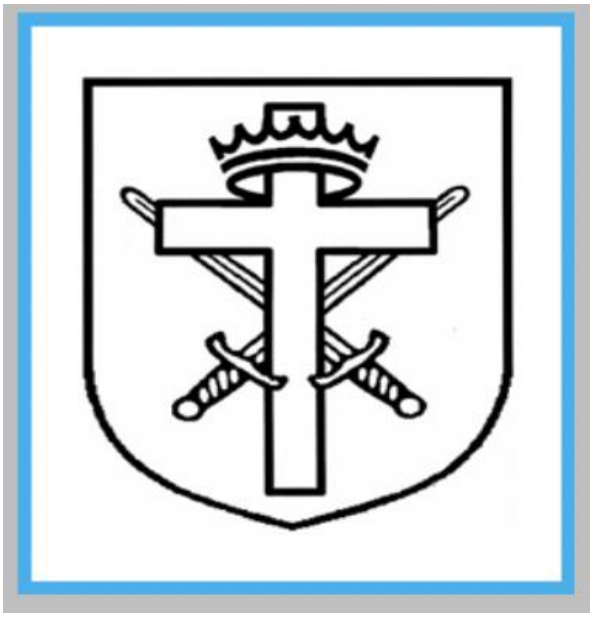
St Paul's
and
All Hallows'



SEND Information Report

September 2025

St Paul's and All Hallows' Primary School

St Paul's and All Hallows' Primary School, is dedicated to meeting the needs of all Pupils, including those with Special Educational Needs and Disabilities (SEND).
Our expectation is that **ALL** pupils will receive an education that enables them to make the expected progress so that they:

- achieve their best
- become confident individuals living fulfilling lives

About this Information Report
This report answers some of the most commonly asked questions about the school and Special Educational Needs. The information in this report has been developed through ongoing feedback from parents and carers and school staff at St Paul's and All Hallows' Primary School.

We will review and update this information regularly to reflect changes and feedback.
The date for the next annual review of this report is **September 2026**.

If you need any more information please see our SEND Policy or contact Kelly Thompson (Assistant Head teacher, responsible for Inclusion) via the school office.

Frequently Asked Questions

1. What kinds of Special Educational Needs (SEND) does the school cater for?

St Paul's and All Hallows Primary School is a mainstream primary school. We welcome pupils with SEND in one or more of the following areas:

- **Communication and interaction**
  E.g. Speech, language and communication needs (SLCN) Autism Spectrum Condition (ASC), Asperger's Syndrome

- **Cognition and learning**
  E.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD) global developmental delay, dyslexia, dyscalculia and dyspraxia.

- **Social, emotional and mental health difficulties**
  E.g. Attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorder

- **Sensory and/or physical needs**
  E.g. Vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) or Cerebral Palsy (CP) epilepsy

- **Medical needs**
  Where pupils have medical needs and special educational needs, we will plan and deliver an education provision that is co-ordinated with the pupil's Education Health and Care Plan if they have one. We will also follow the statutory guidance on supporting pupils at school with medical conditions.

2. What are the school's policies for the identification and assessment of pupils with SEND?

All of our teachers teach pupils with SEND. Our staff recognises the importance of early identification and making effective provision quickly. The identification and assessment of SEND is built into the school's approach to monitoring the progress of all pupils.

Each pupil's skills and levels of attainment are assessed on entry so individual targets can be set and progress can be monitored. Information from previous settings is also collated to assist us in building a holistic image of the pupil. It also ensures that we discover any areas of difficulty early on.
Where pupils already have their SEND diagnosed or identified we will work closely with the family and external professionals to make sure we know as much as possible about them before they start at the school.

Teachers are supported by the Senior Leadership Team to regularly assess pupil's progress. This helps us to see any pupils whose progress:

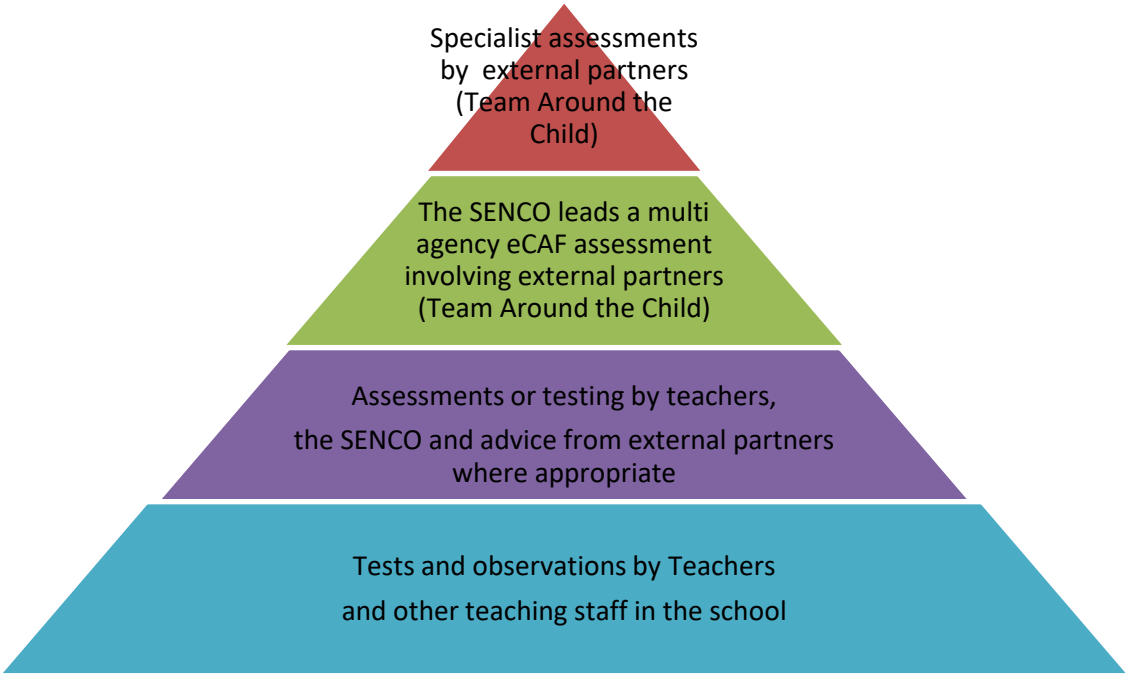
- is significantly slower than that of their peers starting from the same baseline
- fails to match or better their previous rate of progress
- fails to close the attainment gap between them and their peers

Where assessments show that a pupil is not making adequate progress, our first response is to make sure there is 'quality first' teaching in place. If this is evident then it is likely that fewer pupils will require additional support.

If their progress continues to be slower than expected the teacher will work with the family and the Inclusion Manager to carry out a clear assessment of their needs and identify where additional support is needed.
There can be many reasons as to why a pupil doesn't make the progress expected of them – perhaps there has been a significant change in family circumstances such as a new baby, a move of home or the death of a relative.

The school uses a range of assessment tools and systems to help identify and assess pupils with SEND. These assessments draw upon information obtained in review meetings with class teachers and parents/carers and advice from external professionals. This helps us to develop an understanding of the individual needs of the pupil and plan targeted interventions.

The assessment tools are summarised in the diagram below:



When considering if a pupil requires additional support the school takes into account:

- the pupil's previous progress and attainment
- the teacher's assessment and experience of the pupil
- the pupil's development in comparison to their peers and national data
- the views and experience of parents
- the pupil's own views
- advice from external support services, where appropriate

Further information is set out in our SEND Policy.

3. What are the school's policies for making provision for pupils with SEND, whether or not pupils have Education Health and Care Plans?

Most of our pupils who require additional support have their needs met through quality first teaching. This involves teachers differentiating what they do and using various approaches to accommodate different learning styles, personalised learning arrangements for different pupils and a range of interventions normally provided by the school.

If a pupil is identified (through the assessment process above) as having Special Educational Needs their teacher and Inclusion Manager will take a holistic approach to determine the level and type of support required. It may be that it can be provided by adapting the school's core offer or we may request external support.

If additional provision is needed, we will work with pupils and their families to plan our next steps.

SEND Support Cycle

Assess, Plan, Do, Review: This cycle is key to the graduated response to special educational needs laid out in the SEND Code of Practice 0-25 (2014). The approach is essential to successful work with pupils with special educational needs or possible special needs at all stages of the SEND process from raising concerns to EHCP.

Provision Mapping: A document that is used to capture targeted and specialist interventions that will be 'additional to' and 'different from' the usual differentiated curriculum.

Pupil Profile: Our format is in the pupil's voice and provides key information about their strengths, what is important to them and how they feel we can support them.

SEND Individual Education Plan (IEP): A document containing information about the pupil and a plan, listing termly targets and provision to meet their individual needs.

Education Health and Care Plan (EHCP): Where the school has done everything it can to identify, assess and meet the needs of the pupil and they are still not making the expected progress, the school or parents may consider requesting an Education, Health and Care assessment. The process for requesting an EHCP assessment in Haringey can be found on the Council's Local Offer website. www.haringey.gov.uk/localoffer
Education Health and Care Plans are issued by the Local Authority where necessary and are used by the school to plan a targeted provision for children with severe and complex needs. The EHCP includes:

- a detailed profile of the pupil, their strengths and aspirations for the future
- any education, health and care needs they have
- the goals or outcomes for the pupil agreed by the family and professionals for the next phase of their education
- any education, health and social care provision in place to meet their needs

The EHCP includes a detailed annual support plan/action plan. This plan sets out the goals for the pupil for the next year, and the activities that everyone supporting the child will put in place to support them.

The following table shows the number of pupils currently receiving SEND support in school:

These numbers are subject to change.

SEN Planning Tool	Infants	Juniors
Targeted Support Interventions/boosters	**28 pupils**	**37 pupils**
Specialist Support Involvement from external professionals (ASC Team, EP, SaLT, OT & CAMHS/Behaviour team) Including EHCP pupils	**10 pupils**	**14 pupils**
EYFS Top Up Funding	**3 pupils**	
Education Health Care Plan (EHCP)	**2 pupils**	**3 pupils**
Education Health Care Plan (EHCP) request to be submitted	**6 pupil**	**2 pupils**
Education Health Care Plan (EHCP) approved and being processed		

4. How does the school evaluate the effectiveness of its provision for SEND?

Quality first teaching is imperative in ensuring all pupils make progress.

We regularly review the quality of teaching in the school and ensure teachers are able to identify the individual learning styles of their pupils.

We test the efficiency of our provision by analysing pupil progress regularly. If external professionals are involved we will ask for their input in order to gain a holistic picture of the pupil and the progress being made.

The teachers and Inclusion Manager liaise with parents and the pupil to make sure that support is tailored to suit their needs.

The Inclusion Manager and Head teacher will report to the Governors on the quality of the SEND provision and the progress towards outcomes being made by pupils.

Attainment data is also considered and comparisons are made with the progress of other pupils and schools. This helps to ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

5. What are the school's arrangements for assessing and reviewing the progress of pupils with additional needs?

Pupil progress is reviewed frequently and this information is shared with parents.

Written reports are provided termly and at the end of the school year.

Parents of pupils who are receiving extra support receive feedback more regularly. We may contact parents by phone to give specific feedback or discuss any concerns and observations. Review meetings also take place to discuss progress and set new targets.

Reviews involve the pupil, family and other professionals. The purpose of these meetings is to:

- discuss the effectiveness of strategies
- find out if the provision is being delivered as planned
- review progress and agree next steps
- share advice and information regarding parental input
- identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the pupil, the school, the local authority and other partners.

All information collated in these meetings is then shared with relevant staff and parents.

Ofsted inspectors take a particular interest in the progress of pupils with SEND.

6. What is the school's approach to teaching pupils with SEND?

All pupils, including those with SEND, have access to an expansive and balanced curriculum.

Information obtained from assessments and pupil progress reviews is used to help set targets which are consciously ambitious to encourage pupils to aim high.

Lessons are planned to ensure the individual needs of all pupils are met, which means that the majority of pupils with SEND will be able to study the National Curriculum along with their peers.

Occasionally, Teaching Assistants and other more specialist staff, may be directed to work with pupils, in pairs or small groups and sometimes individually. However, our aim is for all pupils to become independent learners. With this in mind we are careful to avoid the over reliance of individual support for pupils.

The Inclusion Manager and Senior Leadership Team provide training for all staff to ensure they have the relevant skills and knowledge to deliver quality interventions.

7. How does the school adapt the curriculum and learning environment for pupils with SEND?

We are committed to meeting the needs of **all** pupils. We have a duty not to directly or indirectly discriminate against, harass or victimise disabled children and young people. We make all reasonable modifications to the curriculum and the learning environment to make sure that pupils with SEND are not at a disadvantage compared with their peers.

We work closely with families to discuss how we can best support their child and what adaptations need to be made.

Teachers are supported by the Inclusion Manager to assess, plan and adapt the curriculum. This may involve external professionals. For example we might need to:

- rearrange the layout of the classroom
- create a quiet area in the school
- provide sensory resources
- provide visual resources to support learning
- buy specialist equipment

The school will ensure it meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

A link to the Equality Act 2010 can be found here:
http://www.legislation.gov.uk/ukpga/2010/15/contents

8. What additional support for learning is available to pupils with SEND?

The school organises the additional support for learning into 3 different levels

Universal- Quality First Teaching

This includes adapted work and an inclusive learning environment.

Targeted Support

Additional, specific and time-limited interventions to help accelerate the progress of pupils so they are working at or above age-related expectations.

Specialist Support

Targeted provision for a minority of pupils where it is necessary to provide highly tailored intervention to accelerate progress or enable them to achieve their potential. This may include specialist interventions.

- Additional support for pupils with SEND during SAT's is provided if necessary.
- Medication can be administered if it is recommended by Health Professionals.

9. What extra-curricular activities are available for pupils with SEND?

The school runs after school clubs including sports and music activities.

We try to make sure that all clubs are inclusive and that all pupils can engage in these activities alongside their peers.

The school also provides opportunities for pupils to go on school trips and we organise an annual residential trip to Pendarren for Year 6 pupils. Parents of pupils with SEND are encouraged to offer suggestions with regards to the planning of trips and residential activities. This enables us to assess the benefits and risks and identify how the needs of individual pupils can be best met.

10. What support is available for improving the emotional and social development of pupils with SEND?

The ethos within the school aims to encourage the social and emotional development for all pupils, including those with SEND.

We strive to create a culture that reinforces our school values; Wisdom, Friendship and Forgiveness.

At St Paul's and All Hallows' we give equal consideration to:

- showing concerns for all pupils, staff and parents
- developing the faith of each individual in the school community
- preparing pupils for the wider community
- providing equal access to the national curriculum
- providing challenges within the curriculum and extending the child's holistic development
- celebrating and respecting each other's differences

We have clear policies on behaviour and bullying that set out the responsibilities of everyone in the school. These are reinforced regularly during staff training sessions.

<u>Additional support</u>

- Support and advice for class teachers – to help them manage individual behaviour and the impact it has on the whole class
- Emotional well- being groups – promoting self-esteem, positive behaviour and social development
- Individual targets – to target specific areas of need
- Classroom support for pupils
- Therapeutic work with pupils and their families – Specialist intervention

11. Who is the Inclusion Manager and how do I contact them?

Our Inclusion Manager is a qualified teacher/SENCo who has responsibility for SEND within the school.

If you have any concerns about your child please speak to the class teacher and Inclusion Manager as soon as possible.

Inclusion Manager Responsibilities

- Overseeing the implementation of the school's SEND policy
- Coordinating provision for children with SEND
- Supporting and advising colleagues to overcome barriers to learning and sustain effective teaching
- Managing teaching assistants
- Overseeing the records of all pupils with SEND
- Liaising with parents
- Managing successful transitions (class and school)
- Providing specialist advice and facilitating training for other members of staff
- Liaising with external agencies e.g. Educational Psychology, Health and Social Services

Assistant Head teacher/Inclusion Manager/SENDCo – Kelly Thompson

Phone – 0208 801 0586

12. Consulting and involving parents of children with SEND

At St Paul's and All Hallows' we feel parental involvement is paramount to each pupil's learning.

Parents are encouraged to be involved in their child's education through:

- informal discussions with the teacher
- parents evenings
- target setting and review meetings with the Inclusion Manager and external professionals
- parent workshops

If your child has an Education Health and Care Plan we will have regular meetings to discuss progress and set new targets.

13. Consulting and involving children with SEND in their education

Where pupils have SEND, we take extra care to involve them and make sure their voice is heard. It is essential that pupils are active participants in their own learning and are given the opportunity to make positive contributions to their school and the wider community. Pupils are invited to review meetings and will be included in the discussion and target setting.

14. What are the arrangements for parents raising concerns or making complaints about the SEND provision?

If you have any concerns about the provision your child is receiving please contact us as soon as possible. Do not wait for the next parent's evening or review meeting.

If you wish to express a complaint, contact the following;

- Class teacher
- Assistant Head Teacher/Inclusion Manager/SENCo – Kelly Thompson
- Head of School (through the school office) -
  Andries du Toit
- Executive Head Teacher - Christalla Jamil
- The SEND Governor - Asemeye Obunge (a letter can be submitted through the school office)

The SEND Governors will refer to the complaints procedure and try to rectify the issue.

15. How does the school involve external professionals in meeting the needs of pupils with SEND and supporting their families?

Depending of the specific need of each pupil the school may require support from specialist agencies such as;

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers (Autism team)
- Therapists (speech and language, occupational therapists and physiotherapists)
- Social workers

Parents are always involved in any decisions made regarding specialist support.

The SENCo is the person who usually coordinates all work with the above agencies.

16. What local support is available for parents of pupils with SEND?

Support for children and families can be found at http://www.haringey.gov.uk/children-and-families/local-offer

Language and Autism Support Team

http://www.haringey.gov.uk/children-and-families/local-offer/5-15-year-olds/language-and-autism-support-team

17. What are the school's arrangements for supporting pupils with SEND when they join the school, and supporting them with transitions between classes and schools?

Transitions from year group or school can be a worrying time for all parents. We work closely with families to ensure these transitions are well planned and managed effectively.

	Additional arrangements for pupils with SEND
Nursery-Reception	• Quick transfer of records • Transition meeting with previous setting • Transition plan (managed visits, transition book)
Year group	• Transition morning with new teacher • Transition book, visual supports
Moving to another school	• Contact the school SENCo and share key information • Quick transfer records • Transition meeting and visit
Primary-Secondary	• Quick transfer of records • Annual reviews and planning meetings • Secondary school transfer meeting to discuss specific needs, strategies, level and type of support required • Multi-agency meetings to discuss and formulate a transition plan.

18. Where can I find out more information about SEND services in Haringey and the local area (Local Offer)?

All local authorities must publish a Local Offer. This document sets out the expected provision across education, health and social care for children and young people in their area who have SEN or are disabled.

The Local Offer has two key purposes:

- To provide a clear, comprehensive and accessible information about the available provision and how to access it.
- To make provision more responsive to local needs and aspirations by directly involving children with disabilities, those with SEN, their parents and service providers in its development and review.

The school cooperates with the Local Authorities to:

- Make families aware of the support available to them and where to find the Local Offer

- Help people access the Local Offer information through providing services such as internet access, printing and interpreters
- Consult children and their families in preparing and reviewing the Local Offer
- Keep the Local Offer information updated.

Our school Local Offer can be found on our school website www.spah.org.uk