

SEND Information Report 2026-27

St Paul's CofE Primary School & Nursery

August 2026

What kinds of special educational needs (SEN) are provided for?	St Paul's is an inclusive mainstream primary school and nursery. We identify needs early, remove barriers to learning and participation, make reasonable adjustments and use our best endeavours to secure appropriate special educational provision. We support children across the four broad areas of need described in the SEND Code of Practice: Cognition and Learning Communication and Interaction Social, Emotional and Mental Health Sensory and/or Physical In addition, we have staff who have been specifically trained in areas such as behaviour management, Speech and Language, dyslexia and emotional literacy support. We work closely with external agencies including Speech and Language, Specialist Teachers for Inclusive Practice and Occupational Therapy. We make reasonable adjustments in accordance with the Equality Act 2010 and review accessibility through the school's Accessibility Plan. For further aspects of this report, you may wish to look at our SEN Policy and Inclusion Policy. St Paul's operates a two-SENCo model. One SENCo leads early identification, early intervention, the graduated response and provision for pupils receiving SEN Support who do not have an EHCP. Olivia Miller is the SENCo and EHCP Lead, with responsibility for pupils with Education, Health and Care Plans, statutory EHCP processes and specialist provision. The two SENCos work together to ensure continuity as needs change and to coordinate support across the school. Families can contact the SEND team at senco@stpaulstongham.com or 01252 400222. Our SENCO is part of our Senior Leadership Team and works closely with Class Teachers and Support Staff to ensure every child progresses to the best of their ability. Governors are responsible for monitoring the effectiveness of the provision for pupils with SEND.
What arrangements are made for identifying,	The school's SEN policy can be found on our website. It is written in line with the SEND Code of Pra

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assessing and reviewing the progress of children with SEN?	The progress of all pupils is monitored informally on a continual basis and formally at pupil progress meetings each term. Progress is measured in all areas of development and next steps are planned for. Additional meetings monitor the progress of pupils with SEN. High-quality, inclusive and adaptive teaching is the starting point for all pupils. Where additional support is needed, the school uses the graduated approach of Assess, Plan, Do, Review. We monitor pupils' progress constantly through formal and informal assessments in phonics, reading, writing and maths. We have a rigorous monitoring programme in place. We are able to track pupils who are working below the level that is expected for their age and we identify pupils that have made slow or little progress in specific areas. Pupil progress meetings take place three times across the academic year. As part of our 'assess, plan, do, review' cycle, pupils with SEN have their targets reviewed and we evaluate the impact of existing interventions and consider whether further actions are required. Parents are invited to meet with the SENCO to talk through their child's progress and support plan. We hold Annual Reviews of progress with parents and relevant professionals for pupils with EHCPs. External agencies including Speech and Language, Specialist Teachers for Inclusive Practice and Occupational Therapy will become involved for specific assessment when needed. For any work involving external agencies, parental permission will be sought and they will be involved in this process.
What are the arrangements for consulting with parents of children with SEN and involving them in their child's education?	In addition to Teacher/Parent meetings, parents are invited to meet with the SENCO and talk through their child's progress and support plan three times a year. Information will be shared on how families can support their child at home where appropriate.
What are the arrangements for consulting children with SEN and involving them in their education?	All SEND children at St Paul's complete a 'one page' profile. Staff talk to the children to ascertain what is important to them and how the child thinks they learn best and how they can be supported. This enables staff to have a clear overview of the whole child and ensure the 'one page' profiles are personal to the child and effective in supporting them. Teachers and TAs talk to pupils regularly about their progress and how they can overcome difficulties. Pupils' views are valued and are used to involve them in their learning journey. Children who have EHCPs (Education and Healthcare Plans) will have their views sought and these wi

	annual reviews.
What is our approach to teaching children with SEN?	We use a graduated approach to meeting need. Teachers remain responsible for the progress of pupils with SEND and adapt teaching, resources, communication and the learning environment as required. We use Surrey's ordinarily available provision guidance alongside the SEND Code of Practice and relevant professional advice. The SENCO attends class team meetings and pupil progress meetings to discuss the needs of learners and share strategies that will support access to the curriculum and enable greater engagement. Our curriculum offer is designed to meet the needs of all the learners within our setting. If it is identified that a pupil needs additional support, discussion between the head, SENCO and class teacher will take place and ensure the appropriate provision is put in place. Parents are kept informed and involved in their child's education. We will invite them to meet termly to discuss targets, support and strategies for their child. Further meetings will be held if necessary. The type and amount of additional support a child receives will depend upon their needs. We firmly believe that every learner can be successful and have a whole school ethos of high aspirations and expectations for all.
How does the school adapt the curriculum and learning environment for pupils with SEN?	All staff are well informed of the needs of individual children. This allows them to make reasonable adjustments and ensure learning meets the needs of all our pupils and supports their progress. All pupils with SEN have a PSD (Pupil Support Document). Included in this will be adaptations needed for the individual child in order for them to be successful. Staff use adaptive teaching, appropriate scaffolding, communication support, visual systems, sensory regulation, targeted intervention and specialist resources where needed so pupils can access an ambitious curriculum. We have an Accessibility Plan and when feasible we make reasonable adjustments to improve accessibility of our environment. Our policy and practice adhere to The Equality Act 2010. Our school enables us to accommodate pupils with physical disabilities.
What expertise and training do staff possess and how is specialist expertise and equipment secured?	St Paul's invests in ongoing SEND professional development. Training is matched to the needs of the pupils currently in school and includes autism, communication and interaction, emotional literacy, nurture and SEMH, sensory regulation, intensive interaction, Attention Autism, sp

	approaches and relational/de-escalation practice. We aim to ensure that all staff working with pupils with SEND have a working knowledge of the specific difficulty they have, to support them in accessing the curriculum. The SENCo provides strategic oversight, professional guidance and coordination of SEND provision, including support for pupils with EHCPs. Specialist expertise is supplemented through external professionals and outreach services. Within our school we have staff trained in ELSA (Emotional Literacy Support Assistant). We use our well-established relationships with professionals in health and social care to ensure our pupils receive the support they need. We engage the expertise of Speech and Language therapists, occupational therapists, Specialist Teachers for Inclusive Practice, Behaviour Support Team, Freemantles ASD outreach team and CAMHS when necessary.
How does the school evaluate the effectiveness of the provisions made for pupils with SEN?	We regularly review the needs of our pupils and endeavour to put provision in place to support these needs. Part of the school budget may go towards directly supporting pupils with SEND and allows us to finance training, so that the provision we provide, targets the current needs of our pupils. Standards are maintained by our constant reviewing of provision. The SENCO carries out learning walks and learning conversations with staff to ensure ongoing development of inclusive practice. We review the effectiveness of our interventions regularly and carefully consider the changing needs of our pupils.
How do children with SEN engage in activities available to children in the school without SEN?	At St Paul's we have a whole school approach which supports all learners engaging in activities together. Our Inclusion policy promotes involvement of all our learners in all aspects of the curriculum. Any barriers to learning or engagement are reviewed and resolved where possible. We make reasonable adjustments so that all pupils can join in activities regardless of their needs.
What measures are there in place for improving the emotional, mental and	The wellbeing of pupils is central to our SEND provision. Support may include ELSA, pastoral support, trusted-adult work, regulation interventions and the SE

social development of pupils with SEN?	Base & Nurture Hub for children who need targeted support with SEMH, anxiety, emotional regulation, attendance or readiness to learn. There is regular training for all staff to ensure there is a high standard of pastoral care. We support all our pupils with their social and emotional development. PHSE forms an important part of our curriculum. We use the Jigsaw PHSE programme to ensure that all children have the necessary PSED skills to enable them to flourish. This is supplemented by Trickbox. Our Behaviour policy gives guidance on expectations, rewards and sanctions and is understood and followed by all staff. We have a zero-tolerance approach to bullying and address the causes of bullying. We take part, each year, in anti-bullying week.
What are the arrangements for supporting pupils in moving between phases of education?	At St Paul's we believe the key to smooth transition between phases is clarity of information and preparation. We work closely with early years settings, families and receiving schools to plan successful transition. As St Paul's is now a growing primary school, this includes transition into Nursery or Reception, movement between year groups and provisions, in-year admissions and, in due course, transition from Year 6 to secondary education. Prior to entry into Reception: Our Reception teacher visits all children in their nurseries. Additional visits are made by the teacher and/or SENCO, to children with SEN, in order to develop a relationship prior to starting school. This also allows us to be better informed of the child's needs and the nature of the support they require. All children are invited to a series of visits to our school in the term before they start. Transition to secondary education or another setting We liaise with receiving secondary schools or other settings to ensure that successful strategies, provision and relevant information are shared in good time. The SENCO shares current PSDs (Pupil Support Documents) including strategies that work well to support individuals and resources that help them to succeed. This supports a smooth transition. The receiving school's SENCO is invited to annual reviews of children with an EHCP. All children will visit the secondary schools they will be moving to. Additional visits are arranged for children with SEN if necessary.

How does the school involve other bodies including health and social care, local authority support services and voluntary organisations, in meeting the needs of children with SEN and supporting their families?

We follow Surrey's graduated approach and work with relevant education, health and social-care professionals where this will help meet a child's needs. This may include Educational Psychology, Speech and Language Therapy, Occupational Therapy, Surrey specialist teaching/advisory teams, SEND caseworkers, mental-health services, Early Help, social care and medical professionals.

Evergreen receives ongoing specialist support from Freemantles School, including outreach, coaching, professional development and collaborative problem-solving. Evergreen is the school's specialist autism provision for pupils with EHCPs, with Evergreen 1 supporting EYFS/KS1 pupils and Evergreen 2 supporting KS2 pupils.

The SEN information report supports Surrey's Local Offer. Details of this can be found at <https://www.surreylocaloffer.org.uk/>

Additional statutory information

Admissions and specialist provision

Mainstream admissions are managed through the school's published admissions arrangements. A child must not be refused admission simply because they have SEND or a disability. Where a child has an EHCP and St Paul's is proposed as the named school, the statutory EHCP consultation and placement process applies through the local authority.

Admission to Evergreen is through the relevant local-authority SEND process for pupils with EHCPs following consultation with the school; it is not an ordinary mainstream admission route. SEARCH is an internal inclusion and nurture provision and is not a separate school placement.

Facilities, accessibility and specialist equipment

The school reviews accessibility through its Accessibility Plan and individual assessment of need. Reasonable adjustments are made to enable disabled pupils to access the curriculum, physical environment, information and wider school life. Where specialist equipment or physical adaptations are required, the school works with families, the local authority and relevant professionals to assess and secure appropriate provision.

Participation in wider school life

Children with SEND are supported to participate in trips, visits, clubs, collective worship, Forest School, outdoor learning, performances, playtimes, lunchtimes and enrichment alongside their peers wherever appropriate. Reasonable adjustments, additional staffing, equipment and risk assessment are considered in advance.

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	Parent information, advice and support Surrey's Local Offer provides information about SEND services available to children, young people and families. Independent information, advice and support is available through SEND Advice Surrey (Surrey SENDIAS). Families can also contact the school SENCo at senco@stpaulstongham.com or 01252 400222. Complaints and disagreement resolution Parents should normally raise concerns first with the class teacher and/or SENCo. Where a concern remains unresolved, the school's Complaints Policy applies. Some disagreements concerning EHC needs assessments, EHCPs or local-authority decisions have separate statutory mediation, disagreement-resolution and tribunal routes. Related school documents This report should be read alongside the SEND Policy, Inclusion Policy, Accessibility Plan, Safeguarding and Child Protection Policy, Relationship, Behaviour and Anti-Bullying Policy, Suspensions and Permanent Exclusions Policy, Supporting Pupils with Medical Conditions Policy, Intimate Care Policy, Evergreen Provision Policy and SEARCH Inclusion Base & Nurture Hub Policy. Report review Reviewed: August 2026 Next review: August 2027 Lead: SENCo Approved by: Headteacher and Governing Body
What are the arrangements for handling complaints from parents/carers of children with SEN about the provision made by the school?	If a parent has a concern, they are encouraged to talk to their child's class teacher. For children with SEN, parents can meet with our SENCO for further information and support. Please email senco@stpaulstongham.com or call 01252 400222. Information regarding our school's complaints procedure can be found on our website. https://www.stpaulstongham.com/surrey/primary/stpaulstongham