

Special educational needs (SEN) information report

St Paul's CofE Primary School

September 2026

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy.

You can find it on our website here

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

This report is prescribed by The Good Shepherd Trust and all reference to 'the Trust' includes all Trust schools, the central team and subsidiary organisations.

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1. What types of SEN does the school provide for?

St Paul's CofE Primary School is a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff have been trained to teach learners who may have difficulties with the areas outlined below.

We make reasonable adjustments to our practices in order to comply with the Equality Act (2010) and the Children and Families Act 2014 (PART 3 Children and young people in England with Special Educational Needs or Disabilities).

As an Academy in The Good Shepherd Trust, the Trust is the Admission Authority for the school and has agreed a Published Admission Number (PAN) of 60 pupils with the Local Authority (LA). Any child with an Education, Health and Care Plan naming the school will be admitted.

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Miss Hannah Keyzer. She is allocated 5 days a week to manage SEN provision. She can be contacted via: Phone: 01932848528 Email: senco@st-pauls-addlestone.surrey.sch.uk Please note that we aim to return calls or emails within 2 working days.
Miss Keyzer is a qualified teacher and achieved the National Award in Special Educational Needs Co-ordination in 2024. She also holds the NPQ in Leading Behaviour and Culture and a Child Attachment Diploma.
Miss Keyzer has been our SENCO since September 2023, having worked as a teacher at St Paul's since 2017.



SEN administrator

Our SEN administrator is Miss Green.
Miss Green works 5 mornings a week as SEN Admin and delivers bespoke Speech and Language Interventions in the afternoons.

Class Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. Recent SEN Training includes Executive Functioning, PDA (Freemantles), Writing SMART SEND Learning Targets, Supporting Specific Literacy Difficulties.

Learning Support Assistants (LSAs)

We have a team of LSAs, including 4 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision. They are trained to deliver, including a number of specific learning support interventions. Sensory circuits

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or Paediatricians
- Homestart
- School nurses
- Mindworks /& Eikon
- Education welfare officers
- Social care Children's services and other local authority (LA)-provided support services e.g Banardos

3. What should I do if I think my child has SEN?

Tell us about your concerns	We will invite you in for a meeting to discuss them	We will decide whether your child needs SEN Support
If you think your child might have SEN, the first person you should tell is your child's teacher. You can contact them via the parents@st-pauls-addlestone.surrey.sch.uk email. They will pass the message on to our SENCO, Miss Keyzer, who will be in touch to discuss your concerns. You can also contact the SENCO directly via email – senco@st-pauls-addlestone.surrey.sch.uk	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.	If we decide that your child needs SEN support, we will discuss this with you and formally notify you in writing and your child will be added to the school's SEND register. Pupils will be involved at this stage- we will discuss their individual learning targets and gain their views through a one page profile within their SEND Learning Plan.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of special educational needs and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. This may include small group support or catch-up intervention. These pupils are routinely discussed in pupil progress meetings, where plans for support are confirmed. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN. Class teachers will complete a "Request for Support" form which is shared with and triaged by the Inclusion Team.

The SENCO will observe the pupil to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

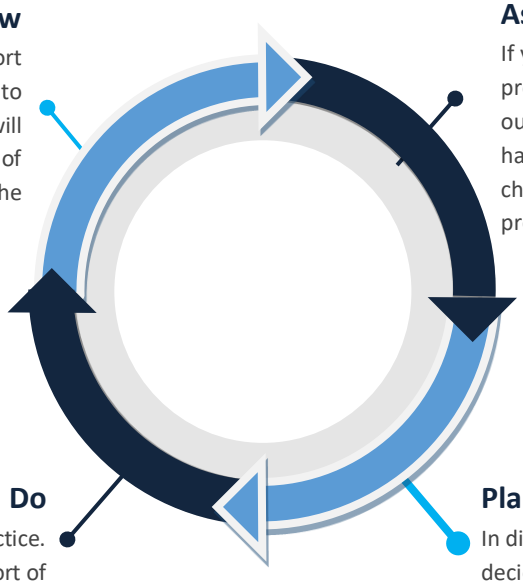
The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, specialist teachers (STIPS), an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. The SENCO and Class teacher will meet with you to co-produce a SEND Learning plan for your child, which includes personalised targets and provision to work towards these targets. related to their identified barriers to learning and progress.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve- these are recorded as Termly Targets within their SEND Learning Plan.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and make appropriate adjustments as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will **provide** termly **reports** on your child's progress against their SEND Learning Plans.

Your child's class teacher will meet with you during parent meetings to:

- Review progress towards their personalised outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

Additional meetings with the SENCO may be arranged to discuss your child's progress.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

If you have concerns that arise between these meetings, please contact your child's class teacher. You can do this by emailing parents@st-pauls-addlestone.surrey.sch.uk

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will use adaptive teaching strategies to differentiate how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adaptive teaching across the curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, breaking down instructions
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, use of visuals and dual coding
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, coloured backgrounds
- Learning Support Assistants and Class teachers will support pupils on a 1-to-1 or small group basis, where appropriate

AREA OF NEED	CONDITION	SUPPORT AVAILABLE
Communication and interaction	Autism spectrum disorder (ASD) Speech and language difficulties	Visual timetables Social stories Now and Next Adult modelling of language structure and production Use of visuals- widgit Comic strip conversations
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia Moderate Learning Difficulties	Writing slope Coloured overlays Regular Reading Reading Eggs, Timestable Rockstars
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD) Attention deficit disorder (ADD)	Quiet work station Movement aids- wobble cushion, therabands Nurturing school approaches Check ins
Sensory and/or physical	Hearing impairments Visual impairment Multi-sensory impairment Physical impairment	Specific Seating arrangements Involvement from Teacher's of the Deaf Adapted classroom displays Pencil Grips

These support strategies are part of our contribution to Surrey's local offer (see section 18).

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards the goals in their SEND Learning Plan each term
- Reviewing the impact of interventions
- Using pupil questionnaires / discussion with pupils
- Monitoring by the SENCO
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More adult support
- Further, specific training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

Our school promotes involvement of all our pupils in all aspects of the curriculum including activities outside the classroom:

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips and educational visits. Special consideration, individualised risk assessments and adaptations are made in order to remove as many barriers as possible to ensure that all children are able to participate.

All pupils are encouraged to take part in sports day, school plays and special workshops. Supportive strategies and reasonable adjustments are used delicately to support this.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. Where there are concerns of safety and access, further thought and consideration is put in place to ensure the needs are met. Where applicable parents/carers are consulted and involved in planning and production of individual risk assessments and access plans.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

We use the Good Shepherd Trust's application form for admissions. This will identify if a child has an EHCP. When we speak to parents we will ask is there anything else you would like us to know about your child that you would like the teacher to know. This is when parents would usually let us know if their child has other needs.

- If, during the admissions process, a parent mentions something that would indicate a SEN need or disability we would arrange for the parent to meet with the SENCO, in addition to the class teacher when they bring their child for a visit.
- It is part of our admission policy 'Any child with an Education, Health and Care Plan naming the school will be admitted. Where possible such children will be admitted within the PAN.' These admissions normally come via the SENCO, through Surrey's EHCP Consultation Process, as they fall outside of the normal admissions process.
- These are our Over-Subscription Criteria:
  1. Looked After Children and previously Looked After Children, including those who appear (to the Admission Authority) to have been in state care outside England and ceased to be in state care as a result of being adopted (see note 1)
  2. Exceptional Medical or Social Circumstances (see note 2)
  3. Children who will have a sibling (see definitions) on roll at the school at the time of the child's admission
  4. Children whose parent/carer is a member of staff (see note 3)
  5. Any other children whose parents wish them to attend St Paul's CofE Primary School

Other than EHCPs, the majority of our SEN/disability children arrive via criteria 3(sibling) or criteria 5 (any other children) as discussed above, we do not directly question parents on levels of need but provide open

questions that give space for information to be shared by the parent. We are clear with parents who share such information that it has no bearing on our ability to offer a space, which is always based on the criteria within our admissions policy.

13. How does the school support pupils with disabilities?

We take a range of steps to ensure that pupils with disabilities are not treated less favourably than other pupils, including:

- Making reasonable adjustments to policies, practices and procedures where required.
- Identifying pupils' needs early and working closely with parents, carers and external professionals to ensure appropriate support is in place.
- Providing personalised support plans and risk assessments where needed.
- Ensuring all educational visits, enrichment activities and extracurricular opportunities are accessible and inclusive.
- Delivering staff training to increase awareness and understanding of different disabilities and specific needs.
- Monitoring pupil participation, attendance, progress and wellbeing to identify and address any barriers to inclusion.
- Promoting a culture of respect, equality and diversity throughout the school community.

To help pupils with disabilities access school life, we provide a range of facilities, auxiliary aids and support services, which include:

- Accessible entrance ramp, routes and toilet facilities.
- Assistive technology, including laptops, tablets or appropriate software.
- Visual timetables, now-and-next boards and other communication aids.
- Enlarged print, coloured overlays and adapted learning materials.
- Access arrangements for assessments and examinations.
- Support from trained staff, including teaching assistants and pastoral staff.
- Advice and support from external agencies such as educational psychologists, occupational therapists, speech and language therapists and specialist teachers.

Provision is tailored to the individual needs of each pupil and reviewed regularly in partnership with parents, carers and appropriate specialists.

14. How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Inclusion Team including Family Liaison Officer, Inclusion Pastoral Officer, ELSA and Expressing Emotions through Art Facilitator.
- Interventions and whole school approaches including Zones of Regulation, Emotion Coaching, Girls on Board, Story Project (PSHCE Curriculum), OPAL, Brain Buddies
- We work closely with the Mindworks Mental Health Support Team, including fortnightly consultations
- Pupils with SEN are encouraged to be part of the Pupil Parliament
- We have a Nurturing Schools approach. This includes Whole school approaches, Nurture Interventions and A Nurture Group.
- We have a 'zero tolerance' approach to bullying. Please see our policies for further information.

15. What support will be available for my child as they transition between classes or settings?

Joining Us in Reception

When children join us in their Reception year they have a full induction programme in order to fully support their transition into the school. In the preceding Summer, school staff, including the SENCO, visit early years settings to meet with the children and understand their individual interests, strengths and any areas for development. Children join the "Little Owls" classroom visits and other events during the Summer term. When they begin school, children experience a gradual transition into the school day with a bespoke Reception timetable. Teachers conduct home visits and meet with parents to discuss individual needs where necessary.

Between Years Transition

We have a robust transition programme in place to support children as they move into their new year groups. This includes reviews and sharing of children's one page profiles, staff transition meetings and parent information forms for sharing key information. Children meet their new teachers in the Summer term with a variety of planned sessions and their Transition Morning.

New Starters

Where children join us from different schools, a member of the Inclusion team will contact the previous setting to discuss any SEN needs. Plans, supportive resources and strategies are shared between settings and provision is put in place within their new class.

Between Phases- Moving to Year 7

During the secondary school transition, class teachers and SENCo complete hand-over documents and meet with relevant staff from the new secondary schools, including attending the ASPIRE conference. Children attend transition days and the SENCo will arrange additional visits or support for vulnerable pupils where necessary.

16. What support is in place for looked-after and previously looked-after children with SEN?

Our Designated Teacher for looked-after and previously looked-after children is Miss Hannah Keyzer.
She can be contacted via: Phone: 01932848528 Email: senco@st-pauls-addlestone.surrey.sch.uk Please note that we aim to return calls or emails within 2 working days.

As Designated Teacher and our SENCO, Miss Keyzer will work to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We

will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy, which can be read online.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Global Mediation is the independent mediation contact for Surrey. It is free of charge and your conversation will be confidential. For more information, please visit Surrey's website Appeals and mediation about EHC plans - Surrey County Council

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the local authority's local offer. Surrey publishes information about the local offer on their website:

https://www.surreycc.gov.uk/children/support-and-advice/local-offer

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

SEND Advice Surrey

Local charities that offer information and support to families of children with SEN are:

https://familyvoicesurrey.org/

National charities that offer information and support to families of children with SEN are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages