St Paul's Church of England Combined School

Special Educational Needs and Disability Information Report September 2026

All mainstream schools and maintained nursery schools are required by law to produce a Special Educational Needs Report on an annual basis, Special Educational Needs (Information) Regulations Clause 65 (3) (a).

Our School

Our School Vision

At St Paul's C of E School, we aim to provide an inclusive education in which all children are encouraged to reach out to fulfil their full potential. High quality teaching is an essential element in this, along with the recognition that some children will require additional or adapted provision to minimize barriers to learning and maximize progress.

The well-being and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development.

The progress of all children is the responsibility of the class teacher; with the support of the SENDCo and Senior Leadership Team.

Definition of SEND

A child or young person has special educational needs and/or disabilities if they have a learning difficulty and/or a disability that means they need special health and education support, we shorten this to SEND.

Children are identified as having SEND if they are not making progress within a curriculum that sets suitable learning challenges, responds to pupils' diverse learning needs and overcomes potential barriers to learning.

The school's Special Educational Needs and Disability (SEND) Policy can be found at:

SEND Policy

Evaluating the SEND policy

The SEND policy is reviewed annually. Policy evaluation focuses on: establishing how far the aims and objectives of the policy have been met; how effective the SEND provision has been in relation to the resources allocated and the attainment of pupils in judging 'value-added' factors. In the light of the findings, the policy is revised and amended accordingly.

Objectives regarding SEND provision

- Ensure the Special Educational Needs and Disability Code of Practice 2014 is adhered to alongside the Children's and Families Act 2014.
- Ensure implementation of government and Local Authority (LA) SEND recommendations.

	• Ensure the school's SEND policy is implemented consistently by all staff. • Ensure any discrimination or prejudice is eradicated. • Identify barriers to learning and participation, and provide appropriately to meet a diversity of needs. • Ensure all pupils have access to an appropriately adapted curriculum. • Recognise, value and celebrate pupils' achievements, however small. • Work in partnership with parents/carers in supporting their child's education. • Guide and support all school staff, governors and parents in SEND issues. • Meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, behavioural, specific or general learning needs. In particular, to be aware of the standards of achievement of individual pupils in reaching their educational needs. ♦ Promote continuity of approach through step-by-step attention to individual needs. **Inclusion** At St Paul's, we believe all pupils, regardless of race, gender or ability, should have the opportunities to develop their skills and knowledge. All activities, both within and outside the classroom, are therefore planned to include the full and active participation of all class members. **The Responsibilities of the Governing Body** The Governing Body should have regard for the Code of Practice and law when carrying out duties towards all children with SEND. They should ensure that the necessary provision is made for pupils with SEND. In co-operation with the Head Teacher and SENDCo, they should determine the school's general policy and approach to provision for children with SEND. The Governors should ensure the teachers are aware of the importance of identifying and providing for those children with SEND. The Governing Body should report annually to parents on the success of the school's policy for pupils with SEND to include information about identification, assessment, provision, monitoring and record-keeping and use of outside agencies and services. A current update of SEND provision should be reported at Governor's meetings when necessary. They should ensure pupils with special educational needs and or disability are included as far as possible into the activities of the school and with other children. The Governors have appointed one of their members to have an overview of the policy and practice, to report to the governors on a regular basis and inform parents in the annual report. This is currently Melanie Havelock.
Current SEND statistics at our School	**<u>September 2026 Information</u>** St Paul's C of E School currently has 219 children on roll (September 2026) There are currently 35 children on our SEND register with a range of needs from universal to specialist. This is 16% of the school population. These children have a SEND Support Plan or a Pupil Passport and/or ELSA or targeted support over and above the Ordinarily Available Provision (OAP).

Within the 35 children on the SEND register, 12 have Education, Health and Care Plan (EHCP), which is a large increase on 7 from last year. A further 2 children are currently being assessed for an EHCP as part of the Needs Assessment process.

Our SEND monitoring list has a further 21 children on it and these children may or may not have a diagnosis but are showing a need for some support that can currently be met through our Ordinarily Available Provision (high quality first teaching) in school.

We currently have a number of children who require ELSA support but currently don't have an ELSA assistant.

Meet our SENDCO

The SENDCO is Mrs Robinson, who is part of the school's Senior Leadership Team (SLT)

If you would like to contact Mrs Robinson please call the school office on 01628 521553 or email the office: office@stpaulswooburn.school

Our SENDCo is responsible for:

Liaising with and advising class teachers

Co-ordinating with the Head Teacher in managing the provision for pupils with SEND

Updating and overseeing the records of all pupils with SEND

Maintaining the register, action taken and outcomes

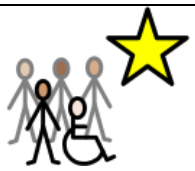
Working with parents of children with SEND

Liaising with external agencies, including the Educational Psychology Service and other support agencies, medical and Social Care and voluntary bodies

Contributing to INSET training for all staff

Attending review meetings of SEND pupils and pupils with Educational, Health Care Plans where appropriate

SupportingLearning Support Assistants (LSA) Higher Level Teaching Assistants (HLTA) and Special Support Assistants (SSA).



Special Educational Needs

At St Paul's C of E School, we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN Code of Practice 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical

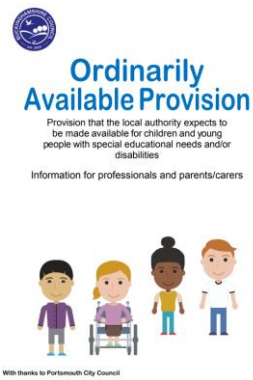
Identifying and Assessing Need

At St Paul's C of E School, we work closely as a team and if staff have a concern about a child, they discuss this with the SENDCo and discuss concerns with parents. A child will then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.

After a period of monitoring we will decide if a child needs to be placed on the SEND register and invite you in for a meeting, where we will share the targets your child is working on and the support they are receiving.

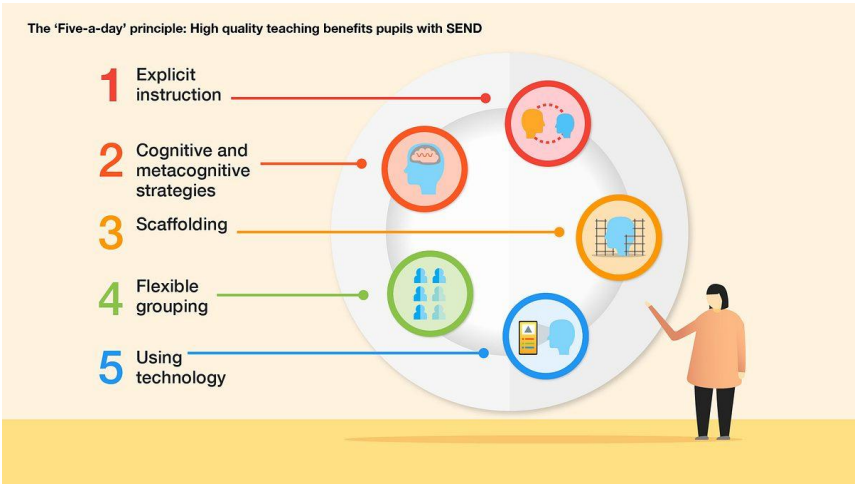
Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.

Staff can access the Ordinarily Available Provision documents issued by Buckinghamshire Council to help support children's learning within the classroom.



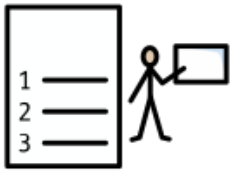
The Voice of the Child

It is the intention of the school to listen to and act upon the views of the child when considering support and provision. This practice is encouraged within

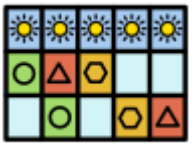
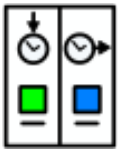
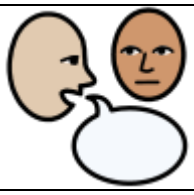
	teaching as well as at reviews of SEND Support plans/Pupil Passports and EHC Plans. Pupils should not be seen as passive receivers of additional help and should be encouraged, through discussion, to take responsibility for their own learning. This is supported by Growth Mindset that is embedded within the school. **Assessment procedures** All children deserve to have their achievements and progression recognised and the school's curriculum reflects the different levels of attainment likely to be achieved. The school uses the nationally recognised assessment system, which relates to the early learning goals and the National Curriculum for general attainment. All teachers monitor and review pupil progress using this assessment procedure. In order to ensure accurate assessments are made, teachers annually moderate samples of pupils' work and achievements across the curriculum. Slower progress is identified as early as possible through teacher referral and additional assessment. Pupils are set individual challenging targets which address the area of underachievement. Pupil progress is monitored and reviewed regularly. The school's ethos of Growth Mindset and reward system of points, stickers, DoJo points, Golden Folder and success celebrated in assemblies for outstanding work and performance, effort and improved behaviour, all contribute to raising pupil self-esteem and motivation.
  Our approach to teaching children with SEND	We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups. 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.  We use the Ordinarily Available Provision Guidance produced by Buckinghamshire Council to complement our teaching.

Allocation of Resources

The SENDCo organises and plans the amount of additional in-class and external specialist support required by a SEND pupil. The pupils are covered from within the school's existing budget and receive support from teachers, LSAs and SENDCo either in-class, in small groups or individually, depending on the needs of the child.



Curriculum adaptations

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

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment. We also seek advice and equipment from outside agencies as and when the need arises.

The LSAs are class-based for much of their time but also run programmes for specific groups of children e.g. Phonological Awareness; Speech and Language Link, IDL, Rainbow Road etc. It is sometimes easier to work in areas outside of the classroom with small groups or 1-1.

The SSAs have training to cover the particular needs of the child they are working with. This may be for specific ICT skills, Makaton, Speech and Language training etc to allow them to support advised programmes.

We meet regularly to arrange and deliver in-house training, discuss any problems and review individual educational programmes. The SENDCo and class LSA also have regular meetings with each class teacher to discuss children on the register.

	In addition, it is an opportunity to discuss children who are beginning to give cause for concern and those children for whom support may no longer be necessary. Class teachers and LSAs/HLTAs/SSAs contribute to a central document to show the interventions and support in place. This is available for staff to refer to when reviewing progress of the SMART targets, as well as for the SENDCo to review SEND provision. Emotional and social development is supported through the Social, Moral, Spiritual and Cultural (SMSC) curriculum. Where more targeted support is needed, it is delivered on a personalised basis through ELSA (Emotional Literacy Support Assistance) and may also involve following advice from outside agencies. **Types of SEND Provision at St Paul's C of E School** • High Quality First Teaching • 1:1 or small group in-class support • Specific interventions tailored to individual needs (1:1 or in small groups) led by either teachers, LSAs/HLTAs/SSAs, specialist teachers or other outside agencies • Adaptations to the learning environment • Access arrangements for formal tests (when a specialist report identifies a need) • For children with additional medical needs, a health care plan is drawn up in consultation with parents/carers, the child and appropriate medical professionals
 Parents	At St Paul's C of E School, we work closely with parents and carers and recognise they have much to contribute to our support for children with SEND. Mrs Robinson, our school SENDCo, is available at parents' evenings to discuss any concerns. We are also planning to hold coffee mornings in the 2026-2027 academic year, where parents can meet up and support each other in a safe environment. During these sessions we will gather parent feedback on SEND provision at our school in order to direct parents/carers to training courses and support groups and offer opportunities to meet up with outside agencies. For children who have an Education, Health and Care Plan, SEND Support plan/Pupil Passport or require specialist support (over and above what is ordinarily available) we will discuss your child's needs as part of the EHCP or SEND Support/Pupil Passport process. These meeting are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. A copy of these will always be sent home. During the year a parental questionnaire is sent out to gain views on the school and the SEND provision. We send out SEND updates where necessary throughout the term. Please use the SEND resources on our website as guidance also.

Children

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Pupils are given regular opportunities to:

Self-assess how they are doing	Attend meetings and help decide the support needed.	Feedback and Review progress/interventions.

Evaluating Provision

We review progress in SLT meetings, Pupil Progress meetings and we discuss next steps.

We discuss and share ideas in staff meetings to ensure up to date research and policy is in place. We follow the EEF guidance which comes from in-depth research analysis.

We review children's individual progress towards their goals at regular intervals, as a minimum every term.

We establish children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.

We ask our children if they feel the adjustment or intervention is helpful and makes a difference.

Monitoring is carried out by the SENDCo and the SLT.

We regularly use our intervention logs to update targets and measure progress.

We hold termly reviews for children who are on Education Health and Care Plans or SEND Support plans/Pupil Passports and those requiring specialist support.

We hold annual reviews for children with Education Health Care Plans.

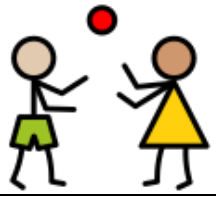
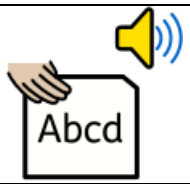
Staff Training

At St Paul's C of E School, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with. All new staff receive support through our Induction program.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training is organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions and LSA meetings. Some of our staff have completed training in the following areas.

			
Play Therapy	Lego Therapy	Child Development & OT	Bucket time
			
Autism training	Makaton – Level 1	Phonics (catch-up)	Trauma training
Specific Learning Difficulties	Complex Needs training	Nurture support and ELSA training	Speech and Language
De escalation	Attachment	Reading for those who struggle	Sensory needs

A list of all the training our staff have whether that is outside training or inhouse training is held in school.

Admission and Transition Support

Admissions policy for Children with Special Educational Needs

The admission arrangements for a child with SEND who does not have an EHCP are no different from other children.

Children with EHCPs naming St Paul's C of E School as the school to which the child should be admitted, will not be refused admission where there is sufficient capacity and resourcing to meet need.

Nursery to Reception

We hold Stay and Play 'taster' sessions in preparation for nursery starts and we visit the Reception children at their previous nursery and in their own homes as part of the transition support. This provides parents with the opportunity to meet with the class teacher and SENDCo, where necessary

	Transition to Reception, and then into each successive year-group, is supported by meetings, termly class letters and taster sessions in each new class. **<u>End of Year transition</u>** When children move up a year, we provide transition booklets which include photos of the teacher, LSA and classroom environment, where required. We hold transition sessions during the summer term allowing the children to go up to their new classroom and meet their teacher. Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure the transition is successful and positive. Class teachers and LSAs meet with each other during the summer term to discuss the needs of the children and share EHCP and Pupil Passport information **<u>Secondary Transition</u>** We liaise very closely with our partner schools to ensure the transition from primary school to the secondary school is as smooth as possible. Our LSAs accompany, where necessary, children on our SEND register to the transition sessions at secondary schools. We invite keyworker staff from secondary schools into our school to observe and discuss the children. **<u>Mid-Year new starters</u>** When we are aware pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding of the support we need to put in place. We also seek out further information from the previous school SENDCo/class teacher. **<u>Transferring to a Different Education Provider</u>** Whenever any child transfers in or out of our school: • We use our best endeavours to ensure all relevant information is passed between schools as quickly as possible. • When needed, staff from the previous or following provider are contacted so that key information can be shared. • Additional transition days may be set, dependent on individual circumstances.
 Outside Agencies	We work with the following agencies to provide support for children with SEND: The Specialist Teaching Services to support pupils with Autistic Spectrum Disorder, Down's Syndrome, Hearing Impairment, Visual Impairment, etc. • Educational Psychology • Bucks Child Protection Services • Cognition and Learning • Occupational Therapy • Speech and Language Therapy • Physiotherapy • Community Paediatrics • School Nursing Team

	• Pupil Referral Unit (PRU) • Bucks Family Resilience Service • Social Services • Child and Adolescent Mental Health Services (CAMHS) • Education and Welfare Officers • Nursery and Secondary School Liaison • Bucks iSEND team We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received we will call you in for a meeting to share the advice.
 Clubs and Trips	All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs. All children are encouraged to go on our trips such as educational day trips and residentials. Risk and access assessments are carried out and the school will put in place reasonable adjustments and procedures to enable all pupils to participate in all activities, including school trips. All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc. All children are encouraged to apply for roles of responsibility in school e.g. school council, house captains, technical team with assemblies, school performances etc. No child is ever excluded from taking part in these activities because of their SEN or disability. Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school. The school building is accessible for children with physical disabilities and those using wheelchairs. Accessibility Plan
 Complaint Procedure	In relation to SEND provision in school, your first point of contact is your child's class teacher If you are not satisfied your concern has been addressed, then please make an appointment to speak to the SENDCo, Mrs Robinson. If she cannot solve your issue, then an appointment can be made to speak to the Headteacher, Mrs Dennis. If you are not happy with the response, you can contact the Governors through the school office. Harry Palmer -Chair of Governors Melanie Havelock– SEND Governor

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<td>
Buckinghamshire Local Offer</td>
<td>The Buckinghamshire Local Offer can be found at
Buckinghamshire Local Offer

The Special Educational Needs and Disability Information, Advice and Support Service or SENDIAS, provides free, confidential, impartial information, advice and support on all matters relating to special educational needs and disability for children and young people aged 0 to 25 and their parents/carers.
SENDIAS
<table><tr><td>SEND Information Advice Support Service</td><td>01296 383 754</td></tr></table></td>
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Feedback</td>
<td>We always welcome feedback and ask parents via our yearly questionnaire for feedback and via the SEND Support Plan/Pupil Passport process. If you have any other feedback, then please pass this on through the school office.

Parent Partnership

The knowledge, views and first-hand experience parents have regarding their children are valued for the contribution it makes to their child’s education. Parents are seen as partners in the educational process. All parents are welcome to contact the SENDCo if they have any concerns about special educational provision. Parents are strongly encouraged to keep in regular contact with the school regarding their child’s progress.</td>
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<tr>
<td>Acronyms</td>
<td>A list of acronyms that we use e.g

• ADHD Attention Deficit Hyperactivity Disorder
• ASD Autistic Spectrum Disorder
• SaLT or SLT Speech And Language Therapy
• EAL English as an Additional Language
• SEMH Social Emotional and Mental Health
• EHCP Education, Health and Care Plan
• SENDCO Special Educational Needs and Disabilities Co-ordinator
• ELSA Emotional Literacy Support Assistant/Assistance
• SEND Special Educational Needs and Disabilities
• OAP Ordinary Available Provision
• STS Specialist Teaching Service
• OT Occupational Therapy</td>
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