SEND Governor Annual Report: September 2025 – August 2026

SIAMS visited in July 2026. It was a very positive visit and the full report is available on the school website, but below are some specific comments made about inclusion and growing together.

The vision inspires a thoughtful and highly inclusive curriculum. Staff are motivated by the vision to enable pupils to flourish. Dedicated additional support nurtures those families considered vulnerable and instils confidence in the compassionate care provided by leaders.

Pupils are inspired by the vision to look outwards in support of one another. They increasingly learn about responsibility throughout their time at school, inspired to 'grow together'. Leadership roles and supportive duties enable pupils to contribute to their school and see the impact of their actions. As a result, they are proud ambassadors of their school values, modelling kindness and confidence.

The hard work behind these comments is a credit to the whole school and show that the pupils and staff feel a sense of belonging. Belonging is a very important thread that weaves throughout the new White Paper, so it is important and gratifying to see it evidenced at St Paul's.

Kate Robinson and I met regularly over the last academic year, to review the identification and progress of Special Educational Needs pupils at St Paul's school. These meetings were spread across the academic year.

During the year, I have had the opportunity to walk around the school with Kate, be part of many of the lovely school events and spend time each term with my link class. The school continues to have an uncluttered, low-arousal environment and you can see this in every classroom and in the communal spaces. Whilst this benefits all our children at St Paul's, it is particularly helpful for children with neurodiversity or sensory difficulties.

SEND pupils

The school continues to see a rise in the number of pupils identified with Special Educational Needs and Disabilities (SEND), alongside increasingly complex and diverse needs. We have 41 children on our SEND register which includes 10 EHCPs, a further 5 accepted for assessment and 2 more parents considering this as an option. We have 3 children who require dedicated 1-1 support – none of these children are fully funded, with school budget supporting around 50% of the salary and resourcing costs for these children. This is placing additional demands on staffing, resources and provision. We have also had recent empty spaces in school filled with children with SEND needs.

Despite these challenges, pupil progress for children with SEND remains positive overall, reflecting the commitment of staff to delivering effective support within current constraints.

There have been a number of challenges for the school as a whole that have affected SEND approaches. These are as follows:

Rising Numbers and Complexity of Need
· There has been a continued increase in the number of pupils identified with SEND, with a growing proportion requiring support for communication and interaction, social, emotional and mental health (SEMH) needs and cognition and learning difficulties. Needs are also becoming more complex, often with multiple overlapping areas of difficulty.
· This trend is increasing demand on SENDCo time, teaching staff, budget and support systems across the school.

Parental Engagement and Support Needs
· An increasing number of parents are seeking additional support and guidance in understanding and meeting their child's needs. This has resulted in:
o More frequent meetings and communication with families
o Increased demand for external referrals and multi-agency support
o Greater need for advice and guidance from school staff

The school continues to prioritise strong relationships with families to ensure consistent support for pupils.

Funding and Staffing Pressures
· SEND funding remains challenging in relation to rising need. This has resulted in:
o Reduced capacity for additional staffing support in some areas
o Increased pressure on existing staff to deliver targeted interventions
o Need for careful prioritisation of resources to ensure maximum impact
· Our school continues to deploy resources strategically to maintain support where it is most needed.

Interventions: Cost-Effectiveness and Evidence Based

Mrs Robinson has continued to manage the needs of the pupils in school through contact with a range of different avenues for assistance including EHC Co-ordinators, Speech and Language Therapists, Occupational Therapists and Educational Psychologists. She is in regular contact with parents and carers to update them and sends families advice on external support services and groups. She has also met regularly with teachers for SEND meetings, to go through Pupil Passports and for Pupil Progress meetings.

The school's Ordinarily Available Provision means that many needs can be met in the normal classroom environment, without the need for children to be taken out of the classroom for 1-1 or group interventions. This is a positive thing because the many needs can be catered for without making children feel singled out or isolated from their peers. Where there is the need for an intervention, they are planned carefully and carried out by well-trained staff

who are closely monitored by Kate Robinson. There is a comprehensive system for tracking interventions as part of the Assess, Plan, Do, Review cycle.

Given financial constraints, there is an increasing focus on ensuring interventions are:
o Evidence-based
o Cost-effective
o Closely monitored for impact

Intervention programmes are reviewed to ensure alignment with best practice and to avoid duplication or low-impact provision. Where possible, group-based interventions and high-quality classroom-based support are prioritised.

Resources and Capacity
· A lack of specialist resources and limited staffing capacity continues to present challenges. Staff are working creatively to adapt provision, but there remains a need for:
o Further investment in targeted resources
o Increased access to specialist support where possible
o Continued prioritisation of inclusive classroom practice
Pupil Outcomes and Progress
· Despite the pressures outlined, progress for pupils with SEND is currently good overall. This reflects:
o Strong classroom teaching and inclusive practice
o Effective use of targeted interventions
o Staff commitment to meeting individual needs
o Working effectively with families to identify early help for them and their child
· Focussed attention on attendance data to ensure children with SEND (and without) are in school as much as possible
· Progress is being carefully tracked to ensure pupils continue to move forward in line with their individual starting points.

Staff Training and Development
· Ongoing professional development is a key strength of our SEND provision. Training has included, in the summer term so far: OT training for all LSAs, Understanding the needs of Autistic girls, meeting the needs of children who are Post Looked After (PLAC), trauma informed education, Educational Assessments for Pupils with Down syndrome, Introduction to Supporting Regulation and Communication and Interaction needs.

Next Steps
· The SEND profile of the school continues to evolve, with increasing numbers, complexity of need and funding pressures. However, the school remains committed to maintaining strong outcomes for pupils through effective teaching, targeted support, and staff development.
· Key priorities moving forward include:
o Ensuring interventions remain high-impact and evidence-based
o Strengthening early identification and support

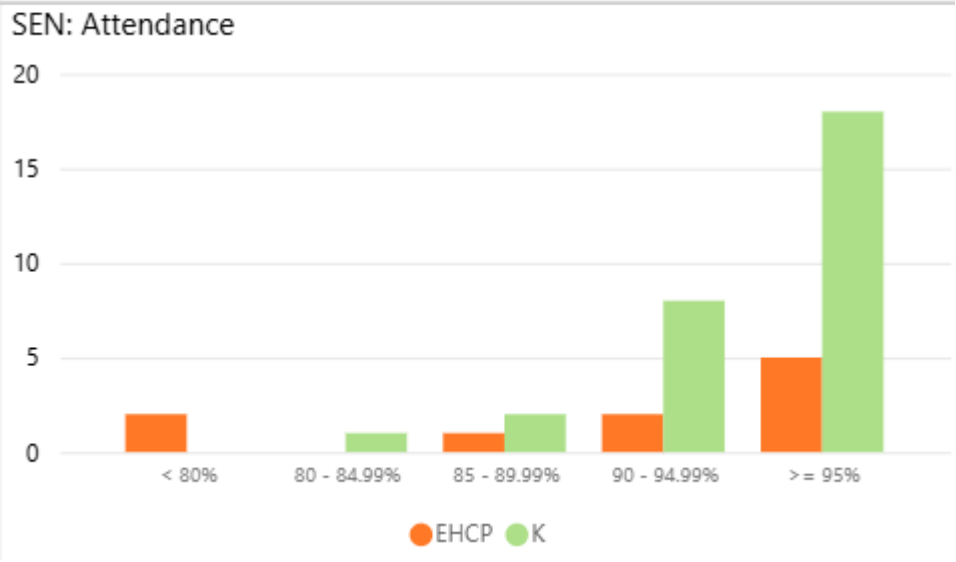
o Continuing to develop staff expertise through training
o Maintaining strong communication and partnership with families
o Careful allocation of limited resources to maximise impact
· Overall, despite significant system pressures, the school continues to secure positive outcomes for pupils with SEND through a focused and adaptive approach. Where progress has slowed in some children, targeted support has been put in place through additional teacher resources, LSA deployment and efficient use of target setting on support plans. Meetings with parents have been arranged so parents are fully aware and can also support at home at the same time.

Attendance

The data shows that overall, SEND attendance is healthy with many achieving 95% attendance or above.

Attendance

SEN	< 80%	80 - 84.99%	85 - 89.99%	90 - 94.99%	>= 95%
EHCP	2		1	2	5
K		1	2	8	18



Attendance is a subject regularly discussed at FGB meetings and I am confident that it is being addressed robustly by school staff. The relevant staff are working closely to support families having difficulty with attendance.