



SEN Information Report 2025-26

St. Paul's C of E Primary School, Heathside Grove, Walkden

1. The kinds of special educational needs for which provision is made at the school:

St. Paul's Heathside is an inclusive school that welcomes all children, whilst recognising that some may face barriers to attendance, participation and achievement.

Please visit <http://www.stpaulsce.co.uk/index.php> to gain a wider insight about the school.

SEN Staff:

- One SENDCo
- Two children and Families Officers.
- Designated LAC coordinator (also Deputy Head Teacher)
- Staff who are trained in a range of areas (See section 5)

Specialist facilities:

- Use of the Library's resources and space for intervention.
- A small, quiet space monitored by the Children and Families Officers in order to meet the needs of those with emotional and social barriers.
- The building is set on one level and the whole school is accessible via ramps.
- Disabled toilet facilities.

As a school we will make every effort to meet your child's needs and will make as many possible adaptations to accommodate such needs.

2. Information, in relation to mainstream schools and maintained nursery school, about the school's policies for the identification and assessment of pupils with SEN

Parents/carers will be informed if school thinks their child has a Special Educational Need or is not meeting their age related expectations. School will also involve, where possible, the child in the planning to meet the need.

At St. Paul's a range of assessment is used throughout the Key Stages and these can help in identifying and assessing pupils with SEN:

- EYFS teacher assessment against the prime areas of learning

- End of Key Stage Assessments in Year 6 (statutory) and Year 2 (non-statutory).
- Termly assessments in all year groups
- Year 1 Phonics Check
- Salford Standardised Reading Test, Suffolk and PM Benchmarking Reading Tests
- Regular Teacher Assessment
- Eyesight and Hearing Checks
- GL Dyslexia Screener for all pupils aged 8 and over
- iASEND for pupils working within the Pre Key Stage standards

Less than expected progress, which may result in a child being identified as having a Special Educational Need, is characterised as the following:

- Is at a significantly slower rate than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

If necessary, those who have been identified as having a Special Educational Need will be set targets to achieve in accordance to their needs. These targets will be worked on regularly for a stated period of time, at the end of this period, the child will be assessed against their targets and from here new ones may be set or it may be felt that the child no longer needs the additional support. This is known as a graduated response and involves regular, up to date assessment of the child's targets.

In some cases, after following the graduated response and no progress being made or due to a high impact barrier being identified, a child may need further and more specialised assessment. In these cases, the SENCo will liaise with the appropriate support and external agencies to ensure that the child is assessed against the correct criteria for their needs, for example: dyslexic screening and visual acuity.

Progress in other areas than academia can be included, for example: If a child's behaviour is causing concern, we first consider whether there are any potential underlying difficulties and then take the following steps:

- Speak to the parent/carer about anything that may have happened at home.
- Gather information from staff about what sort of incidents are occurring and when to try and identify patterns.
- Carry out observations and record the way the child is behaving, taking account of who else is involved and any environmental factors.
- A pastoral plan would be written by the teacher in collaboration with the parents, Phase Leaders, Children and Families Officers and SENCO.

If, after a period of intervention using the pastoral plan, there is no improvement, the school would seek external advice.

3. Information about the school's policies for making provision for pupils with SEN whether or not pupils have EHC plans, including

a. How the school evaluates the effectiveness of its provision for such pupils

- Children that receive additional support have their progress rates assessed pre and post interventions via a class provision map.
- The SENCo will track the attainment and progress data for children with SEN across the school using termly assessments, this may include iASEND.
- Careful moderation and observation of classroom practice.

b. The school's arrangements for assessing and reviewing the progress of pupils with SEN

Arrangements for reviewing progress:

- Parents Evenings
- School reports – once yearly
- Meetings with parents
- Review of statements
- Review of IEPs
- Review of Interventions half-termly
- Pastoral support plans
- Use of dojos and house points to celebrate educational successes
- Weekly newsletters
- PEP reviews for LAC children

Arrangements for IEP/pastoral plan targets and reviews:

- Termly Review meeting held with class teacher and SENCO if requested
- Parent contributions added
- Pupil contributions added

Arrangements for Annual reviews:

- Invites to all parties involved in review meetings
- Review meeting held at a convenient location
- Review meeting held at a convenient time for parents who work/have commitments during the day
- Translator provided if needed
- Consultation with staff prior to the meeting

- Making parents aware of parent partnership support
- All minutes and reports shared with parents via the EHC hub.

(See section 7,8 and 9 for extra information on assessing and reviewing the progress of pupils with SEN)

c. The school's approach to teaching pupils with SEN

All teachers must adhere to the National Curriculum and ensure that quality first teaching takes place that offers differentiation for those with potential barriers so that they may overcome these. In addition, the objectives set within these lessons must be of a suitable challenge that stretch each child based upon their academic and developmental targets.

All pupils have the opportunity to experience success in learning and achieve as high a standard as possible.

All teachers:

- Set high expectations and provide opportunities for all pupils to achieve
- Take account of legislation requiring equal opportunities
- Take specific action to create effective learning environments, secure pupils' motivation and concentration, provide equality of opportunity, use appropriate assessment and set targets for learning.

For pupils with particular learning and assessment requirements, teachers support individuals and groups to enable them to participate fully in the curriculum and assessment activities.

Children with SEN

Teachers:

Take account of the type and extent of a pupil's special educational need in planning and in assessment

- Provide support for communication, language and literacy needs
- Plan, where necessary, to develop pupils' understanding through the use of all available senses and experience
- Plan to enable children to take full part in learning, physical and practical activities
- Help pupils to manage their behaviour, to take part in learning effectively and safely and, at key stage four to prepare for work
- Help individuals to manage their emotions, particularly trauma and stress, and to take part in learning

Children with disabilities

Not all pupils with disabilities necessarily have special educational needs. Teachers take action however, to ensure pupils with disabilities are able to participate as fully and effectively as possible in the National Curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and addressed at the outset through a care plan, without the need for disapplication. Teachers:

- Plan for enough time for satisfactory completion of tasks
- Plan opportunities where needed for the development of skills in practical aspects of the curriculum
- Identify aspects of programmes of study and attainment targets that may present specific difficulties for individuals
- The opportunity for children to move between groups through assessment and monitoring

d. How the school adapts the curriculum and learning environment

Adaptation for learning by:

- Grouping – small group, 1:1, ability, friendship, peer partners
- Content
- Teaching style
- Lesson format
- Pace
- Alternative recording methods – scribing, use of ICT, mind-mapping, photographs etc.
- Outcome
- Materials
- Support level
- Reward e.g. Good work certificates, house points etc.
- Location
- Classroom environment e.g. visual timetable, table top prompts, work stations

e. Additional support for learning that is available for pupils with SEN

Additional adults are deployed throughout the school supporting core subjects in the morning sessions and running intervention programmes in the afternoon sessions where needed.

Please see **Appendix 1** for a list of the school's current interventions.

f. Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum; and

Extra-curricular activities are available for all (some year group specific):

- Football, dance, choir, art, maths, grammar and music clubs.

g. Support that is available for improving the emotional and social development of pupils with SEN

Support that is available for improving the emotional and social development of pupils with SEN:

- Social stories
- Mentoring
- PSHE Activities
- SEMH interventions
- Quiet work space
- 1-1 PHSE sessions with HLTA
- Coping with Anger intervention led by the PIT Team
- Access to LAC EP if needed for LAC children
- Referral to EP if needed, subject to EP availability.
- Secure base and nurture in all classes
- Trusted adults

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SENCO

SENCo:

Mrs J Lynch
office@stpaulsce.co.uk
0161 921 1120

Or

Head teacher:

Mrs J Rowley
office@stpaulsce.co.uk
0161 921 1120

5. Information about how the expertise and training of staff in relation to CYP with SEN and about how specialist expertise will be

secured

Awareness of SEN for all staff is given through a range of CPD, additionally, some staff receive specialist training depending upon the needs of the school, pupils and the staff:

- Precision teaching training
- Behaviour modification programmes – Learning Support Service support and/or advice
- Supporting EAL pupils in/out of the classroom
- EMTAS support for specified EAL pupils
- External support from specific agencies to target specific areas
- ELKLAN training
- Children and Families Officer with behaviour and counselling training
- Staff who are phonics trained and qualified to train other staff
- TAs trained in Reading Recovery.
- TA trained in Multi-Sensory Learning.
- EYFS and SEN TA trained in autism awareness.
- EYFS staff trained in talk boost and early talk boost.
- All staff have received attachment disorder training.
- SENCo has undertaken the SEMH practitioner course delivered by the Primary Inclusion Team.
- First aid staff have been epi-pen and asthma trained.

6. Information about how equipment and facilities to support CYP with SEN will be secured

The school's procedure for providing a piece of equipment or improving a range of equipment if the need arises:

Many, but not all Children or Young People with SEN are covered under the Equality Act 2010.

As a school, St. Paul's will anticipate as many reasonable adjustments needed in order to support the Child or Young Person with SEN.

Such adjustments may be in the form of auxiliary aids such as (but not all):

- A piece of equipment
- The provision of a sign language interpreter, lip-speaker or deaf-blind communicator
- Extra staff assistance for disabled pupils
- An electronic or manual note taking service
- Induction loop or infrared broadcast system
- Videotapes

- Audio-visual fire alarms
- Readers for people with visual impairments
- Assistance with guiding.

7. The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child

- Parents Evenings
- Review meetings
- Arranging a meeting with teachers
- Meetings/communication with parents via telephone conversations, email, letter and home- school communication books
- Parents can request how they wish to be communicated with about their child's SEN
- IEPs are discussed at parent's evenings and review meetings

8. The arrangements for consulting young people with SEN about, and involving them in, their education

- School governors with 2 representatives from each Lower and Upper Key Stage Two class.
- Pupils have the opportunity to speak to their class teacher on an informal basis when they are in class.
- Pupil meetings to discuss IEP targets and reviews
- Pupil voice questionnaires
- Informal meetings with the head teacher to discuss their work
- Wishes and feelings interviews as part of PEP review for LAC children
- Pupil Voice work carried out by SLT

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school

The SEN complaint procedure:

- **Stage 1:** The complaint is dealt with at the lowest level possible so if it relates to lack of progress in a subject area, the subject or class teacher responds in the first instance. The complainant needs to feel they have been listened to and all points they raise addressed should be addressed. If the matter remains unresolved:
- **Stage2:** The complaint is dealt with by the SENCO or by a senior manager. If there is still no resolution,

- **Stage 3:** The Head teacher should become actively involved. If the matter is still not resolved, the complainant **must** put their complaint in writing to the **Chair of Governors**.
- **Stage 4:** The Governing Body deals with the matter through their agreed complaint resolution procedures.

In the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority Complaints Officer and ultimately to the Ombudsman/Secretary of State.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEN and in supporting the families of such children

The Education, Health and Care planning process will mean that there will be more holistic support around children and their families, professionals that are part of this process include:

- Educational Psychologists
- Advisory Teachers-Learning Support Service
- Primary Inclusion Team
- Speech and Language Therapists
- CAMHs
- Starting Life Well
- Educational Welfare
- Health Advisors
- Paediatricians

11. The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32

SIASS – Salford information and support service Unity House Salford Civic Centre Chorley Road Swinton M27 5AW	0161 778 0538
<u>For children aged 0-5</u> Early Support/Portage Home Visiting Team/Inclusion Officers	0161 793 3275

<i>Starting Life Well Unity House Salford Civic Centre Chorley Road Swinton M27 5AW</i>	
<i>Statutory Assessment Team Burrows House 10 Priestley Road Wardley Industrial Estate M28 2LY</i>	<i>0161 778 0410</i>
<i>Learning Support Service (LSS) c/o Moorside High School 57 Deans Road Swinton M27 0AP</i>	<i>0161 607 1671</i>
<i>Educational Psychology Service Burrows House M28 2LY</i>	<i>0161 778 0476</i>
<i>Children with Disabilities Social Work Team Salford Civic Centre Chorley Road Swinton M27 5DA</i>	<i>0161 793 3535</i>

12. The contact details of support services for supporting pupils with SEN in transferring between phases of education or in preparing for adulthood and independent living

Transition From	To	Support Service	Contact details
<i>Setting</i>	<i>School</i>	<i>Starting Life Well</i>	<i>0161 778 0384</i>
		<i>Educational Psychology</i>	<i>0161 778 0476</i>
		<i>LSS</i>	<i>0161 607 1671</i>
<i>Key Stage 1</i>	<i>Key Stage 2</i>	<i>Educational Psychology</i>	<i>0161 778 0476</i>
		<i>LSS</i>	<i>0161 607 1671</i>
<i>Key Stage 2</i>	<i>Key Stage 3</i>	<i>Educational Psychology</i>	<i>0161 778 0476</i>

		<i>LSS</i>	<i>0161 607 1671</i>
<i>Key Stage 3</i>	<i>Key Stage 4</i>	<i>Educational Psychology</i>	<i>0161 778 0476</i>
		<i>LSS</i>	<i>0161 607 1671</i>
<i>Key Stage 4</i>	<i>Key Stage 5 and beyond</i>	<i>Educational Psychology</i>	<i>0161 778 0476</i>
		<i>LSS</i>	<i>0161 607 1671</i>
		<i>New Directions (the Joint Learning Difficulty Team within Adult Services)</i>	<i>0161 793 2286</i>
		<i>Transition Coordinator</i>	<i>0161 793 2298</i>
		<i>Connexions</i>	<i>0161 603 6850</i>
		<i>Salford City College Learning Support</i>	<i>City Skills Sixth Form Centre - 50 Frederick Road, Salford, M6 6QH</i>
			<i>Eccles Sixth Form Centre - Chatsworth Road, Eccles, Salford, M30 9FJ</i>
			<i>FutureSkills - Dakota Avenue, Salford, M50 2PU</i>
			<i>Pendleton Sixth Form Centre - Dronfield Road, Salford, M6 7FR</i>
			<i>Walkden Sixth Form Centre - Walkden Road, Worsley, Salford, M28 7QD</i>
<i>For any child with a disability not already known to Social Services who you think needs a service from them to help support transition at any stage, you need to refer to the Multi Agency Safeguarding Hub (MASH)</i>			<i>0161 603 4500</i>
<i>For any child with a disability who is already in receipt of Social Services and needs Social Care help to</i>			<i>0161 793 3535</i>

support transition at any stage support, contact the Children with Disabilities Team

13. Information on where the local authority's local offer is published

The Local Offer in Salford (LOIS) can be found at this location:

www.salford.gov.uk/localoffer.htm