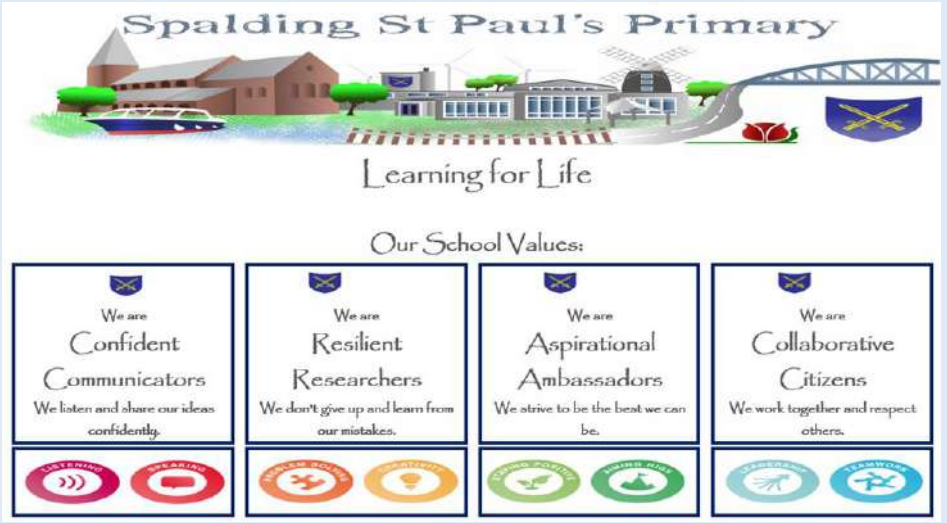


SEND Information Report 2026-2027

This report should be read alongside our SEND Policy (available at Spalding St Paul's Primary School - SEND Information (spaldingstpauls-cit.co.uk))

Click here to go to the contents page

Published: September 2026

Review Date: September 2027

This SEND Information Report is reviewed annually by the SENDCo and Local School Board and updated when significant changes are made to SEND provision, statutory guidance or local authority arrangements.

Key Contacts



In the first instance, if you have any concerns that your child might have a Special Educational Need or is finding learning difficult you should contact your child's class teacher. You can email enquiries@spaldingstpauls-cit.co.uk or call if you would like to arrange a meeting.

Our Special Educational Needs and Disability Coordinator (SENDCo) is Mrs Katie Gray (katie.gray@spaldingstpauls-cit.co.uk)



The role of the SENDCo involves ensuring that:

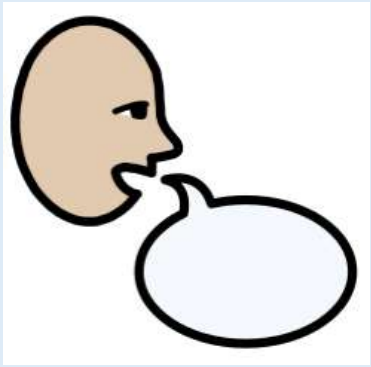
- teachers understand children's needs
- teachers are trained in meeting those needs
- the quality of teaching for children with SEND and provision across the school is efficiently managed.

Address - Spalding St Paul's Primary School
Queens Road
Spalding
PE11 2JQ
Phone - 01775 723326
Email - enquiries@spaldingstpauls-cit.co.uk

Statement of Intent

Spalding St Paul's Primary School values all pupils and celebrates diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this.

The school aims to:



- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND.

The school will work within the following principles, which underpin our SEND Policy

- The involvement of pupils and their parents/carers in decision-making
- The identification of pupils' needs
- Collaboration between education, health and social care services to provide support
- High-quality provision to meet the needs of pupils with SEND
- Greater choice and control for pupils and their parents over their support

In accordance with Section 66 of the Children and Families Act 2014, the school will use its best endeavours to secure the special educational provision required to meet the needs of pupils with SEND.

What Special Educational Needs do we cater for?

We cater for the four broad areas of SEND.

These include:

Communication and Interaction (CI)	Cognition and Learning (CL)	Social, Emotional and Mental Health Needs (SEMH)	SENDsory and/or Physical (SP)
Speech, Language and Communication Needs (SLCN) Autism Spectrum Disorder/Condition (ASD/ASC)	Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD) Profound and Multiple Learning Difficulties (PMLD) Specific Learning Difficulties (SpLD) SpLD – dyslexia, dyspraxia and dyscalculia	Attention Deficit Disorder (ADD) Attention Deficit Hyperactivity Disorder (ADHD) Attachment Disorder (AD)	Hearing Impairment (HI) Multi-SENDsory Impairment (MSI) Visual Impairment (VI) Physically Disabled (PD)

Our SEND Profile

At Spalding St Paul's Primary School we currently support pupils across all four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

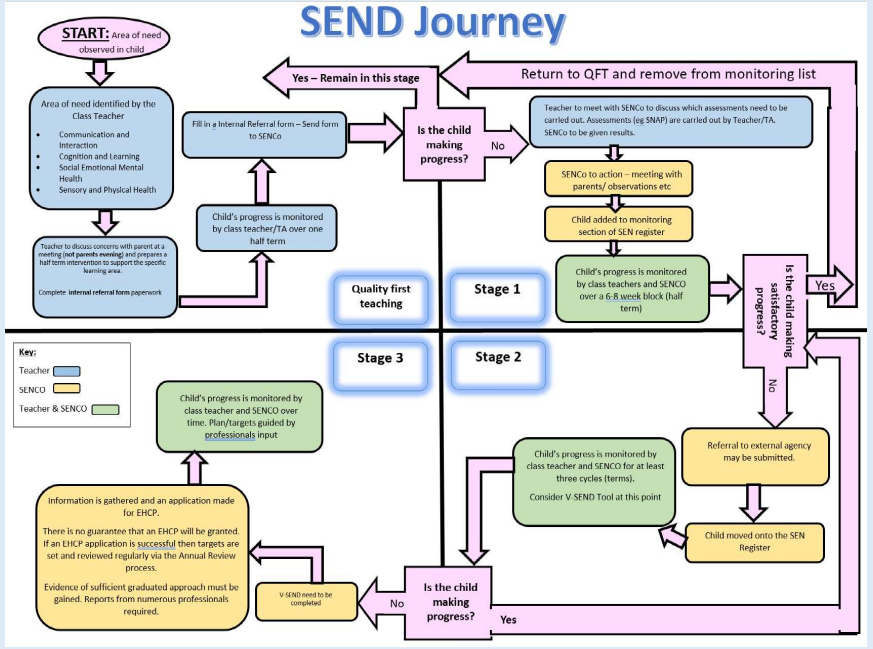
We also support pupils with Education, Health and Care Plans (EHCPs).

How do we know if our pupils need extra help?



Identifying SEND and the Graduated Approach

The school has a clear approach to identifying and responding to SEND and recognises that early identification and effective provision improves long-term outcomes for the pupils.
Pupils are currently identified at Pupil Progress Meeting and via teacher concerns using an Internal Referral Form. This follows the SEND Journey Flow Chart. This will ensure that we are correctly identifying children with SEND and following the relevant pathways for each of them.
When a child is identified, the Assess, Plan, Do, Review process begins. The class teacher will add the child to the Pupil Learning Plan and begin extra support for the child. This will be monitored by the Class Teacher and the SENDCo and next steps discussed.
Once a child has been identified as needing to be on the SEND Register parents/carers will be informed.
The school has a SEND Register and SEND Tracker. These are reviewed and updated by the SENDCo on a regular basis.



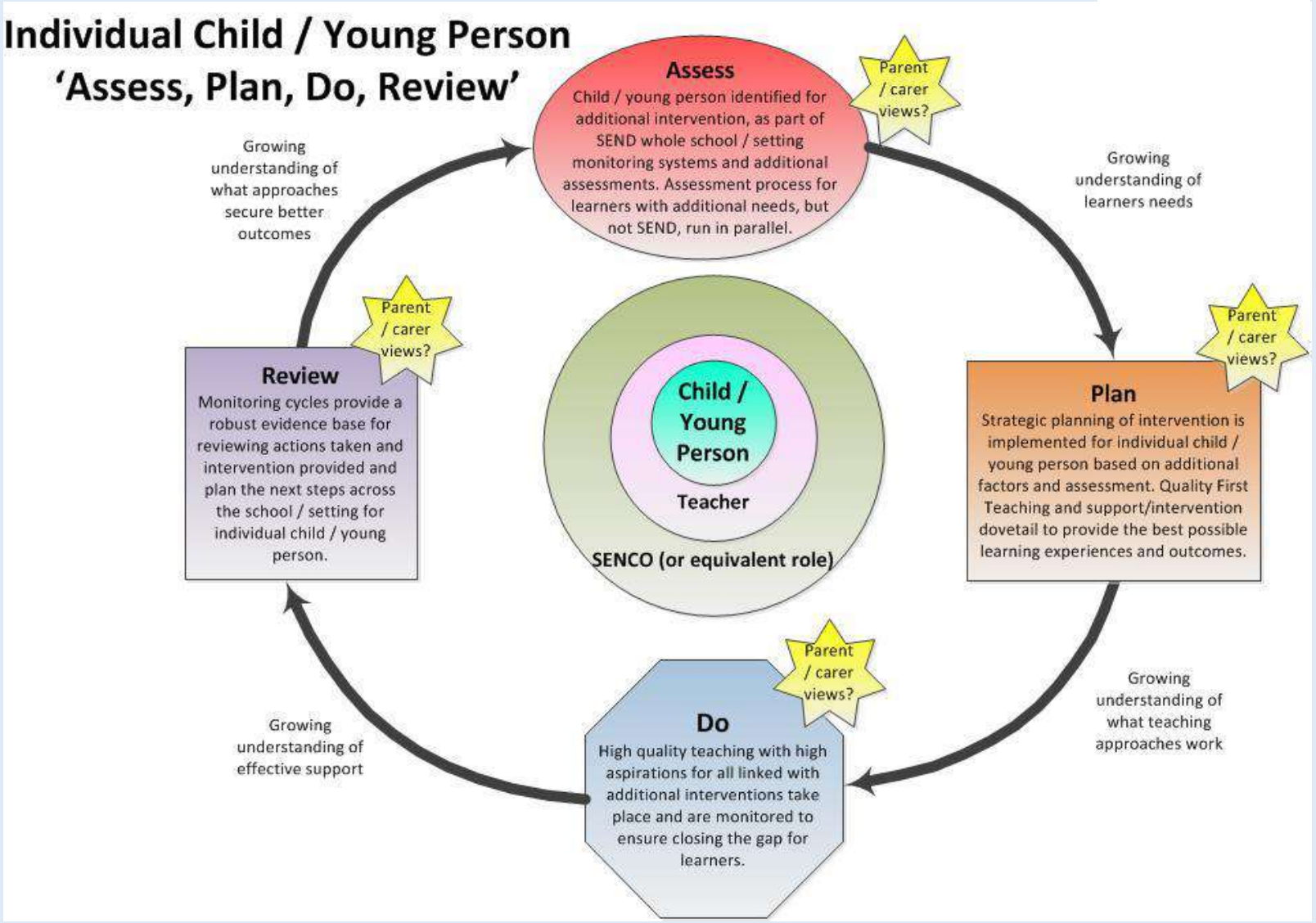
See Appendix 1

What will the school do to support my child?

Initially we will implement the agreed plan of action, making full use of the support available within the school.

Where necessary additional advice and support may be sought from external agencies.

Strategies and interventions will be in place to support the child as well as realistic short-term SMART (Specific, Measurable, Achievable, Relevant/Realistic, Time-



How do we support pupils with Education, Health and Care Plans (EHCPs)?

Some pupils with more complex special educational needs or disabilities may have an Education, Health and Care Plan (EHCP).

An EHCP is a legal document produced by the Local Authority which sets out a child's special educational needs, the outcomes they are working towards and the provision required to support them.

At Spalding St Paul's Primary School we:

- Work closely with parents/carers, pupils and professionals to deliver the provision specified within the EHCP.
- Ensure that staff working with the pupil understand their needs and the strategies required to support them.
- Monitor progress towards agreed outcomes through the graduated approach of Assess, Plan, Do and Review.
- Hold an Annual Review meeting to evaluate progress and consider any changes required to the EHCP.
- Liaise regularly with external agencies, including Educational Psychologists, Speech and Language Therapists, Specialist Teachers and Health Professionals where appropriate.
- Support pupils and families during periods of transition, including movement between year groups and

Working Together to Identify Special Educational Needs

Working with External Agencies
This could include a health diagnosis from a doctor or a diagnosis of a Special Educational Needs, such as Autism.

Working with Parents/Carers
If parents/carers have a concern about their child, we will listen and investigate.

Identifying SEND

Staff working with your child
Staff noticing that a pupil is requiring additional support with liaise with parents and the SENDCo.

Working with other settings
We talk to previous settings to understand what support has been in place previously to help them to learn.

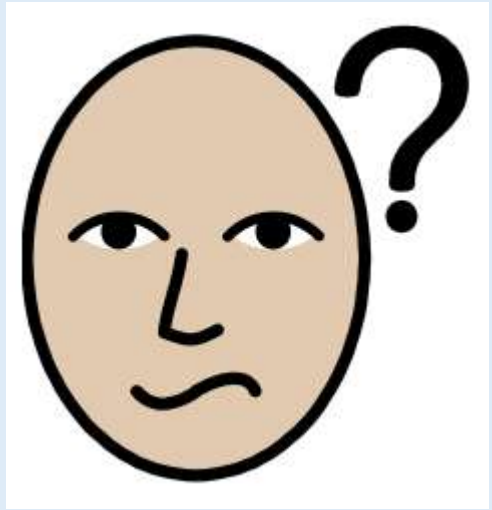
Pupils are defined as having Special Educational Needs when they require provision that is additional to and different from that which is available to all pupils.

Signs that we might look for:

Working below the expected level
Needing more time to complete learning
Needing extra equipment or tools to help with learning



What should I do if I think my child has Special Educational Needs (SEND)?



Parental Concerns Flow Chart

If you have concerns about your child's progress, development , behaviour or mental health, arrange a meeting with your child's class teacher.

Are there still concerns following the half term intervention or support given?

Yes

SEND team will observe your child and discuss next steps.

Has progress been made?

Yes

Teacher to continue to monitor and meet with parents (if needed) to review the learning and progress made

No

SENDD team to meet with teacher and parents to discuss strategies for learning and potential referrals to outside agencies

No

Continue normal monitoring and communication with the teacher.

At all times, Quality First Teaching with the class teacher is the best way for a child to make progress , but sometimes, a little boost can help realign learning.

How will we involve parents and carers?

We strongly believe it is vital that parents/carers are involved with the support given and progress made by the child.

- The SENDCo and teachers are available to speak to parents/carers
- The SENDCo is available at Parents Evenings
- Parents/Carers are invited to EHCP reviews
- All parent/carers have access to Parent Mail and Class Dojo to keep up to date with information
- We share Pupil Learning Plans and Passports with parents/carers



How will we involve pupils with SEND in their education?

‘I talk to the adults around me about my learning.’

‘I can talk to any adult at school if I am worried about anything.’



‘I can use widgits to communicate my thoughts and feelings.’



‘I take part in Pupil Voice’.

‘I have a personalised passport that all adults can see, so they know how to support me.’

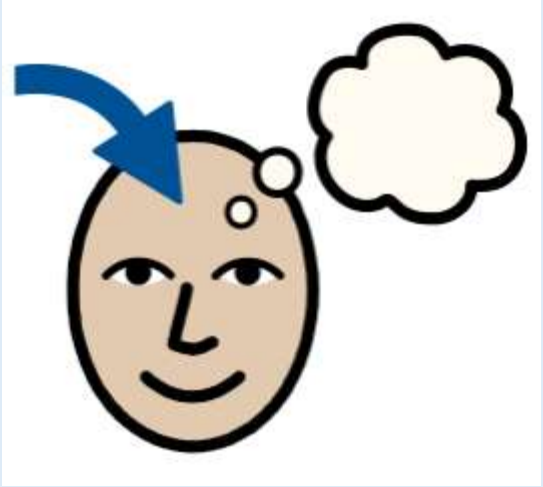
‘I can share any worries using the class Worry Monster.’

Your child will be involved in the process of ‘Assess, Plan, Do and Review’ through talking to familiar adults about their work, identifying their strengths as well as aspects they find tricky. This often involves sharing classroom work and attending review meetings if appropriate.

How will the curriculum be matched to my child's needs?

All children are well supported within the classroom by highly skilled teachers and teaching assistants. Appropriate adjustments are made to the classroom, teaching and resources to ensure that all children have access to the curriculum. These include:

- collaborative learning (talking partners, mixed ability group work);
- using ICT or a scribe to record;
- using ICT to support learning;
- using drama techniques;
- using concrete apparatus (numicon, magnetic letters);
- the use of pupil's interests;
- targeted group work;
- pre-learning of key points or vocabulary prior to a lesson;
- 1:1 support;
- 1:1 teaching;
- interventions and guided work;
- high quality phonics teaching;
- the use of visual aids;
- adaptation of the learning environment.



Making every lesson count for all learners



Supporting the teaching and learning of pupils with SEND

A qualified teacher who is able to teach pupils with SEND. Having learning set to meet their needs, so everyone can understand.

Having homework set that meets their needs.

Some pupils might require different equipment or learning strategies.

Pre teaching new vocabulary and highlighting key vocabulary in the lesson

Working in small groups or 1:1

Using visuals and objects to represent concepts

Adaptive Teaching (the process of including all children's needs in learning)

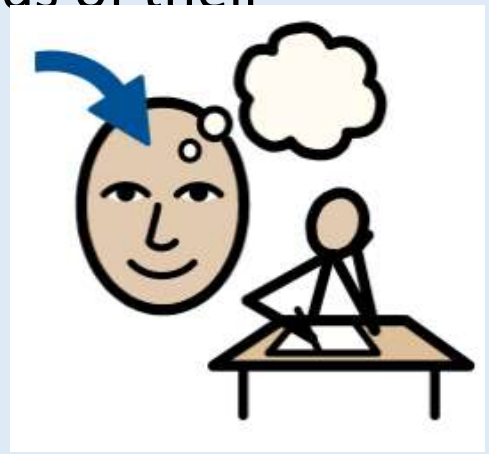
Teaching assistants are available to support with learning

What training do our staff have in order to support pupils with SEND?

Mrs Katie Gray is a qualified teacher who meets the mandatory national qualification requirements for SENCOs and undertakes regular professional development to ensure that SEND provision remains current and effective.

All staff members working with children receive regular contextual training with SEND.

Mrs Gray works alongside individual staff to support with the specific needs of their class.



Who will support my child in school?



There are many individuals and groups of people (detailed below) who may be involved in providing support for your child.

Class Teacher

The Class teacher has overall responsibility for your child's progress and will work with you and your child to ensure his/her needs are met. The class teacher is the first point of contact should you wish to raise a concern about your child. It is the class teacher's responsibility to plan for teaching and learning and to make judgements based on your child's progress.

SENDCo

The SENDCo will monitor the progress of all the children on the SEND register and will monitor the effectiveness of interventions for children throughout the school. The SENDCo will lead review meetings, refer children to outside agencies when appropriate, liaise with other professionals and complete relevant paperwork.

Headteacher

The Head Teacher is in overall charge of all staff in school. The Head Teacher leads the termly pupil progress meetings, with SLT, and ensures that provision and support is available for children with SEND. The Head Teacher meets regularly with the SENDCo to discuss provision in school for children with SEND.

Teaching Assistants

The Teaching Assistants support teaching and learning on a daily basis and have excellent knowledge of the children. They work with children 1:1 as well as in small groups and also deliver structured interventions with the guidance of the class teachers and SENDCo.

Midday Supervisors

The Midday Supervisors support the personal, social and emotional needs of your child daily. Good communication between teaching staff and Midday Supervisors ensures that children are closely monitored during lunchtime and information is passed on if necessary.

Administrators

The Administrator will add your child's special education need to the central record and provide clerical support when needed.

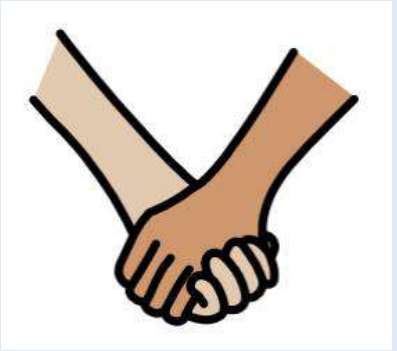
SEND LSB Member

The Local School Board has a named Local School Board member whose responsibility is to oversee the provision for SEND and feed information back to the governing body.

Outside Agencies

The school works with a range of Outside Agencies including Speech and Language Therapists, Specialist Teachers, Educational Psychologists, Physiotherapists, Paediatricians and outreach services. Their role is to support the child, family and school with all aspects of SEND.

How can I be involved in supporting my child?



You can support your child by:

- engaging with the school;
- attending meetings;
- keeping the school up to date with any changes or information you feel is necessary to pass to the class teacher or SENDCo;
- attending parent workshops and open-school events;
- supporting them with reading, spelling, times table and homework tasks;

providing home and wider learning opportunities

What extra support could we provide and who will decide on the support?

This will depend upon your child's individual needs. Each child's needs are unique and so each child will receive different support, depending upon their specific needs. The Special Educational Needs Co-ordinator (SENDCo) and class teacher will decide which strategies and resources are appropriate to support your child's needs. Where outside agencies are involved, they will provide advice about how best to support your child's needs. Below are some examples of what the school can provide

Communication and Interaction (Speech and Language)

- Resources provided by the Speech and Language Therapy Service - First Call
- Communication and language games
- Social skills games
- Specific Speech and Language programmes provided by the Speech and Language Therapy Service

Social, Emotional and Mental Health

- Emotional literacy strategies (includin
- Social skills games
- Reward strategies
- Playground buddies
- Social Stories
- Lunchtime clubs



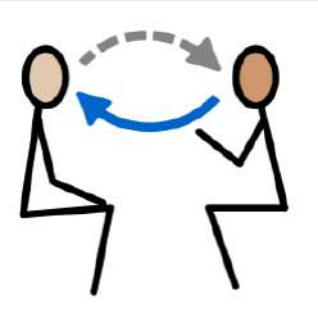
Sensory and Physical Needs

- Specialist equipment such as seating, writing slopes, pencil grips and calmers
- Specialist training from outside agencies, such as physiotherapists for pupils with disabilities
- Sensory Circuits to meet the individual sensory needs of a child

Cognition and Learning (Learning Need)

- Different approaches to learning, e.g. visual, hands-on
- Different work expectations, matched to the child's ability
- Different/extra resources, e.g. word cards, number squares
- Special Literacy or Maths programmes,
- Extra adult support, group work, individual support

What opportunities will there be for me to discuss my child's attainment and progress?



We pride ourselves on our positive relationship with parents so if you have any questions about your child's progress you can make an appointment to see your child's class teacher at any time. We report in detail to parents through Parents' Consultation Evenings which are held twice a year and via the School Report in July.

Permission will always be sought before your child is assessed by an outside agency, e.g. the Specialist Teaching Team, and feedback will be given as a written report or verbally as part of a review meeting.

Staff also love to share successes so will often catch parents at the beginning or end of the day to celebrate individual children's achievements or progress. These may also shared on Class Dojo.

There are also numerous occasions throughout the year when parents are invited into school to see the children working and performing e.g. Open Mornings, Sports Day and Celebration Assemblies.

How does the school know how well my child is doing?

On entry to the Early Years Foundation Stage (Reception) teachers baseline assess children in
relation to the 'Ages and Stages,' EYFS document based on information from nursery settings,
Initial observations and some basic 1:1 assessments. At the end of Foundation Stage, they
Are again assessed formally against the Early Learning Goals.



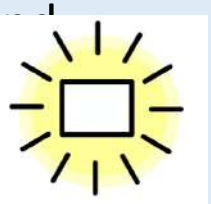
In Key Stage One and Two, children's progress is tracked termly and measured
against age-related expectations in relation to the National Curriculum. This process includes Pupil Progress Meetings between the class teacher,

How will the school prepare and support my child to join the school?

If your child is joining our school in to the EYFS class, we will have a transition programme in place. Initially your child's teacher will visit him/her in his/her early years setting (or at home if your child does not attend an early years setting). This is followed by 2 school visits during the Summer Term aimed at helping your child to become comfortable in his/her new surroundings. The children also receive their own 'Welcome Pack' which parents can share with them at home in preparation for the new term.

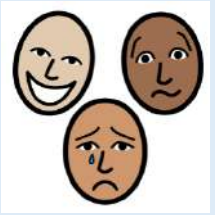
If your child joins the school in another year group, we plan, in consultation with parents/carers, the transition depending on the needs of the child. Your child is welcome to make visits to the school to meet their class and their teacher and familiarise him/herself with the school routines.

As with most things in school, these arrangements are extremely flexible and can be personalised and adapted to meet the particular needs of your child.



If a child is already identified as having special educational needs, it is usual practice for our SENDCo to be invited
to and attend a nursery review meeting and for all paperwork to be forwarded to the school during the summer break.

What support will there be for my child's emotional and social well-being?



The emotional and social well-being of your child is of great importance to us. Where appropriate, additional intervention (individual or small group) will be organised to help your child's emotional and social development.

- Teachers, Teaching Assistants and Midday Supervisors build up strong relationships with children to support their emotional needs.
- The school rules, including rewards and sanctions, are used consistently to support children's behaviour.
- We work closely with outside agencies to support children with emotional and behavioural needs.
- All safeguarding and child protection issues will be reported via CPOMS to the Head Teacher and Designated and Deputy Designated Safeguarding Leads).
- PSHE is considered an important subject taught weekly and a PSHE Scheme of work is used across the whole school.
- Emotional well-being interventions may be used to support children on a regular basis for a length of time, alongside outside agencies when needed.
- Mrs Robinson is trained as an Emotional Literacy Support Assistant (ELSA) and may work with your

How will my child be included in activities outside the classroom, including trips?

The school will endeavour to ensure that provision is put in place so that all children can access after school activities, outdoor learning and educational visits including residential opportunities. Where necessary, we will ensure that specialist support is available and if required, reasonable adjustments made to enable all children to access the provisions on offer, wherever possible.



How accessible is the school environment?



At Spalding St Paul's Primary School, we are committed to ensuring that all pupils can access learning and participate fully in school life.

- The school is accessible to wheelchair users and has an accessible toilet.
- Disabled parking is available on site.
- Reasonable adjustments are made, where required, to enable pupils with disabilities to access learning, school activities, educational visits and the wider curriculum.
- Specialist equipment and support may be provided following advice from external professionals where appropriate.

The school has an Accessibility Plan, which is reviewed regularly, outlining how access to the curriculum, physical environment and information will continue to be improved.

Please see our Accessibility Plan and Accessibility Policy on the school website for further information.

What if my child has Medical Needs?

If your child has specific medical needs, then please contact the SENDCo directly or via the office. The SENDCo will ensure that appropriate plans can be put into action.

If needed, a Care Plan can be developed, with support and advice from outside agencies, to inform all staff of the specifics of the condition and what should be done to support the needs of the child. If your child requires ongoing medication, [illegible] e school office for more information.



What if my child needs support for behaviour?



All children at school follow the school behaviour policy.

From time to time we have children who require additional and personalised support with their behaviour, in these circumstances we will put together a Behaviour Management Plan with staff and parents. The processes in our Behaviour Policy may not work for the child therefore the Behaviour Management Plan will supersede.

We will work with you and your child and we may work with outside agencies to find the best strategies to support your child.

Supporting pupils with SEND who are LAC/PLAC

If a pupil is LAC/PLAC and has SEND, the SENDCo will review their Personal Education Plan (PEP) and care plans for the pupil.

If appropriate, the Virtual School Head will be invited to comment on proposal of SEND support as part of our Graduated Approach.

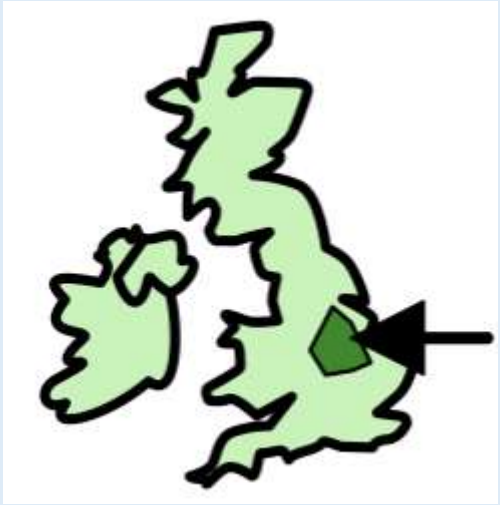
The SENDCo and LAC Coordinator will work together to ensure that the whole – school is working together to ensure that the right support is given.



Please read our Looked After Children Policy for more details.

Our LAC Coordinator is Mrs Selina Ratchford.

Lincolnshire's Local Offer



You can find Lincolnshire's SEND Local Offer here.

SEND Local Offer – Lincolnshire County Council

How can I access support for myself and my family?

Young Minds **YoungMinds | Mental Health Charity For Children And Young People | YoungMinds**	Kids.org **Kids Charity | Supporting Disabled Children and Young People**
Lincolnshire Family Hubs Programme Family Hubs programme – Lincolnshire County Council	Lincolnshire Parent Carer Forum LPCF Home
Lincolnshire Children's Services – 01522 782111 (Monday to Friday, 8am to 6pm). For out-of-hours emergencies, call 01522 782333. Children's services – Lincolnshire County Council	Parent Partnership Lincolnshire Parent Partnership - Helping the area make changes in the way children get outdoors.
Family Lives Parenting and Family Support | Family Lives	PAACT (Autism Support) paactsupport@hotmail.co.uk PAACT Support - PAACT Support
ADHD Lincs ADHD Lincs - Home | ADHD Support	Working Together Team Working Together Team - Home
Family Action (Behaviour Support) Lincolnshire Behaviour Outreach Support (BOSS) - Family Action	LIAISE – Lincolnshire SEND Information and Advice Support Service Homepage – Liaise Lincolnshire

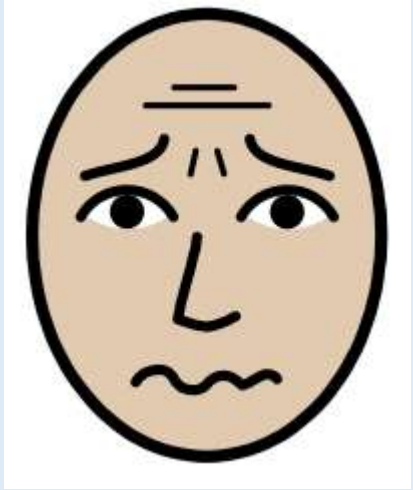


Please see our SEND Padlet for further links- Padlet

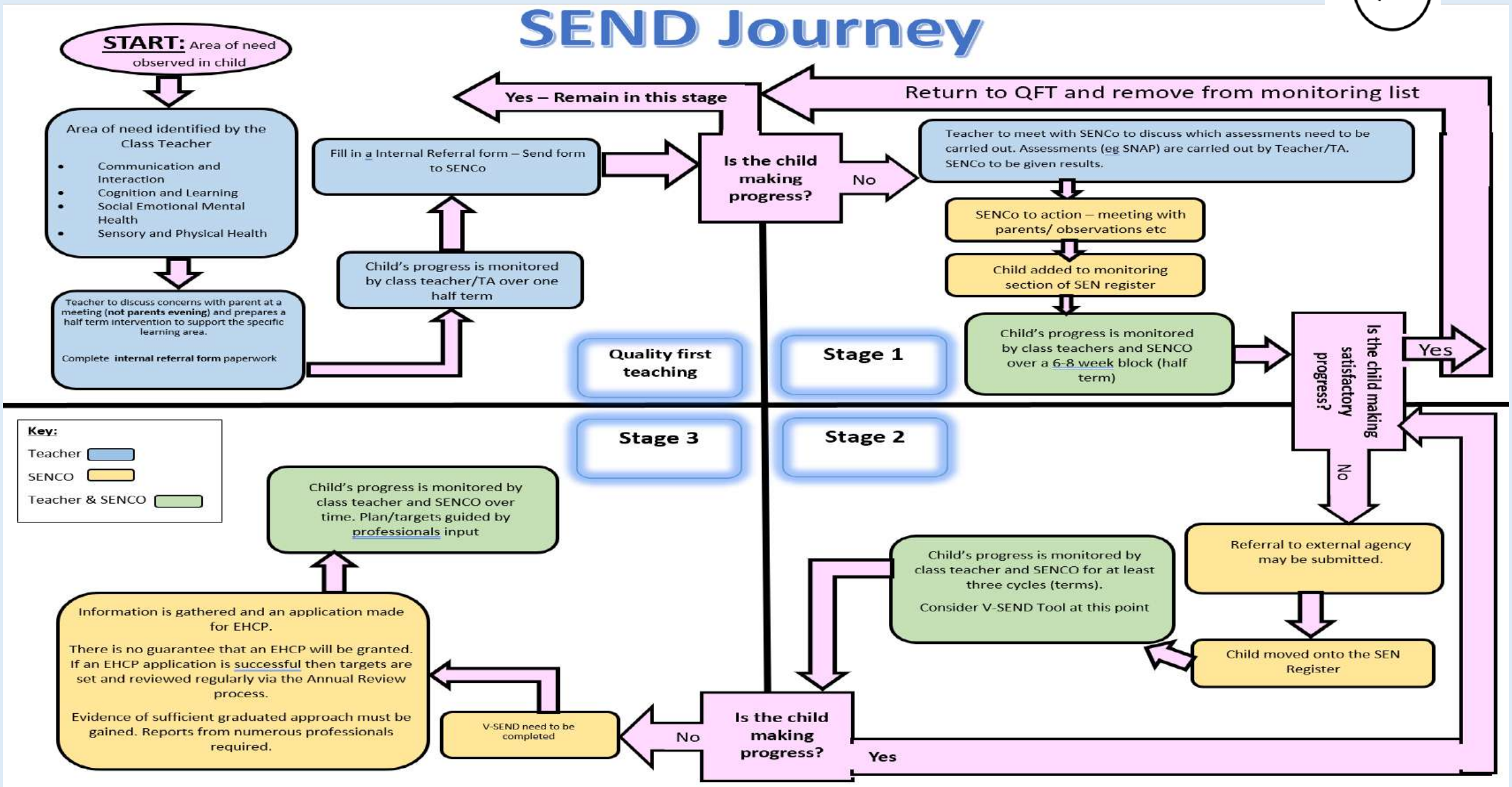
What to do if you have concerns?

Speak to your child's class teacher either on the gate or get in touch by calling on 01775 723326 or email enquiries@spaldingstpauls-cit.co.uk

We hope that complaints about SEND provision will be rare; however, if there should be a concern the process outlined in the school's Complaints Policy should be followed.



Appendix 1


SEND Journey
START: Area of need observed in child
Area of need identified by the Class Teacher
Communication and Interaction
Cognition and Learning
Social Emotional Mental Health
Sensory and Physical Health
Teacher to discuss concerns with parent at a meeting (not parents evening) and prepares a half term intervention to support the specific learning area.
Complete internal referral form paperwork
Child's progress is monitored by class teacher/TA over one half term
Fill in a Internal Referral form – Send form to SENCo
Is the child making progress?
Yes – Remain in this stage
No
Quality first teaching
Teacher to meet with SENCo to discuss which assessments need to be carried out. Assessments (eg SNAP) are carried out by Teacher/TA. SENCo to be given results.
SENCo to action – meeting with parents/ observations etc
Child added to monitoring section of SEN register
Child's progress is monitored by class teachers and SENCO over a 6-8 week block (half term)
Stage 1
Is the child making satisfactory progress?
Yes
Return to QFT and remove from monitoring list
No
Stage 2
Referral to external agency may be submitted.
Child moved onto the SEN Register
Child's progress is monitored by class teacher and SENCO for at least three cycles (terms).
Consider V-SEND Tool at this point
Stage 3
Child's progress is monitored by class teacher and SENCO over time. Plan/targets guided by professionals input
Information is gathered and an application made for EHCP.
There is no guarantee that an EHCP will be granted. If an EHCP application is successful then targets are set and reviewed regularly via the Annual Review process.
Evidence of sufficient graduated approach must be gained. Reports from numerous professionals required.
V-SEND need to be completed
Is the child making progress?
No
Yes
Key:
Teacher
SENCO
Teacher & SENCO

This report complies with:

- Children and Families Act 2014
- SEND Code of Practice: 0 to 25 Years
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014