

At a Glance: *St Paul's C of E Combined School and Nursery SEND Local Offer*

Our commitment

Every child is valued as an individual. We aim to ensure that children with SEND feel safe, included and supported to make progress, develop independence and participate in school life.

Who is responsible for SEND?

- **SENDCo:** Kate Robinson
- **Class teachers:** Responsible for teaching all children, including those with SEND, and for adapting learning to meet individual needs.
- **Learning Support Assistants:** Provide support in line with identified needs and planned provision.

How do we identify and support SEND?

We listen to parents and children, monitor progress and consider individual strengths and needs. We use the **Assess, Plan, Do, Review** approach to identify suitable support and evaluate its impact.

What support might be available?

Depending on individual needs, support may include:

- Adapted classroom teaching, resources and instructions.
- Visual timetables, prompts and practical learning activities.
- Targeted individual or small-group interventions.
- Support with communication, social interaction and emotional regulation.
- Help to develop independence, motor skills and self-care.
- Advice from external professionals, where appropriate.

How do we set and review targets?

Where appropriate, individual targets and strategies are recorded in a SEND Support Plan or Pupil Passport. We monitor progress and adapt support when needed.

When are plans reviewed?

Our planned review points are around the **October, February and May half terms**. Parents and carers are invited to contribute and are welcome to contact school between reviews if concerns arise or needs change.

How can parents and carers share concerns?

Please speak to your child's class teacher in the first instance. For concerns specifically about SEND provision, you can also contact the SENDCo through the school office.

SENDCo contact details: Email: office@stpaulswooburn.school Telephone: 01628 521553

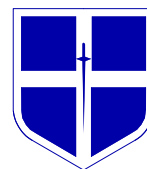
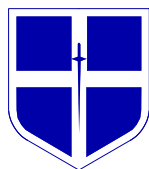
Who else might help?

Where appropriate, we may seek advice from services such as Speech and Language Therapy, Occupational Therapy, Educational Psychology and the Specialist Teaching Service. Access depends on individual needs and the relevant service's referral arrangements.

Buckinghamshire Local Offer

For information about SEND services and support available locally, visit:

<https://familyinfo.buckinghamshire.gov.uk/send/>



Special Educational Needs and Disabilities (SEND)

Local Offer

1. Our commitment to children with SEND

At St Paul's Church of England Combined School and Nursery, we want every child to feel safe, valued and included, to develop their strengths and interests, and to make progress in their learning and personal development.

We recognise that children learn in different ways and that some children need additional support or different approaches to help them succeed. We work in partnership with children, parents and carers, staff and relevant professionals to understand individual needs and identify appropriate support.

A child has special educational needs (SEN) if they have a learning difficulty or disability that calls for special educational provision to be made for them. This means provision that is additional to, or different from, the provision generally available to children of the same age.

We recognise the four broad areas of SEND:

- **Communication and Interaction** – for example, speech and language difficulties, understanding language or social communication.
- **Cognition and Learning** – for example, difficulties with literacy, numeracy, memory, processing information or learning new skills.
- **Social, Emotional and Mental Health** – for example, difficulties with emotional regulation, anxiety, relationships or managing feelings.
- **Sensory and/or Physical Needs** – for example, sensory processing differences, hearing or visual impairment, physical disability or difficulties with coordination.

Children may have needs in more than one area, and their needs may change over time. We focus on understanding each child as an individual rather than relying on a diagnosis or label.

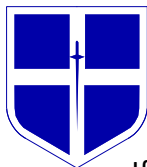
2. How do we identify and assess SEND?

How will you know if my child needs additional support?

We use a range of information to help us identify children who may need additional or different support. This may include:

- concerns raised by parents or carers;
- information from a previous nursery, preschool or school;
- ongoing teacher assessment and observations;
- progress in learning and development;
- difficulties with communication, attention, independence or social interaction;
- changes in behaviour, emotional wellbeing or attendance;
- observations of how a child responds to classroom teaching and adjustments; and
- advice or assessments from relevant professionals.

Class teachers continually assess children's progress and consider whether their needs are being met through high-quality teaching and appropriate classroom adaptations.



If a concern arises, we will discuss it with you, listen to your views and work together to understand your child's strengths, needs and barriers to learning. Where appropriate, the class teacher and Special Educational Needs Coordinator (SENDCo) will agree the next steps.

We do not assume that every difficulty means a child has SEND. We consider the whole picture, including the child's development, circumstances and response to support.

What happens if my child is identified as having SEND?

We use a graduated approach to plan, deliver and review support. This follows the **Assess, Plan, Do, Review** cycle.

Assess – We gather information from the child, parents or carers, teachers and, where appropriate, other professionals to understand the child's strengths and needs.

Plan – We agree suitable outcomes, classroom adjustments and any additional support required. Where appropriate, these are recorded in a SEND Support Plan or Pupil Passport.

Do – The class teacher remains responsible for the child's learning and provision, working with the SENDCo and other staff as needed.

Review – We evaluate whether the support is making a difference, consider the child's and family's views, and adjust provision where necessary.

If a child's needs cannot be sufficiently met through the support available within school, we may seek advice from specialist services in discussion with parents or carers.

Some children with more complex needs may have an Education, Health and Care Plan (EHCP). An EHCP is a statutory plan that describes a child's special educational needs and the provision required to meet them. Having an EHCP does not replace the need for ongoing assessment, planning and review.

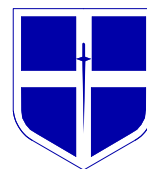
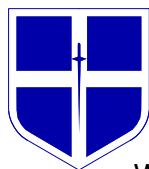
3. How do we teach and support children with SEND?

High-quality teaching for every child

All teachers at St Paul's are responsible for teaching children with SEND. Our starting point is high-quality, inclusive classroom teaching that recognises differences in how children learn and provides appropriate support and challenge.

Depending on individual needs, this may include:

- adapting explanations, tasks and learning resources;
- breaking learning into smaller, manageable steps;
- providing additional processing time and repetition;
- using practical, visual and multisensory approaches;
- modelling tasks and providing guided practice;
- using visual timetables, prompts and clear routines;
- checking understanding and revisiting prior learning;
- providing opportunities for independent learning and choice; and
- adapting the classroom environment to reduce barriers to participation.



We aim to enable children to access the curriculum, develop independence, experience success and participate fully in school life.

What additional support might my child receive?

Where a child needs more than ordinarily available classroom provision, we may provide targeted additional support. This will depend on the child's identified needs, agreed outcomes and the impact of previous support.

Examples may include:

- targeted small-group teaching;
- additional practice in phonics, reading, comprehension, spelling or mathematics;
- speech, language and communication activities;
- support with attention and listening;
- individual or small-group programmes to develop fine and gross motor skills;
- visual communication resources and personalised timetables;
- support with social communication and relationships;
- strategies to develop emotional regulation and manage anxiety;
- practical activities to develop independence and self-care;
- pre-teaching, overlearning and additional opportunities to practise skills; and
- targeted adult support to help a child access learning and participate safely.

Where appropriate, staff may use established programmes and resources, such as Talk Boost, Nuffield Early Language Intervention (NELI), Speech and Language Link, Phonological Awareness Training and other relevant interventions.

Interventions are selected according to individual need. We review whether they are helping children achieve their intended outcomes and adapt provision where necessary.

Will my child receive one-to-one support?

Some children may need individual adult support for particular activities, skills or aspects of the school day. Other children benefit from small-group teaching, targeted intervention or adaptations within the classroom.

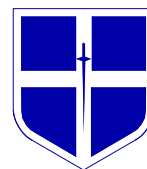
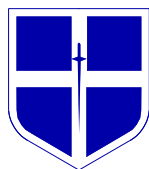
Support arrangements are based on the child's assessed needs, agreed provision and available resources. One-to-one support is not automatic for every child with SEND, and the presence of an additional adult does not replace the teacher's responsibility for teaching and learning.

Where an EHCP specifies provision, the school works to deliver the provision set out in the plan.

How might we adapt provision for my child?

Depending on individual need, reasonable adjustments may include:

- additional processing time;
- simplified or chunked instructions;
- visual timetables, symbols and prompts;
- adapted learning resources and ways of recording work;
- practical and multisensory learning opportunities;
- reduced or adapted written demands where appropriate;
- movement or sensory breaks;
- access to a quieter space;



- additional adult prompting, modelling or scaffolding;
- pre-teaching and overlearning;
- small-group or individual teaching;
- support with transitions and changes to routines;
- alternative ways to communicate and demonstrate learning;
- adapted homework or home-learning approaches; and
- specialist equipment where required.

Adjustments are considered individually. We aim to remove barriers while promoting participation, confidence and independence.

4. How do we support children's emotional and social development?

We recognise that emotional wellbeing, relationships and a sense of belonging are important for learning. We aim to create a positive, inclusive environment in which children are valued, encouraged and supported to develop confidence and resilience.

Support may include:

- personal targets linked to the child's individual needs;
- opportunities to develop social communication and positive relationships;
- drama, role play and structured opportunities to practise social skills;
- predictable routines and preparation for changes;
- visual resources to help children understand and communicate their feelings;
- adult support to develop emotional regulation and coping strategies;
- positive recognition of effort, progress and achievement; and
- opportunities to celebrate success through class and whole-school activities, including our Friday sharing assembly.

Where a child is experiencing difficulties with emotional regulation or wellbeing, we seek to understand what may be contributing to those difficulties and what adjustments could help. We work with families and, where appropriate, relevant professionals to agree suitable support.

5. How do we involve children in decisions about their learning?

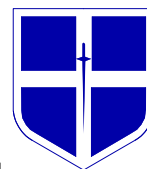
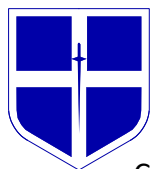
We believe children should have a voice in decisions about their education and support. We use approaches appropriate to each child's age, communication and developmental needs.

These may include discussion, observation, visual choices, pupil voice activities and an *All About Me* profile.

We support children to share, in ways that work for them:

- what they enjoy and are good at;
- what they find difficult;
- what helps them learn;
- what makes them feel safe and comfortable;
- what helps them when they feel worried or overwhelmed; and
- what they would like to achieve.

Where a child has a SEND Support Plan or Pupil Passport, their views help inform their targets and support. We aim to make targets understandable and meaningful to the child, wherever possible.



Children with an EHCP are encouraged to contribute to their annual review in an age- and developmentally appropriate way.

6. How do we assess and review progress?

We regularly consider whether the support in place is helping each child make progress towards their intended outcomes.

For children with a SEND Support Plan or Pupil Passport, we use individual targets to identify priorities and monitor progress. Targets may relate to learning, communication, independence, social development, emotional regulation or other areas of need.

We consider a range of evidence, including:

- progress towards individual targets;
- classroom assessment and work;
- observations of participation, engagement and independence;
- the child's views and experiences;
- information shared by parents or carers; and
- advice from relevant professionals, where available.

If a child is not making the expected progress, we review the support in place. This may involve breaking a target into smaller steps, adapting teaching approaches, changing an intervention or seeking further advice.

A child's SEND Support Plan or Pupil Passport may be updated as their needs and progress change. Where appropriate, and following discussion with parents or carers, a child may no longer need to be recorded on the school's SEND register if their needs can be met through ordinarily available provision. Decisions are based on the child's individual circumstances and should not be made solely because a child has met a particular target.

How often will my child's support be reviewed?

Children with a SEND Support Plan or Pupil Passport are included in the school's review cycle, with reviews planned around the October, February and May half terms. Parents and carers are invited to contribute to discussions about progress, current needs and next steps.

We also welcome contact between review points if you have concerns, notice a change in your child's needs or would like to discuss what is working well.

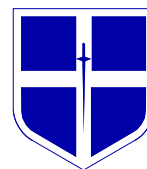
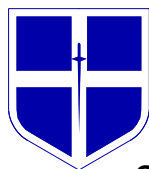
7. What facilities and equipment are available?

St Paul's is situated on one level and is wheelchair accessible. Toilets are available to support pupils with additional physical needs.

Where a child requires specialist equipment, physical access arrangements or additional adaptations, we consider their individual needs and seek relevant advice where appropriate, including from Occupational Therapy.

We consider accessibility and individual needs when planning educational visits and trips. Risk assessments are completed, and appropriate arrangements are considered to support children's safety, access and participation.

If you have concerns about your child's physical access, mobility or equipment needs, please speak to the class teacher or SENDCo so that these can be discussed and appropriate next steps considered.



8. How are staff trained to support children with SEND?

We aim to develop staff knowledge and confidence so that children receive appropriate, inclusive support throughout the school day.

Training and professional development are informed by the needs of our pupils and may include staff meetings, training days, guidance from specialist professionals and opportunities to share effective practice.

Areas of training and development have included:

- speech, language and communication needs;
- Talk Boost and Nuffield Early Language Intervention;
- Speech and Language Link;
- the graduated approach and SMART target setting;
- occupational therapy strategies and sensory circuits;
- dyslexia and learning difficulties;
- autism and ADHD;
- emotional wellbeing and mental health;
- effective use of Learning Support Assistants;
- supporting children with social and emotional needs; and
- medical needs, medication and relevant health procedures.

Further training is planned in response to emerging needs and priorities. ELSA training is booked for Spring 2027.

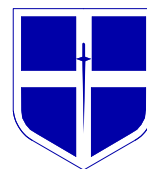
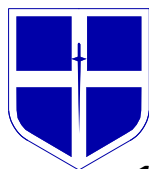
The SENDCo meets regularly with Learning Support Assistants and other relevant staff to discuss provision, share strategies and review how support is working. Staff also receive relevant updates and training where required to meet pupils' medical, safety and care needs.

9. Which external professionals and services might be involved?

Where appropriate, we work with external professionals to gain advice and help us understand and support a child's needs. Involvement depends on the child's individual circumstances, the advice required and the availability and remit of the relevant service.

Professional or service	Possible area of advice or support
Speech and Language Therapy	Speech, language, understanding, communication and social communication
Occupational Therapy	Fine motor skills, sensory processing, physical access and independence
Educational Psychology	Learning, cognition, development, emotional wellbeing and advice on provision
Specialist Teaching Service	Specialist assessment, advice and strategies for identified needs
School Nursing	Health needs that may affect access to education
Paediatric Services	Medical or developmental needs, where appropriate
Family Support Services	Support for children and families, where appropriate

We will discuss possible referrals or requests for advice with parents or carers where appropriate. External services have their own referral criteria and processes, and involvement cannot always be guaranteed or arranged immediately.



10. How do we work in partnership with parents and carers?

We recognise that parents and carers know their children well and have an important role in helping us understand their strengths, needs and experiences.

We aim to build positive, respectful relationships with families and encourage open communication.

You can contact the class teacher, SENDCo or Headteacher to discuss your child's progress, needs or support. Please contact the school office to arrange an appointment.

Where your child has a SEND Support Plan or Pupil Passport, you will be invited to contribute to reviews and discuss progress towards targets, what is working well and any changes that may be needed. You can also share concerns or information between formal reviews.

We may suggest practical activities or strategies that could support your child's learning, communication or independence at home. These will be discussed in the context of your child's individual needs and family circumstances.

What if I am worried that my child's needs are not being met?

Please contact your child's class teacher in the first instance, or speak to the SENDCo if your concern relates to SEND provision. We will listen to your concerns, review the information available and work with you to consider appropriate next steps.

If your child's needs change or the support in place is no longer sufficient, we may:

- review their SEND Support Plan or Pupil Passport;
- adapt classroom teaching or the learning environment;
- consider additional or different targeted support;
- seek advice from the SENDCo or relevant specialist services;
- review an EHCP where appropriate; or
- discuss whether a different type or level of provision may be needed.

Our aim is to work collaboratively with you to identify support that helps your child feel safe, included and able to make progress.

11. How do we support transitions?

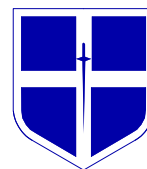
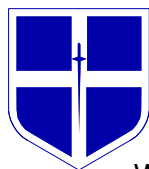
Transitions can be exciting but may also be difficult for children who need additional support. We plan transitions with children's individual needs in mind.

Starting at St Paul's

Where possible, we liaise with your child's previous nursery, preschool or school to gather information about their strengths, needs, successful strategies and any support already in place.

Depending on individual needs, transition arrangements may include additional visits, meetings with parents and relevant staff, visual resources, photographs, social stories or other preparation to help a child become familiar with the new environment and routines.

Moving between classes



We share relevant information with the next class teacher so that successful strategies, current targets and important information about the child's needs can inform planning.

Where helpful, children may have opportunities to meet their new teacher, visit their new classroom and become familiar with changes to routines before the transition takes place.

Moving to another school or secondary school

We liaise with receiving schools to share relevant information and support a planned transition. This may include meetings between staff, transfer of records, additional visits and personalised transition arrangements.

Where a child has an EHCP, the annual review and transition planning processes may be used to help ensure that relevant information is shared and the child's needs are considered.

We work with families and receiving settings to help children feel prepared and supported as they move to their next stage of education.

12. How do we work with other organisations and services?

We recognise that supporting children with SEND may require a coordinated approach between school, families, health services, education professionals and other organisations.

We work with relevant services where appropriate and share information in accordance with applicable requirements and school procedures.

We can also signpost families to the **Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIAS)**, which provides impartial information, advice and support to parents and carers of children and young people with SEND.

Our SEND governor, Melanie Havelock, meets with the SENDCo to discuss SEND provision, developments, pupil progress, current priorities and relevant resourcing matters.

13. Who should I contact?

SEND Coordinator (SENDCo)

Name: Kate Robinson

Email: office@stpaulswooburn.school

Telephone: 01628 521553

Compliments, concerns or complaints

Please contact the school if you have a concern about your child's SEND provision. We encourage families to raise concerns with us so that we can discuss them and seek to resolve difficulties promptly.

Contact: Charlotte Dennis

Email: office@stpaulswooburn.school

Telephone: 01628 521553

Our Complaints Policy is available on the school website.



14. Buckinghamshire's Local Offer

Buckinghamshire Council's Local Offer provides information about services, support and provision available for children and young people with SEND and their families, including education, health and social care.

You can find further information at:

<https://familyinfo.buckinghamshire.gov.uk/send/>

We encourage families to explore the Local Offer alongside this document to find out more about support available locally.