



Special Educational  
Needs & Disabilities  
(SEND)  
Information Report

2022-2023



## Learning to soar, powered by God. Isiah 40:31

<b>School Name:</b>	St Paul's Church of England Primary School, Utkinton
<b>Type of School:</b>	<ul style="list-style-type: none"> <li>Academy</li> <li>Mainstream</li> <li>Primary</li> <li>Church of England</li> </ul>

Policies referenced within this document are available on the school website:  
<http://www.utkintonce.cheshire.sch.uk>

### How does St Paul's know if children need extra support?

*How do you identify children with SEND?*

Our approach is to be inclusive of all children, therefore we aim to cater for and meet the individual needs of every child.

At St Paul's we hold regular formal and informal discussions / meetings around whole class and individual needs. During pupil progress meetings, a standing item on the agenda is SEND and a record of discussion is used to monitor individual children's progress, subsequently leading to the identification of SEND in certain cases.

Teachers are skilled in recognising children in need of additional support or with SEND. This will lead to a discussion with the SENDCo (Mrs Page) and the involvement of other agencies where necessary, for example:

- Speech and Language Therapist
- Educational Psychologist
- Cheshire West and Chester (CWAC) Council SEND Team
- Autistic Spectrum Disorder (ASD) Team
- SEND Consultants
- Dyslexia Specialist
- Specialist Settings



	<ul style="list-style-type: none"> <li>• School Nurse</li> <li>• Paediatrician</li> </ul> <p>Please refer to our SEND policy for further information regarding identification of SEND.</p>
--	--

## How do St Paul's staff support children with SEND?

<p><i>How are the governors involved and what are their responsibilities?</i></p> <p><i>How do you know how effective your arrangements and provision for children with SEND are?</i></p>	<p>We have a SEND governor (Mrs Duborg) who meets with the SENDCo regularly and represents the area of SEND at Governors meetings.</p> <p>Our SENDCo is in regular contact with other agencies and the Local Authority SEND Advisory Officer and attends SENDCo Cluster Group meetings organised by the CWAC SEND team.</p> <p>We encourage feedback from parents/carers of children with SEND, along with external agencies, to continuously improve our provision for children with SEND.</p> <p>Please refer to our SEND policy for further information on staff roles and responsibilities.</p>
---	---

## How is the curriculum at St Paul's matched to children's needs?

<p><i>What are the approaches to differentiation and how do you provide inclusion?</i></p>	<p>Our curriculum is personalised to meet the needs of our children. All lessons are planned and differentiated to suit individual and group needs, ensuring inclusive education for all children. Teachers use a range of assessment approaches to ensure all children are fully engaged and accessing the curriculum.</p> <p>SEND Profiles are in place for children who require additional support or specific adaptations, in order to access the curriculum. These enable children with specific needs to achieve their full potential within an inclusive environment.</p> <p>A range of specific programmes, resources and interventions are used to ensure successful differentiation and to provide inclusion for all. These are highlighted within this document.</p>
--	---



## How does St Paul's inform parents/carers of children's progress and how to support their children's learning?

*What opportunities will there be to discuss children's progress with staff?*

We have an open door policy. Parents/carers may speak to staff members at the beginning and end of the school day, or make an appointment to discuss more lengthy or private matters.

There are termly opportunities for all parents/carers to review their child's progress at Parents Evenings, along with additional meetings for parents/carers of children with SEND.

*How will a parent or carer know what progress their child should and is making?*

All children have a home/school diary, which teachers, parents/carers can use to communicate on a daily basis.

All parents/carers receive a full school report each year. If additional copies are required, this can be arranged via the school office.

*What opportunities will there be for regular contact about things that have happened at school?*

When children are involved with external agencies, parents/carers will be invited in to school to meet with professionals to understand the nature of the work taking place.

We operate with Team Around the Family meetings (TAF) where necessary.

*How will a parent or carer know about planning?*

St Paul's Twitter feed is used to share learning and events taking place. Curriculum planning can be accessed via the school website:

<http://www.utkintonce.cheshire.sch.uk>

## What support is there for children's overall wellbeing at St Paul's?

*What pastoral, medical, social and emotional support is available for children?*

We use a range of approaches to support pastoral, social and emotional needs, some of which are as follows:

- Personal, Social, Health, Citizenship and Education (P.S.H.C.E) Lessons
- Emotional Literacy Sessions (ELSA)
- Religious Education Teaching and Worship



*What measures do you have in place to prevent bullying?*

*What support is there for behaviour, avoiding exclusions and increasing attendance?*

*How are children able to contribute their views?*

- Social Skills Sessions

All staff have up to date First Aid and Safeguarding training and other training for more specific needs is provided when required. We make all reasonable adjustments, in accordance with a child's Healthcare Plan from their GP/Specialist Nurse, to support children and work closely with parents/carers to ensure their child is fully included in every aspect of school life.

Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. Please refer to our Anti-Bullying Policy for further information and procedures used to prevent bullying.

We try to incorporate positive behaviour management strategies in all aspects of school life. Examples of these are as follows:

- Class Dojo
- Reward Systems
- Personalised Behaviour Management Systems
- Celebration Assembly

For instances where the above is no longer appropriate, the following short term strategies may be adopted:

- Personalised Behaviour Plans
- 1:1 Support
- Lunchtime Intervention
- Social Skills Sessions

Please refer to our Behaviour Policy for further information.

Pupil voice is extremely important to us. The following strategies enable children to contribute their views:

- School Council
- Circle Time
- Buddy Systems
- Prayer and Reflection Areas
- Pupil Voice Questionnaires
- P.S.H.C.E Lessons
- Daily Worship



## What specialism services, experience, training and support are available or accessed by St Paul's?

<p><i>Are there any staff that have undertaken any SEND specific training?</i></p> <p><i>What experience do staff have, is there any other training staff have attended?</i></p> <p><i>What support do staff provide?</i></p>	<p>Currently, we have staff trained in the following areas:</p> <ul style="list-style-type: none"> <li>• SENDCo National Award</li> <li>• Emotional Literacy Support Assistant (ELSA)</li> <li>• First Aid</li> <li>• Growth Mindset</li> <li>• Sensory Profiling</li> <li>• Nurture Groups</li> </ul> <p>We are also able to contact external agencies for further support in specific areas if required.</p> <p>Staff at St Paul's have experience of working with children with a range of SEND and the SENDCo has a background of working in a SEND setting. Continued Professional Development (CPD) is undertaken regularly both in house and with a range of specialists.</p> <p>Mrs Page has completed the SENDCo National Award.</p>
---	---

## How are children included in activities outside the classroom including school trips?

<p><i>Will children be able to access all of the activities and how will you assist them to do so?</i></p>	<p>We ensure inclusion for <b>all</b> children in activities outside the classroom in the following ways:</p> <ul style="list-style-type: none"> <li>• Risk assessments</li> <li>• Ratios</li> <li>• Pre-visits by the class teacher</li> <li>• 1:1 support where necessary</li> <li>• Additional resources to support</li> <li>• Additional transport if required</li> <li>• Social stories in preparation if required</li> </ul>
--	--



## How accessible is St Paul's environment?

<i>Is the building wheelchair accessible?</i>	Yes
<i>Are there disabled changing and toilet facilities?</i>	Yes
<i>How do you communicate with children or parent and carers whose first language is not English?</i>	<ul style="list-style-type: none"> <li>• Written and verbal communication can be translated into different languages</li> <li>• Multi sensory resources can be bought / created to support children with EAL</li> <li>• Google translate can be used within meetings</li> </ul>
<i>How will equipment and facilities to support children with SEND be secured?</i>	<ul style="list-style-type: none"> <li>• Specific External Agencies, e.g. Visual Impairment</li> <li>• Education Library Service</li> <li>• CWAC SEND Team</li> <li>• EAL Multi Lingual Centre</li> <li>• Specialist Settings</li> <li>• Speech and Language Therapy</li> </ul>
<i>What provision will be available for children to access quiet time/space?</i>	<ul style="list-style-type: none"> <li>• Safe Sanctuary Room</li> <li>• Prayer and reflection areas</li> <li>• Sensory shed</li> <li>• Time out cards for children with specific needs</li> <li>• 1:1 support for children with specific needs</li> <li>• Sensory breaks</li> </ul>



## How will St Paul's prepare and support children joining the setting, transferring to a new setting or the next stage of education and life?

*What preparation will there be for children before joining your setting?*

*How will children be prepared to move onto the next stage?*

- Discussion between all stakeholders
- Taster sessions and/or days
- Transition afternoon (takes place for each class prior to beginning a new school year – opportunity to meet teacher and see new environment)
- Buddy system for new children entering school
- Social stories depending on need
- High school transition – according to individual settings' programmes. Year 6 class teacher meets high school staff to provide full handover. SENDCo meets high school SENDCo to discuss children with SEND
- More in-depth and personalized high school transition for children with SEND
- Year 5 Annual Reviews for children with an EHCP

## Provide examples of resources / interventions that St Paul's may allocate to match children's needs.

*Resources*

- Pen/pencil grips
- Writing slopes
- Screen
- Coloured paper (according to need)
- Sizes of lined/squared paper
- Different size texts (according to need)
- Visual materials and aids
- Concrete materials and aids
- Visual prompts – number lines, tracks, etc
- Practical apparatus – cubes, counters, etc
- Sensory toys
- Timers
- Sensory shed
- Wobble cushions
- Social skills games
- iPad
- Laptops



<i>Interventions</i>	<ul style="list-style-type: none"> <li>• Range of apps, e.g. Chill Panda, Let's Be Social.</li> <li>• Read, Write, Inc</li> <li>• 1:1 bespoke intervention</li> <li>• Social stories</li> <li>• Social skills</li> <li>• Emotional Literacy (ELSA)</li> <li>• Toe by Toe</li> <li>• Nessy</li> <li>• Precision Teaching</li> <li>• Plus 1 / Power of 2</li> <li>• Maths 5 Minute Box</li> <li>• Literacy 5 Minute Box</li> <li>• Number Stacks</li> <li>• Talkabout</li> <li>• Socially Speaking</li> <li>• Touch typing</li> <li>• Fine / Gross motor</li> </ul>
----------------------	---

## How is the decision made about what type and how much support children will receive?

<p><i>Describe the decision making process. Who will make the decision and on what basis?</i></p> <p><i>How do you involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's SEND and</i></p>	<p>The Executive Headteacher (Mrs McLean), Head of School (Miss Simcock) and SENDCo (Mrs Page) work collaboratively, alongside other professionals involved with individual children, to ensure appropriate support is in place.</p> <p>Support given is based on individual needs. Resources will be allocated to ensure inclusion across all areas, enabling children to achieve their full potential.</p> <p>All recommendations and advice from professional reports and Education, Health and Care Plans are put into place accordingly.</p> <p>Support is measured in the following ways:</p> <ul style="list-style-type: none"> <li>• Specific, Measurable, Achievable, Relevant, Time Bound (SMART) targets are created for children with SEND and reviewed regularly</li> <li>• Assess, Plan, Do, Review cycle</li> <li>• School staff ensure evidence of a starting point for each child they support and evidence of the impact at the end of an intervention or programme.</li> </ul>
---	---



<p><i>supporting their families?</i></p> <p><i>How do you measure whether the support has had a positive outcome?</i></p>	<ul style="list-style-type: none"> <li>• External agencies (SEND Team, SEND Consultant, Social Workers) welcomed and encouraged to visit the school to regularly review progress of individuals.</li> <li>• All stakeholders invited to attend individual meetings and reviews.</li> </ul>
---	--

<h3>How are parents/carers involved in St Paul's?</h3>	
<p><i>What approaches are in place to involve parents/carers in decision making and day-to-day school life?</i></p>	<ul style="list-style-type: none"> <li>• "Friends of St Paul's" Committee</li> <li>• Parent/carer regular meetings and telephone conversations with SENDCo – both formal and informal</li> <li>• Parent/carer volunteers</li> <li>• Parent/carer questionnaires</li> <li>• Feedback regularly requested</li> <li>• Special events regularly take place for parents/carers to attend for example, Celebration Assembly and Worship</li> </ul>

<h3>Who can parents/carers contact for further information?</h3>	
<p><i>Who would a parent or carer contact to discuss SEND related concerns about their child?</i></p>	<p>The first point of contact for a parent/carer wishing to discuss concerns relating to SEND would be the child's class teacher. The parent/carer is also welcome to contact the SENDCo (Mrs Page), Head of School (Miss Simcock) and/or Executive Headteacher (Mrs McLean).</p>
<p><i>Who would a parent/carer contact to discuss their child joining your school?</i></p>	<p>Our school office will be able to answer initial questions and organise a meeting for you with Mrs McLean (Executive Headteacher) or Miss Simcock (Head of School).</p>
<p><i>Who is the SEND Co-ordinator (SENDCo) and</i></p>	<p>Mrs G Page SENDCo St Paul's CE Primary School Quarry Bank</p>



*how can they be contacted?*

Utkinton  
Tarporley  
Cheshire  
CW6 0LA

01829 732322

[sendco@utkintonce.cheshire.sch.uk](mailto:sendco@utkintonce.cheshire.sch.uk)

**For further information please access the Cheshire West and Chester Council Local Offer:**

[Link to CWAC SEND Local Offer](#)

This SEND Information Report is updated regularly and reviewed at least annually, in line with the SEND Code of Practice (2015) guidance.

**Date of next review: September 2023**