

# Special Educational Needs (SEN) Information Report

## St Paul's Catholic Primary School



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## 1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## 2. Which staff will support my child, and what training have they had?

### Our special educational needs co-ordinator, or SENDCO



My name is Sarah Barnes, and I am the Special Educational Needs Coordinator (SENDCo) at St Paul's Catholic Primary School. I have had the privilege of serving in this role for four years, supported by over two decades of teaching experience.

Alongside my SENDCo responsibilities, I also serve as Assistant Headteacher and Designated Safeguarding Lead (DSL). I completed the National Award in Special Educational Needs Co-ordination in July 2024, strengthening my commitment to supporting our pupils.

My primary role is to ensure that pupils with special educational needs receive the support and resources they need to thrive. I work closely with staff to ensure the needs of all our learners are met, enabling them to enjoy the highest possible quality of education.

I am fortunate to have two dedicated days each week to support children, staff, and parents in my capacity as SENDCo. During this time, I focus on providing tailored guidance and assistance that empower our students and help foster an inclusive, nurturing environment where every child can flourish.

At St Paul's, we are proud to have a fantastic team that collaborates with a wide range of professionals to support any child requiring additional help. Together, we strive to ensure that every pupil's individual needs are recognised and met.

If you have any queries or concerns, please do not hesitate to contact me or the school. You can reach the school office on 01752 365459, email me directly at [s.barnes@plymouthcast.com](mailto:s.barnes@plymouthcast.com), or send a message via Dojo.

## **Class Teachers**

All of our teachers receive in-house SEN training, and are supported by the SENDCO to meet the needs of pupils who have SEN.

As a school, we engaged with the Partnerships for Inclusion of Neurodiversity in Schools (PINS) project last academic year. This programme supports a wide range of neurodiverse children, including (but not limited to) children with SEND, ADHD, autistic children, children with a learning disability, specific learning difficulties such as dyslexia, and developmental language disorder. Being needs rather than diagnosis-led, it also covers children without a formal diagnosis.

## **Teaching Assistants (TAs)**

We have a team of TAs, including a number of higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision and a variety of interventions.

In the last academic year, TAs have been trained in precision teaching, Lego therapy, Makaton and leading movement breaks.

## **External agencies and experts**

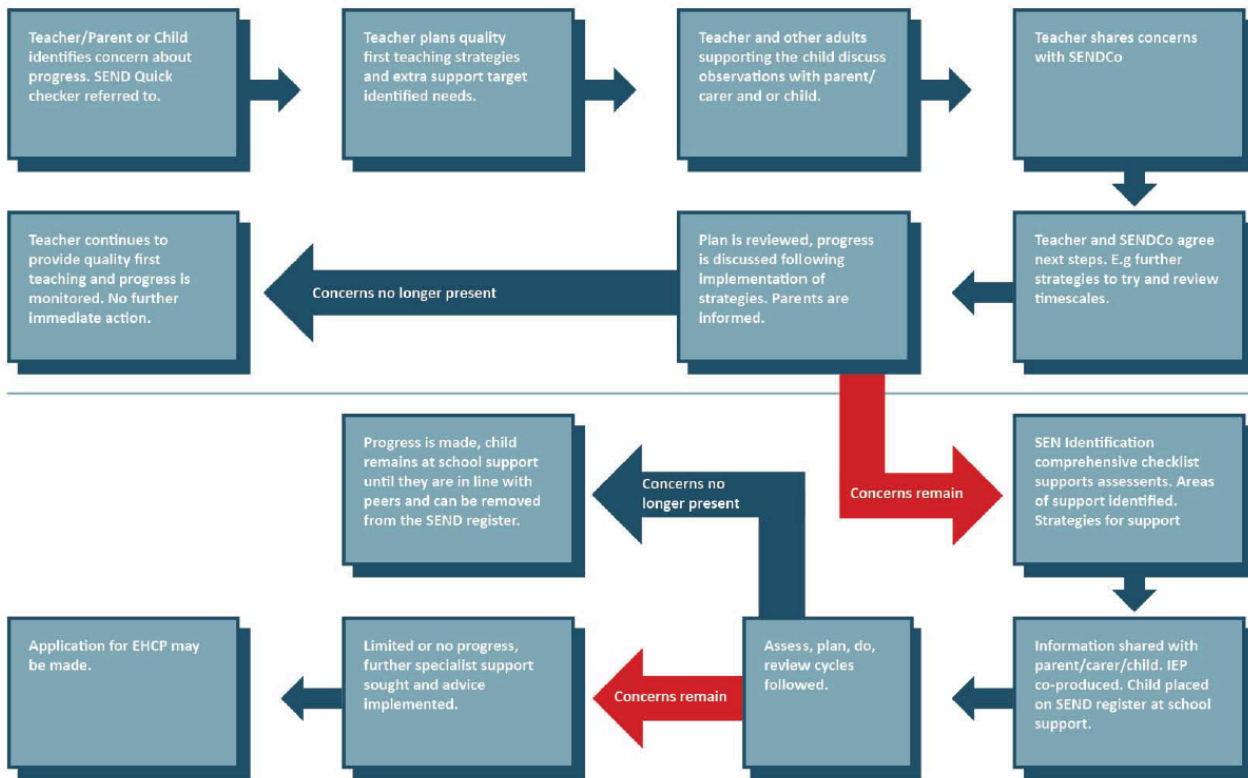
Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations
- Family support workers
- Mil Ford Special School Outreach Support

## **3. What should I do if I think my child has SEN?**

At St Paul's Catholic Primary School we follow the Plymouth CAST SEND Pathway. This follows a graduated approach to SEND.

## Identification of Special Educational Needs - Pathway



If you think your child might have SEN, the first person you should tell is your child's teacher.

The easiest way to contact your child's teacher is via Class Dojo.

They will pass the message on to our SENDCO, Sarah Barnes, who will be in touch to discuss your concerns.

You can also contact the SENDCO directly at [s.barnes@plymouthcast.com](mailto:s.barnes@plymouthcast.com).

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

## 4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include them struggling to remain focused in class.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will support the pupil to fill it. This may be by slightly adapting the way things are being taught, providing some additional short term support, additional teaching or working with you to support your child with some additional practice at home. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, and will contact you to discuss the possibility that your child has SEN.

The SENDCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in,



their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist (SaLT), an educational psychologist (EP), or a paediatrician.

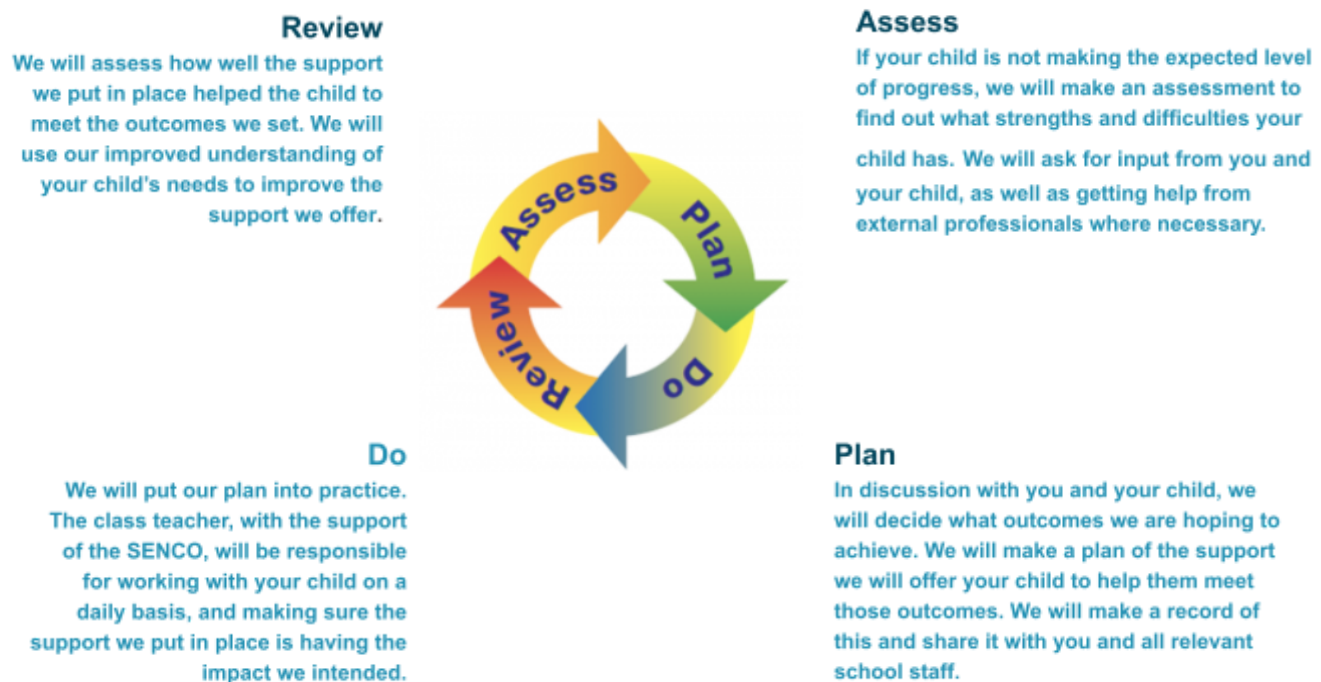
Based on all of this information, the SENDCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENDCO will work with you to create a SEN support plan for them.

## 5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## 6. How will I be involved in decisions made about my child's education?

We will provide annual written reports on your child's progress.

Your child's class teacher will meet you 3 times a year, to:

- Set clear outcomes for your child's progress

- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher via Class Dojo or through the school office.

## 7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

## 8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. We also ensure we make all reasonable adjustments to ensure a child's disability does not impact their access to education. Further details can be found in our [Accessibility plan](#).

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by-case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when delivering bespoke interventions or to address misconceptions
- Teaching assistants will support pupils in small groups when a number of children have similar misconceptions or gaps in knowledge

We may also provide the following interventions:



- Precision teaching
- Lego therapy
- ELSA
- Literacy Gold
- Pre teaching
- Pinny time
- Phonics tutoring

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Wait buttons Now and Next boards Communication boards Use of Widgeits Sensory breaks Access to our internal Alternative Provision Consistent routine with clear transitions and a classroom organised to reduce sensory overload. Task breakdown - break tasks into smaller, manageable steps with clear instructions. Flexible seating arrangements.
	Speech and language difficulties	Speech and language therapy Visual aids Model language and encourage turn taking Give processing time Think about seating arrangements, working in small groups and structured routines. Use multi-sensory approaches, simplified instructions and interactive activities

Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	<p>Reading and Writing</p> <ul style="list-style-type: none"> <li>• Provide guided reading sessions with explicit teaching of phonics and decoding skills.</li> <li>• Allow extra time for reading and writing tasks.</li> <li>• Use graphic organisers to help plan writing and structure ideas.</li> <li>• Provide resources - writing slope.</li> </ul>
	Moderate learning difficulties	<p>Mathematics</p> <ul style="list-style-type: none"> <li>• Employ manipulatives (e.g., counters, number lines) to make abstract concepts more concrete.</li> <li>• Incorporate visual aids and diagrams in lessons.</li> <li>• Use games and interactive apps that focus on building number skills.</li> <li>• Allow the use of calculators for complex calculations to aid understanding.</li> </ul>
	Severe learning difficulties	<p>Fine and Gross Motor Skills</p> <ul style="list-style-type: none"> <li>• Provide writing tools designed for easier grip (e.g., triangular pencils).</li> <li>• Incorporate activities that promote fine motor skills, such as cutting, gluing, and threading.</li> <li>• Consider posture and seating arrangements for comfortable movement during tasks.</li> <li>• Enable the use of laptops or tablets for written tasks to reduce the stress of handwriting.</li> </ul> <p>Classroom Environment</p> <ul style="list-style-type: none"> <li>• Maintain a clutter-free workspace to reduce distractions.</li> <li>• Use a visual timetable to provide structure and predictability for the student.</li> <li>• Clearly label classroom materials and areas to assist in navigation.</li> <li>• Ensure that seating arrangements are supportive, allowing the student to focus and engage with learning materials easily</li> </ul>

<p><b>Social, emotional and mental health</b></p>	<p>ADHD, ADD</p>	<p>Structured Environment:</p> <ul style="list-style-type: none"> <li>• Create a predictable classroom routine.</li> <li>• Use visual schedules and timers to help the child manage time.</li> </ul> <p>Classroom Management:</p> <ul style="list-style-type: none"> <li>• Implement behaviour management strategies such as positive reinforcement to encourage desirable behaviour.</li> <li>• Establish clear, consistent rules with immediate feedback.</li> </ul> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>• Break tasks into smaller, manageable segments.</li> <li>• Use multi-sensory teaching techniques to engage different learning styles.</li> </ul> <p>Seating Arrangements:</p> <ul style="list-style-type: none"> <li>• Flexible seating arrangements</li> <li>• Fidget tools or seating options that allow for movement.</li> </ul> <p>Additional Support:</p> <ul style="list-style-type: none"> <li>• Allow for extra time on tasks and assessments if required.</li> <li>• Provide access to a support staff member for additional one-on-one assistance.</li> </ul> <p>Social Skills Training:</p> <ul style="list-style-type: none"> <li>• Facilitate small group work and cooperative learning opportunities to encourage peer interaction and social skills development.</li> </ul> <p>Emotional Support:</p> <ul style="list-style-type: none"> <li>• Incorporate mindfulness exercises or calming activities to help manage anxiety and emotional regulation</li> </ul>
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	<p>Adverse childhood experiences and/or mental health issues</p>	<p>Trauma-Informed Approach:</p> <ul style="list-style-type: none"> <li>● Implement policies and practices that acknowledge and respond to the impacts of trauma.</li> </ul> <p>Flexible Learning Opportunities:</p> <ul style="list-style-type: none"> <li>● Adjust deadline expectations and allow for breaks as needed.</li> </ul> <p>Peer Interventions:</p> <ul style="list-style-type: none"> <li>● Foster positive peer relationships through structured group activities.</li> </ul> <p>Social Skills Training:</p> <ul style="list-style-type: none"> <li>● Provide targeted lessons on emotional literacy and interpersonal skills.</li> </ul> <p>Regular Check-Ins:</p> <ul style="list-style-type: none"> <li>● Engage in informal discussions to gauge the student's emotional state and needs.</li> </ul> <p>Positive Behaviour Reinforcement:</p> <ul style="list-style-type: none"> <li>● Reinforce desired behaviours to build confidence and self-esteem.</li> </ul> <p>Visual Supports:</p> <ul style="list-style-type: none"> <li>● Use visual timetables and cues to help the child understand transitions and expectations.</li> </ul>
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<p>Sensory and/or physical</p>	<p>Hearing impairment</p>	<p>Classroom Positioning:</p> <ul style="list-style-type: none"> <li>● Place the student close to the teacher and away from noise distractions. Ensure they can see your face clearly when speaking.</li> </ul> <p>Visual Supports:</p> <ul style="list-style-type: none"> <li>● Use visual aids such as pictures, diagrams, and written instructions to reinforce spoken language.</li> </ul> <p>Clear Speech:</p> <ul style="list-style-type: none"> <li>● Speak clearly and at a moderate pace. Avoid covering your mouth when speaking.</li> </ul> <p>Assistive Technology:</p> <ul style="list-style-type: none"> <li>● Use FM systems or soundfield systems that amplify the teacher's voice if necessary and on the advice of the Teacher for the Deaf.</li> </ul> <p>Body Language and Facial Expressions:</p> <ul style="list-style-type: none"> <li>● Use expressive body language and facial expressions to help convey meaning.</li> </ul> <p>Small Group Work:</p> <ul style="list-style-type: none"> <li>● Encourage the student to participate in small group activities where communication is more manageable.</li> </ul> <p>Pre-Teaching Vocabulary:</p> <ul style="list-style-type: none"> <li>● Introduce new vocabulary and concepts in advance of lessons to build familiarity.</li> </ul> <p>Peer Support:</p> <ul style="list-style-type: none"> <li>● Pair the student with a buddy who can assist and encourage them during group tasks.</li> </ul>
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	Visual impairment	<p>Visual Supports</p> <ul style="list-style-type: none"> <li>● Use of Visual Aids: Employ large print materials, tactile resources, and digital tools that magnify text and images.</li> <li>● Clear Layout: Ensure that classroom materials are organised logically and are easy to navigate.</li> </ul> <p>Teaching Techniques</p> <ul style="list-style-type: none"> <li>● Multi-Sensory Learning: Engage the student through auditory, tactile, and kinesthetic activities alongside visual instruction.</li> <li>● Explicit Instructions: Clearly explain tasks and expectations verbally, using simple language.</li> </ul> <p>Assistive Technology</p> <ul style="list-style-type: none"> <li>● Screen Readers and Braille Displays: Introduce technology that allows for reading digital texts through auditory output or tactile feedback.</li> <li>● Electronic Magnifiers: Equip the student with devices that can enlarge print and images during lessons e.g. ipad</li> </ul> <p>Classroom Organisation</p> <ul style="list-style-type: none"> <li>● Clear Pathways: Arrange furniture to create uncluttered walkways, ensuring the student can move around safely.</li> <li>● Consistent Environments: Try to keep the classroom layout consistent, so the student can build familiarity and confidence in navigating the space.</li> </ul>
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	Multi-sensory impairment	<p>Use of Multi-Sensory Teaching:</p> <ul style="list-style-type: none"> <li>● Incorporate tactile, auditory, and visual elements in lessons.</li> <li>● Engage different senses through hands-on activities, musical lessons, or visual aids.</li> </ul> <p>Communication Support:</p> <ul style="list-style-type: none"> <li>● Explore alternative communication methods such as sign language, symbols, or communication boards.</li> <li>● Use clear, simple language and confirm understanding by encouraging back-and-forth communication.</li> </ul> <p>Individualised Learning Plans:</p> <ul style="list-style-type: none"> <li>● Develop a tailored learning plan based on the student's strengths and challenges, setting achievable goals.</li> <li>● Include specific adjustments for assessments to ensure accessibility.</li> </ul> <p>Flexible Grouping:</p> <ul style="list-style-type: none"> <li>● Use small group work to foster peer interaction, allowing the child to engage with peers in a supportive environment.</li> </ul> <p>Assistive Technologies:</p> <ul style="list-style-type: none"> <li>● Investigate tools that might help, such as text-to-speech software, augmented communication devices, or adapted materials that cater to their sensory needs.</li> </ul> <p>Structured Routine:</p> <ul style="list-style-type: none"> <li>● Provide a consistent and predictable classroom routine that can help reduce anxiety.</li> <li>● Use visual schedules to help the child anticipate transitions.</li> </ul>
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	Physical impairment	<p>Physical Accommodations</p> <ul style="list-style-type: none"> <li>• Accessible Resources: Ensure that all learning materials are within easy reach for the student.</li> <li>• Modified Seating: Use adjustable or specialised furniture to accommodate wheelchair users or those with mobility aids.</li> <li>• Assistive Technology: Integrate technology such as speech-to-text software or tablets as part of the child's learning experience.</li> </ul> <p>Instructional Strategies</p> <ul style="list-style-type: none"> <li>• Multi-sensory Approaches: Employ approaches that engage various senses, such as visual aids, hands-on activities, and auditory supports.</li> <li>• Chunking Tasks: Break down learning tasks into smaller, manageable steps to avoid overwhelm.</li> <li>• Flexible Grouping: Use varied group configurations to encourage social interaction while considering physical capabilities.</li> </ul> <p>Social-Emotional Support</p> <ul style="list-style-type: none"> <li>• Peer Buddies: Assign a buddy to help facilitate social interactions and assist during physical activities.</li> <li>• Emotional Check-ins: Regularly check in with the child to discuss feelings and challenges they may be experiencing.</li> <li>• Social Skills Training: Implement activities that promote social skills and peer engagement.</li> </ul> <p>Also see our <a href="#">accessibility plan</a></p>
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These interventions are part of our contribution to Plymouth's local offer.

## 9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after six weeks
- Using pupil questionnaires
- Monitoring by the SENDCO and other members of SLT
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

## 10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours

- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority. This will usually require applying to an Educational Health and Care Plan. This plan may include recommendations about the way in which any additional funding should be used. If the school needs to recruit additional staff, they will follow the Plymouth Cast recruitment policy. Approval for all posts must be sought from the Trust before the school can begin the recruitment process.

## **11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?**

At St Paul's we strive to make sure there are no barriers to your pupils with SEN enjoying the same activities as other pupils in your school, including physical activities. We regularly participate in SEN sporting events including archery, football and table tennis.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip to Heatree Activity Centre.

All pupils are encouraged to take part in sports day, school plays and Acts of Worship.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

## **12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?**

At our school, we are dedicated to ensuring that all prospective pupils, particularly those with Special Educational Needs and disabilities, are welcomed and supported right from the admissions process. We actively encourage applications from families of children with SEN and disabilities, understanding that every child has unique needs that we aim to meet.

For children whose Education, Health and Care (EHC) plans name our school, we prioritise their admission. This guarantees that they secure a place before any other applications are considered, ensuring that their specific requirements are recognised and catered for.

Our oversubscription criteria have been designed with inclusivity in mind, meaning that we strive to avoid unfairly disadvantaging any prospective pupil due to their disabilities or special educational needs. We assess applications based on a variety of factors, including a child's needs and potential support available, ensuring fairness and transparency throughout the process. We believe that every child deserves the opportunity to thrive in an environment tailored to their individual circumstances, and we take pride in fostering a nurturing and inclusive community for all.

## **13. How does the school support pupils with disabilities?**

At our school, we are committed to ensuring that all pupils, including those with disabilities, receive equal opportunities to thrive in their educational journey. We actively take measures to prevent disabled pupils from being treated less favourably than their peers by fostering an inclusive environment where every individual's needs are acknowledged and met.

To support our pupils with disabilities, we have implemented various strategies, including staff training on inclusive practices and the creation of Learning Support Plans tailored to each child's specific needs. We also collaborate closely with parents and external specialists to ensure a holistic approach to support.

To access our school's accessibility plan, parents can visit our website using the following links <https://www.stpaulsplymouth.com/goto/283574?slug=send> or request a copy from the school office. This plan outlines our ongoing commitment to increasing the participation of disabled pupils in the curriculum, which involves adaptive teaching methods and differentiated activities to suit varying capabilities.

Furthermore, we aim to continually improve our physical environment to ensure that all pupils can take full advantage of the educational benefits, facilities and services we offer. This includes regular audits of our premises to identify areas for improvement. Lastly, we recognise the importance of accessible information and strive to ensure that all communication is straightforward and easily understood by disabled pupils. We provide materials in various formats and offer support when needed, ensuring that everyone can fully engage with the learning process. Your child's success is our priority, and we are here to support them every step of the way.

## **14. How will the school support my child's mental health, and emotional and social development?**

All Schools within the Trust are working towards becoming Trauma Informed Schools and all adults have had training to help them recognise signs that children may be having difficulty socially, emotionally or mentally. Adults are trained in ways to support children and all children have trusted adults that they can reach out to at times of difficulty. St Paul's currently has two members of staff who have completed the Trauma Informed practitioner diploma.

We believe that every pupil, particularly those with SEN, should feel a sense of belonging and community. To facilitate this, we actively encourage students to participate in our School Council. This involvement not only gives them a voice in decision-making processes but also fosters their social development and self-esteem. We value their opinions and insights, which enhances their connection to the school community as a whole.

In our efforts to understand how well students are settling into school, we administer an annual School Bonding Questionnaire. This survey seeks feedback on their emotional and social connections with peers and staff. The insights gathered allow us to make necessary adjustments to our practices and address any issues promptly, ensuring that all students feel they have the support they need.

In terms of safeguarding, we maintain a strict zero-tolerance approach to bullying. We actively work to prevent bullying through a range of measures, including regular assemblies and workshops that promote respect, empathy, and understanding among students. Our staff is vigilant and trained to intervene at the earliest sign of bullying behaviour, ensuring that our school remains a safe space for everyone.

To further support our families, we have appointed a dedicated Parent Support Advisor who is available to assist both parents and children. This role is crucial in bridging the gap between home and school, providing resources, advice, and a listening ear to those who need it most. Whether it's offering guidance on accessing external support services or simply being there to talk, our Parent Support Advisor plays a vital role in our community.

At our school, we are committed to fostering an inclusive environment where every child can thrive. By addressing the emotional, social, and educational needs of pupils with SEN, we aim to equip them with the tools necessary to succeed both inside and outside the classroom.

## **15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?**

### **Between years**

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term

### **Between schools**

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

### **Between phases**

The SENDCO of the secondary school will come into our school for a meeting with our SENDCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable

- Learning how to get organised independently
- Plugging any gaps in knowledge

## 16. What support is in place for looked-after and previously looked-after children with SEN?

Sarah Barnes is also the designated teacher for looked-after children and previously looked-after children. As part of this role it is her responsibility to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## 17. What should I do if I have a concern about my child's SEN support?

If you have concerns about the progress your child is making or the support they are receiving you should speak to the class teacher in the first instance. They may suggest that you have a meeting with the SENDCo to discuss your concerns and work together to agree how to address these. If you are still concerned you should follow the school complaints procedure. You can find a copy of that [here](#).

## 18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Plymouth's local offer. Plymouth City Council publishes information about the local offer on their website:

<https://www.plymouthonlinedirectory.com/article/182/SEND-Local-Offer>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

<https://www.plymouthias.org.uk/>

Local charities that offer information and support to families of children with SEN are:

<https://jeremiahsjourney.org.uk/>

<https://plymouthpcv.co.uk/>

<https://www.petesdragons.org.uk/>

<https://www.friendsandfamilies.org.uk/>

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

## 19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan

- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHCP needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages