and communication. Some children may have difficulty producing clear speech or using and/or understanding language.
Some children may find the rules of social communication challenging including those with autism.

Physical and Sensory Needs

Some children have a disability that requires an adapted provision to ensure that they can access everything that St Paul's has to offer.
Children with a hearing, visual or multi-sensory impairment may require specialist support which will be provided by our colleagues in health services.
Some children may have a physical disability which requires additional ongoing support or specialised equipment.

Social, Emotional and Health Care Needs

Children may experience a wide range of social and emotional needs that can emerge at different times and manifest in a variety of ways.
It is important, like all aspects of a child's development, that teachers and parents talk with children at the first signs that something could be troubling them.
Attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) and attachment disorder (AD) are all included in this area of need.

Back to questions

What support will my child receive for any disabilities they have?

The Equality Act, 2010 states that a person has a disability if they have a physical or mental impairment and that impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.





At St Paul's, we will ensure that reasonable adjustments are made so that any child with a disability is as fully included in as many aspects of school as possible.

We will work with external professionals to make reasonable adjustments such as using specialist equipment, organising classrooms to ensure that they have adequate light; providing specialist software for laptops; plan lessons such as PE so that all pupils can access and make progress within them and provide appropriate support and equipment for trips and sporting events.

Back to questions

Two levels of SEND support are available

SEND Support

The development and progress of children with SEND remains the responsibility of their class teacher. Teachers plan to meet their needs through high quality teaching and, where necessary, additional interventions that may be delivered by the teacher or a teaching assistant.

All children's development and progress is planned for and assessed through the graduated approach. This is a cycle of: assess, plan, do and review which takes place each term:



September - December
January- April
April- July

The SENDCo offers guidance and support to teachers to ensure that the best provision is in place for each cycle.
While opportunities for you to speak with teachers and the SENDCo are welcomed at any time, meetings will take place three times a year with staff, children and parents so that the views and wishes of everyone can be included in the next cycle.

Back to questions

Education Health Care Plan (EHCP)

Very few children may require a formal assessment of their SEND by the local authority who will conduct this from a single team including education and health. EHCPs will be issued to children whose SEND are long term. Their provision is therefore planned to prepare them for young adulthood and will place a statutory duty on all professionals to review the plan annually and maintain this if it remains appropriate until the age of 25. The small steps to meeting targets in the plan will inform each cycle of assess, plan, do, review
You and your child are central to all decisions made about the best provision; it is therefore vital that your child's views and your own are included at every stage of requesting a formal assessment, the content of a plan and the ongoing provision.
The local offer from Salford City Council, including the EHCP, can be found at:

Local Offer

The Information, Advice and Support Service can offer additional support at:

SIASS

Is there any other support available to me?

Salford City Council provide a report of all services they have available to support children with SEND

[Support Services]

Salford City Council

The Information, Advice and Support Service can offer guidance at any point during an assessment of your child's needs for an Education, Health, Care Plan

[Salford Information, Advice and Support Service]

SIASS
Salford Information
Advice Support Service

Family Lives are a free service which offer emotional support for families in difficult circumstances. They can be found here.

[Family Lives]

family lives

The 0-19 Health Visiting and School Nursing teams provide a universal health service for all children that reside or are educated in Salford.
The 0-19 teams contain a mix of qualified Health Visitors, School Nurses, Community Staff Nurses, Community Nursery Nurses and School Health Assistants

[0-19 Team]

NHS 75
Northern Care Alliance
NHS Foundation Trust

[Click for more information]

Educational Psychology Service: Salford Educational Psychology Service works with parents, early years settings, schools and other professionals to promote children's learning and emotional well-being
Education Psychology Service | mycity Directory
Contact Number: 0161 778 0476

Primary Inclusion Team: The Primary Inclusion Team supports mainstream primary schools with early intervention for pupils with Social Emotional Mental Health (SEMH) needs.
The Primary Inclusion Team (SEMH) Contact Number: 0161 921 2653 / 0161 921 1830

Early Help Service: 0161 778 0495
CAMHS: Multi-disciplinary Child and Adolescent Mental Health Service for Salford.
Salford CAMHS - Royal Manchester Children's Hospital
Contact number: 0161 518 5400

Learning Support Service: to provide support to children with SEND and school staff to ensure every child has the best access to education to be able to achieve their potential, The four areas of need are Cognition and Learning (including Speech Language and Communication Needs, dyslexia, dyscalculia, Moderate Learning Difficulties, Irlen and physical disabilities), Autistic Spectrum Conditions, Hearing Impairment and Visual Impairment
Learning Support Service•Salford City Council
Contact Number: 0161 607 1678

Speech and Language Therapy-Speech language and communication•Salford City CouncilContact Number: 0161 206 2486/ 0161 206 2509

Special Educational Needs Service- specialeducationalneeds@salford.gov.uk

Salford's Neurodevelopmental Support Offer – This includes how to get help. The information on these pages covers a range of areas including sleep, behaviour, language and communication, mental health and wellbeing, learning and sensory skills. It also has information on services you can access to support these areas as well as the links to the online referral form for a neurodevelopmental assessment.

Salford's neurodevelopmental offer•Salford City Council

Back to questions

Statutory Information can be found by clicking these links.

Equality Act 2010

SEND Code of Practice

Keeping Children Safe in Education

Educational Health and Care Plan- Advice

Back to questions

How will I be involved in my child's development and learning?

We believe that parents should be kept fully informed about their child's progress.

Parent Conferencing
Parents are invited to a meeting with the class teacher in the Autumn and Spring term to discuss their child's progress and attainment. Parents are also invited to attend additional meetings with teachers, the SENDco and outside agencies when required.

Parent Workshops
Parents are invited to parent workshops to support their child's learning.

Pupil Reports
Towards the end of the academic year, parents receive a written report which highlights progress made, attainment and attitude to learning.

Open Communication
Parents are welcome to request information or speak to the class teacher, SENDco or principal at ant point throughout the academic year.



Pupils with an EHCP
Pupils with an Education, Health and Care Plan (EHCP) will have a review meeting once a year. At these meetings the child, parents, staff and specialist outside agencies can discuss the progress made over the year, agree new outcomes, targets and actions as well as long term aspirations.

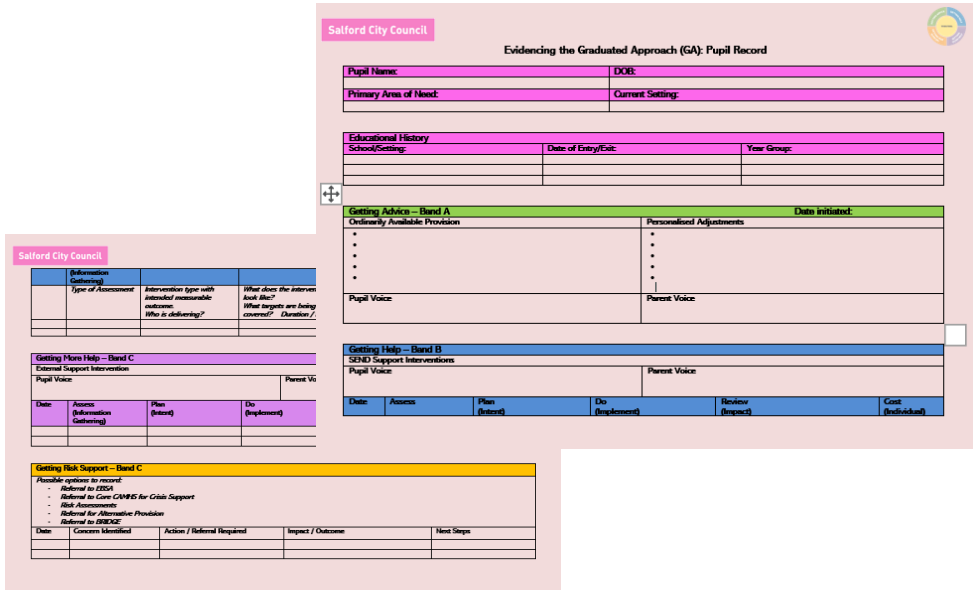
Back to questions

Will my child be involved in decisions about their learning?

As part of our approach to learning and teaching children with SEND will be involved at their level of understanding in helping to set targets of improvement, helping to identify how they can achieve these targets and evaluating their progress towards the previous targets. This is then shared with parents throughout the year.

Children are encouraged to complete self and peer evaluations during lessons to further improve their learning. Our children value feedback from staff and time is given for children to respond to marking at the start of each lesson.

Children with SEND have a single page profile. This is a way for a pupil with SEND to have a voice, to have their strengths and what is important to them as an individual acknowledged and identify how they can be best supported to achieve their outcomes.


Salford City Council

Evidencing the Graduated Approach (GA): Pupil Record

Pupil Name: | DOB:

Primary Area of Need: | Current Setting:

Educational History

School/Setting: | Date of Entry/Exit: | Year Group:

Getting Advice – Band A | Date initiated:

Ordinarily Available Provision | Personalised Adjustments

Pupil Voice | Parent Voice

Getting Help – Band B

SEND Support Interventions

Pupil Voice | Parent Voice

Date | Assess | Plan (Intent) | Do (Implement) | Review (Impact) | Cost (Individual)

Salford City Council

Getting More Help – Band C

External Support Intervention

Pupil Voice

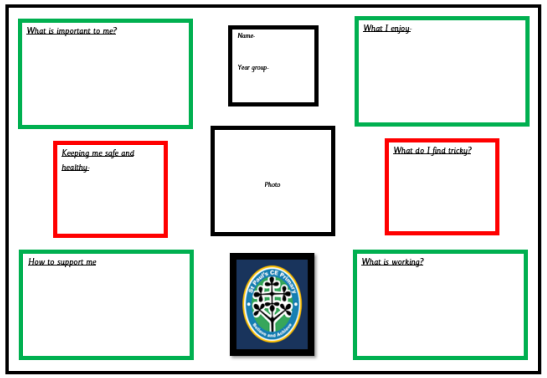
Date | Assess (Information Gathering) | Plan (Intent) | Do (Implement)

Getting Risk Support – Band C

Possible options to record:

- Referral to EISA
- Referral to Core CAMHS for Crisis Support
- Risk Assessments
- Referral for Alternative Provision
- Referral to BRIDGE

Date | Concern Identified | Action / Referral Required | Impact / Outcome | Next Steps



Single page profile

Back to questions

What can St Paul's offer for social, emotional and mental health support?

A child's social, emotional and mental health needs can occur at any time. Never before has this particular area of need been more important as our children have experienced major interruptions to their childhood, learning and well-being.

All staff at St Paul's continue to work hard to develop their own skills and knowledge from our professional partners. This year, we will:

- Develop a whole school approach to the zones of regulation
- Implementing emotion coaching as an approach that help individuals recognise understand and manage their emotions effectively .
- Implementing Sensory Circuits for some children at key points in the day to prepare them for learning by completing specific exercises.
- Providing Drawing & Talking for some children who require therapeutic sessions to help them overcome events in their life which impact on their well-being.

Should we decide that external services are required, we will discuss this with you. We have several professional bodies that we can refer your child to:

Our specialist school nursing team 0-19 Team

Child and Adolescent Mental Health Services (CAMHS)
https://mft.nhs.uk/rmch/salford-camhs/

Ireach services
https://www.partnersinsalford.org/media/1u0fjkm3/tie-i-reach-referral-guidance-1.pdf

If you have any concerns about your child's mental health please contact Mrs Robinson or Mrs Jones via the school office

stpoffice@vantageacademies.co.uk

Back to questions

My child may be worried about transitions to new classes or a new school. Who will support them?

As part of the transition arrangements between classes, we move your child's class up for sessions in July so that the children can familiarise themselves with their new class and teacher.

The SENDCo will meet with teachers who have taught your child and their new teacher to ensure that all information about your child is shared.

They will also be asked to take ownership of their new class by creating classroom rules.

Children in nursery will start school on a staggered entry to ensure that we get to know each child really well.

Transitions between preschools and schools are carefully managed for children with SEND.

St Paul's has good links with the local preschool and will share information and arrange for additional visits if required. We will also carry out home visits for our new Early Years intake to learn more about them.

If your child moves to another school, the SENDCo will share information about your child with the SENDCo in the new school to ensure that all information is shared. Your child may also receive a personalised transition booklet containing information about their new school, photos of the school and staff who will be supporting them.

Back to questions

How should complaints regarding SEN provision be made?

St Paul's CE Primary School has a complaints procedure to ensure we respond to complaints as quickly and effectively as possible. We value all comments about our school, and we will endeavour to address your concerns at the earliest stage possible. A full copy of the School's Complaints procedure can be obtained from the school.

The vast majority of concerns can be resolved informally. There are many occasions when the class teacher, office staff, SENCO or senior leaders can resolve your concerns straight away. If you remain dissatisfied with the outcome the complaint should then be referred to the Principal or the Chair of the LAB, as outlined in the Complaints Procedure.

Back to questions

How will my child be included in activities in and out of the classroom?

All pupils have access to and participate in an inclusive and enriching curriculum with lots of opportunities to develop their social, emotional, and cultural well-being and development alongside their academic development.
The school has many extra- curricular clubs at lunchtime and after school. These are offered to all pupils and any reasonable adjustments are made to ensure that all pupils can access the clubs of their choice.

To enrich the curriculum, pupils attend various trips throughout the year. Every effort is made to ensure that all pupils can fully participate in their trips. Pupils with additional medical, physical, or behavioural needs are included on the trip risk assessment. If required, additional staffing support is provided.

Back to questions

How will we secure additional equipment and resources for pupils with SEND?

The school budget includes a notional budget for supporting pupils with SEND. Additional funding is provided for pupils with additional needs to ensure they are achieving their full potential. Resources, equipment, and training are allocated through careful consideration of the SEND Development plan and whole school priorities for improvement.

In some cases, additional funding will need to be sought in order to provide the level of support needed for a pupil to make the best progress. It is at this point that an application for an Education, Health and Care Plan would be considered.

Back to questions

How will my child be supported preparing for adulthood, independent living and the next phase of their education?

At St Paul's CE Primary school there is a clear vision on the types of pupils we are hoping to develop now and for their future beyond education. Learning focusses on the eight personal learning goals alongside academic attainment as well as our five Christian values.

The school has an enriching curriculum with lots of opportunities to develop their social, emotional and cultural well- being.

Targeted social skills interventions are put into place where required.

Back to questions

How do I get a copy of the school SEND policy?

The schools SEN policy can be found on the SEN policies tab on the school website alternatively a copy can be obtained by contacting the school SENCO or school office at stpoffice@vantageacademies.co.uk

Back to questions