

St Paul's SEND Information Report November 2025

Our Special Educational Needs and Disability (SEND) Information Report is designed to provide parents and carers with information about the provision and support we offer for pupils with SEND and their families.

If you would like further information about SEND at St Paul's, please access the SEND Policy on our website using the following link: www.stpaulscofeprimaryschool.co.uk

Information regarding our SEND Inclusion Hub, The Lighthouse, can also be found on our website.

This SEND Information Report and our SEND Policy can be read in conjunction with Wolverhampton's Local offer which can be accessed using the following link:

<https://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer.page?localofferchannel=0>

Our SENDCo is Mrs Laura Evans who can be contacted on the school phone number: 01902 558621 or via email levans@stpaulscofeprimaryschool.co.uk

**Our Assistant SENDCo and The Lighthouse Inclusion Hub Lead is Mrs Amy Mann
The SEND Governor is Mrs Abi Ratcliffe.**

Special Educational Needs and Disabilities is identified under four main categories of need. These are:

| Category of Need | Description |
|---|--|
| Communication and Language | Pupils with speech, language and communication needs have difficulty communicating with other. This may manifest itself by difficulties with specific speech sounds; understanding what is being said and expressing themselves using language. Pupils may also find it a challenge understanding social rules of communication. Pupils with ASC often experience difficulties with language, communication and imagination, which impact on how they relate to others |
| Cognition and Learning | Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs. Specific Learning Difficulties, affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. |
| Social, Emotional and Mental Health (SEMH) | Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive and disturbing behaviours. Pupils may have mental health difficulties such as anxiety, depression or an eating disorder or have suffered Adverse Childhood Experiences (ACEs). Other children and young people may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder. |
| Physical and/or Sensory | Some children and young people require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI), physical disability (PD) or a multisensory impairment will require specialist support and/or equipment to access their learning |

1) Targets, Assessment and Review

HOW DO WE IDENTIFY ANY SPECIAL EDUCATIONAL NEEDS and HOW DO WE COMMUNICATE WITH PARENTS AND CARERS TO INFORM THEM OF SPECIAL NEEDS?

- All children starting our Nursery and Reception will be offered a face to face or telephone meeting during which information from parents/carers can be shared regarding their child's needs and education.
- All children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. Pupils whose first language is not English, will have a first language assessment once settled in school.
- Children who join us from other schools are supported using information obtained from the previous setting. We then use this information to ensure they are placed in appropriate groups.
- If assessments show that a child may have a learning difficulty, parents/carers are contacted at the earliest opportunity to discuss concerns and enlist their active help and participation. The child may be placed on the monitoring list. If additional support is required their child will be placed on the Special Educational Needs (SEN) register and extra provision is provided.
- If parents are unable to understand English, we encourage them to bring along a trusted friend who can translate for them. School will seek to provide a translator or use translating software to support non-English speaking families.
- We have termly Parents' Evening meetings with the class teacher and an 'Open-door Policy' with the Class Teacher, SENCo and Teaching Assistants. Furthermore, parents receive a mid-year and end of year report, detailing their child's progress.

HOW DO WE ASSESS SPECIAL NEEDS AND MEASURE THE PROGRESS MADE BY INDIVIDUAL PUPILS?

- Staff in the Early Years Foundation Stage use the 'Development Matters' statements to make judgements about each child's development, their achievements and their next steps. This is carried out throughout the school day, in all areas of the curriculum, through observations, interactions, pupil outcomes and responses. Children are also screened for speech and language difficulties on entry to Nursery and Reception using the WELLCOM screening tool. The children's development in this area is closely monitored throughout the year and appropriate interventions put in place as required.
- From Years 1 to 6, all pupils are assessed in Phonics, Reading, Writing, Mathematics and Science on a termly basis. This is an on-going process to indicate the achievement of pupils in lessons. If a pupil is not making expected progress or staying at the same level for some time, this does not mean that the pupil will automatically be added to the SEND register. Effective adaptive teaching strategies and appropriate interventions will be implemented first. If a pupil still isn't making progress, despite intervention, then close collaboration between parent/carers, pupil, teacher, SENDCo and (if appropriate) external professionals will enable appropriate next steps to take place, including placement on the SEND register. Pupils can be referred to The Lighthouse Inclusion Hub if they have more complex needs which require a greater level of support and intervention that cannot be provided in the mainstream classroom.
- SEND pupils whose attainment continues to be below age related expectations will be monitored using the PIVATS monitoring system. PIVATS breaks down learning into smaller steps enabling parents, pupils and staff to see and celebrate smaller steps to success which help to promote increase in self-esteem and confidence.
- Early reading is rigorously assessed and monitored every six weeks following the Read Write Inc. scheme. Children are grouped flexibly according to their ability and receive daily, highly structured sessions which build on prior learning as well as extending their knowledge and understanding effectively. Results of the six weekly assessment is shared in detail with staff and appropriate 'fast track' intervention implemented promptly to respond to individual pupil's needs.
- All interventions are entered on a provision mapping system and the impact is reviewed termly according to: 0 – 4 ranging from no impact to good impact. This mapping system is then used to inform appropriate next steps, including further intervention if required.
- In Year 1, a statutory assessment of pupil's ability to decode is carried out. Any pupils not achieving the expected standard are re-tested in Year 2, following targeted intervention to support their phonic understanding.
- In addition, pupils with SEND are continually assessed against the targets identified in their Individual Support Plan or a more detailed Individual Pupil Plan (ISP/IPP). Targets are reviewed regularly, with new targets being set as soon as one has been

achieved. The graduated approach, the four-part cycle of assess, plan, do, review is core to our SEND provision and is thoroughly embedded for each SEND pupil.

- If little or no progress has been made towards a pupil's targets over a term, then a review takes place to break down their learning into smaller steps, allowing key concepts to be re-visited on a regular basis. The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, the pupil's previous progress/attainment/behaviour, the views and experience of the parents, the pupil's own views and advice from external support services where relevant. If a pupil's needs need more specialist support and intervention, then a referral to our inclusion hub, The Lighthouse will be considered.

HOW ARE CHILDREN AND YOUNG PEOPLES EDUCATIONAL NEEDS MONITORED AND REVIEWED AND HOW OFTEN DOES THIS HAPPEN?

- At St. Paul's we use the 'Graduated Approach' as outlined in the SEND Code of Practice (2014) to support your child's progress. This is a four part cycle consisting of: Assess, Plan, Do, Review. This is outlined in the diagram below:



- Initial concerns are recorded on an Adaptive Teaching Document. These documents clearly highlight how a pupil's needs are presenting and what steps are being taken to support these needs. The pupil is then placed on the Universal Monitoring List. These pupils are closely monitored and strategies implemented to support their needs.
- If Adaptive Teaching strategies are not making a clear impact on progress, then the pupil may require individual targets outlined on an Individual Support Plan (ISP). Children with more complex needs may need an Individual Pupil Profile (IPP). An IPP provides greater detail about a pupil's learning needs. If a pupil requires an ISP or IPP, parents, staff and pupils work together to decide on Specific, Measurable, Achievable, Reasonable and Time bound targets (SMART). These pupils will then be placed on the SEND register.
- Staff have a clear understanding of the ISP/IPP targets for all pupils in their class or group and ensure that teaching and learning is tailored for each pupil's individual needs.
- When a pupil can meet their target independently on a number of occasions, the target is reviewed and in discussion between the school, home and child, a new target is set. When a new target is set, the previous ISP/IPP is reviewed and shared with parents/carers and pupils, recording pupil and parent voice. This review process takes place on a termly basis or before if required.

HOW ARE CHILDREN'S NEEDS PROVIDED FOR and WHAT LEVEL OF SUPPORT IS PROVIDED?

- High quality teaching is our first response to providing support for all pupils. We ensure an inclusive and engaging curriculum is offered to all children in conjunction with a careful balance of high expectations with high support.
- Staff are trained on how to use effective adaptive teaching strategies to support pupil's individual needs in the classroom. For example, use of assistive technology to support memory and organisational skills and visual prompts to support independent writing.
- The children's specific areas of need are supported through interventions e.g. small group withdrawal sessions with a particular emphasis on developing reading, writing and numeracy skills. School provides WELLCOM assessments on entry to Nursery and Reception. The outcome of these assessments sets speech and language targets for individual pupils.
- Other interventions include Cool Kids, Precision Teaching, Lexia, Sensory Circuits, RWI Fast Track Tuition, Colourful Semantics, Fine Motor and Keep Up classes for English and Maths. It is also a policy of the school to set interventions according to stage not age, whereby children work within a group that might also consist of children from different stages.
- Intervention groups which support Social, Emotional and Mental Health are also a core offer for pupils demonstrating needs in this area. These interventions include: GRASP, Lego Therapy, Talking and Drawing, Sand Therapy, Art Therapy, Tummy Full of Fireworks, EBSNA pathway, and Sensory Circuits.
- Targets are set prior to intervention and progress and achievement is monitored throughout by staff leading the groups, Teachers and with support from the SENCO and Assistant SENCO.
- All interventions planned and delivered across the school are recorded on a 'Provision Map'. Progress is monitored throughout the interventions and the impact of the intervention is evaluated. This information is then added to the 'Provision Map'.
- For pupils with more complex needs, external agencies work closely with School to provide more specialist support. Huggle Pets and Reflexions provide specialist support for Social, Emotional and Mental Health needs. Wolverhampton Outreach Service, Specialist Inclusion Service, Speech and Language, Specialist Learning Support, Sensory Inclusion Service, Educational Psychology, Wolverhampton EBSNA support and Occupational Therapy are other specialists who provide frequent support for children who need more targeted support. All of these agencies work closely with staff, pupils and parents to ensure the best possible outcome for all pupils.
- If a pupil, despite adaptive teaching strategies and targeted SEND support, still does not make the expected progress. A meeting will be held with parents, staff and, if possible, the pupil and a referral to our Inclusion Hub, The Lighthouse may be deemed appropriate.
- The Lighthouse Inclusion Hub is our provision for those pupils who need the highest level of support which cannot be provided within the mainstream classroom. Each pupil has a keyworker and an individualised learning plan. The pupils have access to

our Classroom, Physical Room, Sensory Room and Hub space. Focus is on individual targets with a long-term aim for full integration with their class if possible. All children have daily integration with their peers. For more information on The Lighthouse Inclusion Hub, please see the SEND pages of our website.

HOW CAN PARENTS/CARERS BE INVOLVED AND HOW CAN YOU SUPPORT YOUR CHILD?

- For pupils on the SEND register, review meetings are held every term where views of parent, pupil and school are discussed. Previous targets are reviewed and new ones set based on the discussion from the meetings. Teachers, with support from the SENCO, ensure that targets are achievable and relevant to the needs of the individual pupil.
- Teaching staff, SENCO and specialist agencies (if required) advise parents how they can support their child at home. Home/School collaboration is encouraged to ensure the best possible outcomes for the pupil.
- For homework, parents are asked to support their child through reading, spellings and multiplication tables practise regularly at home. Other voluntary homework tasks in line with current topics are also encouraged to broaden children's learning.
- Termly Parents/Carers' Evenings are held where other suggestions to support their child will be discussed.
- Class teachers are available to talk to parents/carers on a daily basis, both at the start and end of the school day. Appointments for further discussion will be made if needed. Team Around the Child (TAC) meetings may also be advised if many different agencies are involved in the care of a pupil. This ensures continuity and that all individuals involved with the pupil's care and development are fully informed.

ARE THERE ANY TRAINING OPPORTUNITIES OR LEARNING SESSIONS PROVIDED BY SCHOOL FOR PARENTS/CARERS?

- Throughout the year we offer a range of workshops for parent/carers to ensure understanding of the curriculum, for example: Read Write Inc (RWI), Reading and Maths workshops. During these workshops, ideas of how to support at home are suggested.
- Early Years practitioners also provide a workshop before the beginning of the next academic year so that parents of EYFS pupils are fully informed about key school information.
- SEND workshops and coffee mornings are provided. These events offer parents the opportunity to learn more about SEND support both in school and in the community. We host workshops delivered by external agencies, including Wolverhampton Outreach, Reflexions and the School Nursing Team. These specialists share invaluable information and offer a range of advice about supporting a range of needs at home.
- Community Fayres during Parents Evenings are offered. This provides parents the opportunity to access a wide range of specialist support and charities during one event. Agencies currently include: Voice4Parents, Wolverhampton Information and Advice Support Service (WIASS), Reflexions Mental Health Support, Wolverhampton Outreach Service, School Nurse, SEND in Mainstream Nursing Team, the local Family Hub and Huggle Pets.
- Through Early Intervention supported by our Pastoral Lead - Miss Woods, Head, Deputy and SENCO/Mental Health Lead, we are able to signpost / support parents accessing a range of parent classes at local Strengthening Families hubs such as Journey of Change, Early Bird, Family Learning, Parenting Puzzle, Stay and Play, employment and training drop in.
- Our local MASH team provide support for individuals and families of pupils in our school upon request of the family or by the school working with the family. This may take the form of home visits, assessments of individual needs, strategies for support and small group or individual pupil support work.
- Wolverhampton Emotionally Based School Non Attendance (EBSNA) specialist supports parents/carers, the Mental Health Lead and Pastoral Lead with children who are struggling to attend school due to Mental Health challenges.

HOW CAN PARENTS/CARERS RAISE ANY GENERAL CONCERNS THEY MAY HAVE?

- Staff are always available at the start and end of the day for parents to discuss any matters relating to their child.
- Phone/email consultations can be requested if a more informal discussion is needed.
- Parents/carers evenings are held on a termly basis
- SEND Review meetings take place on a termly basis (not at the same time as Parents' Evening), or sooner if required, to discuss progress towards current targets, targets for the following term and support that will be implemented at school as well as suggestions of what can be done at home.

WHAT ARE THE NAMES AND CONTACT DETAILS OF THE KEY CONTACTS IN SCHOOL?

All staff can be contacted on telephone number 01902 558621

Headteacher – Mrs Jennifer Ferretti

Deputy Headteacher – Mr Lee Davis-Powell

SENDCo/Senior Mental Health Lead – Mrs Laura Evans levans@stpaulscofeprimaryschool.co.uk

Assistant SENDCo and Lighthouse Lead – Mrs Amy Mann

Pastoral Lead – Miss Dani Woods

Business Manager – Mrs Jan Pooler

WHERE CAN PARENTS/CARERS FIND DETAILS OF THE SCHOOL CURRICULUM?

- For information regarding the curriculum please visit the school website www.stpaulscofeprimaryschool.co.uk/our-curriculum
- Monthly newsletters are sent out to parents/carers from the headteacher. Half termly curriculum newsletters and knowledge organisers are shared with parents to support learning at home.
- Educational visits and visitors to school are planned to further support and enhance teaching and learning. Parents/carers are encouraged to make voluntary donations to fund these events.
- Curriculum maps are shared with parents/carers regularly and these can also be found on our Curriculum Page on the Website

2) Curriculum Access

HOW IS THE CURRICULUM ORGANISED AND TAUGHT?

- Reading and phonics is taught in small groups according to stage, not age, to ensure that all children receive teaching relevant to their level of development. The Read Write Inc scheme is taught with fidelity.
- Lessons are taught in whole class groups and adapted to meet the needs of individual pupils.
- Across the school, we strive to ensure that the following is evident in each lesson:
 1. A daily review of previous learning using retrieval practice strategies.
 2. New material presented in small steps, with teachers ensuring that each step is mastered before moving on.
 3. Teachers asking a variety of open questions, and using a range of questioning techniques, to establish children's understanding and develop schema.
 4. Teachers model clearly, using equipment, visual and/or other aids to show children how to be successful. (Graduated release – I do, we do, you do.)
 5. Time for children to do guided practice.
 6. Teachers check all children's understanding using a range of assessment for learning approaches.
 7. Children have a high rate of success, with enough mistakes to show that they are being challenged.
 8. Scaffolds are provided for all.
 9. Children are given opportunities to practise independently.
 10. There are regular reviews of learning
- Using the above strategies, all children, including those with SEND are provided with a careful balance between high expectations with high support, ensuring children have the opportunity to succeed.

WHO IS THE LINK GOVERNOR FOR SEND

- Mrs Abi Ratcliffe is the SEND Governor for St Paul's. Mrs Ratcliffe works closely with the Head, SENCO and all members of the school community to ensure that she has a clear understanding of needs, attainment, progress and future vision of SEND at the school and holds leaders to account.

WHO ARE THE PARENT GOVERNORS

- Catherine Pearce
- Leighton Campbell

WHO ARE THE CURRICULUM LINK GOVERNORS

- Liz Devers

WHAT EXPERTISE HAVE THE SCHOOL STAFF GOT AND/OR WHAT TRAINING HAVE THEY DONE TO SUPPORT CHILDREN WITH SEND?

L Evans – Senior Mental Health Leaders Award, SENDCo Induction, EBSNA, Early Communication, ASC/ADHD, SENDCoNPQ (ongoing), SEND Network, Wellbeing Network, Supporting Dyslexia/Dyscalculia, GRASP (All T training as outlined below)

A Mann – SEND TA Program, Autism Practitioners Award, This is Me Autism Course, ELKLAN(All TA training as outlined below)

D Woods – CoolKids, GRASP, Drawing and Talking, Sand and Art Therapy, Lego Therapy, Wild Tribes, Creative Play, EBSNA

WELLCOM – B Clarke, E Briggs, C Alcott, L Evans, T Boden, S Spears

L Savage – SEND TA Program

T Boden, E Briggs, C Alcott – Wild Tribes

N Wadelin – CoolKids

Makaton – A Mann, F Handy, A Hayden, B Clarke, T Boden, S Spears

All Teachers/Teaching Assistants – Zones of Regulation, Effective use of TAs, Autism Level 1 and 2, Trauma Awareness, 1-1 reading, Positive Handling,

All Teachers – Rosenshine's Principles for Learning, SMART Targets, Supporting Speech Language and Communication in the classroom, Adaptive Teaching and the Graduated Approach, Assessment for Learning, Masking in Girls (ASC), Metacognition

Teaching Assistants – Sensory Circuits, Deep Pressure Massage, Comic Strips and Social Stories

WHAT TYPE OF SEND DOES THE SCHOOL MAKE PROVISION FOR?

We endeavour to provide each pupil with every opportunity to access the whole curriculum and every area of school life, regardless of any special educational need or disability.

The current needs presenting in our school include:

Mild/moderate and specific learning difficulties

ASC

ADHD

Trauma

Dyslexia, Dyspraxia and Dyscalculia

Speech, Language and Communication Difficulties

Social, Emotional and Mental Health needs

Sensory Processing

Medical and other health needs

The majority of our children's needs are met through SEND support in the classroom. However, we have provision for children with more complex learning needs who attend our SEND Inclusion Hub, The Lighthouse. Pupils who attend The Lighthouse are provided with more specialist support with personalised learning plans to support their individual needs. These pupils also have planned integration time with their own class to ensure integration with peers and their class teacher.

3) Grouping and Pastoral Care

WHAT IS THE SCHOOL'S PASTORAL SYSTEM?

- Class teachers are responsible for the pastoral care of their pupils. The school's Christian ethos permeates all that we say and do.
- Rainbow Values are understood and practised by the children and are explored in daily worship times and in times of reflection. They are the basis of pastoral support in terms of togetherness, honesty, forgiveness and courage.
- Staff will raise any concerns with the SENCO/Mental Health Lead/Pastoral Lead or the Head Teacher who will then make appropriate referrals or organise appropriate support.
- The Pastoral Lead provides daily check-ins for pupils when needed and runs a variety of intervention groups to support mental health and wellbeing e.g Grasp, Lego, Drawing and Talking, Sand and Art Therapy.
- The Pastoral Lead works closely with the SENCO and Senior Mental Health Lead to ensure appropriate next steps and interventions are put in place to support both pupils and families.
- Children and their families are supported in times of need e.g bereavement and family breakdown and appropriate agencies and support put in place.

WHAT SOCIAL SUPPORT IS AVAILABLE AND HOW ARE GROUPS PLANNED?

- In addition to support given by staff, we encourage peer support, e.g. play leaders
Extra-curricular activities are available, such as Football Club, Art, STEM club, recorders, Multi-skills, Jigsaw Club, Environmental Club. The children in Key Stage 2 also have the opportunity to meet with a Peer Supporter.
- Reflexions Mental Health and Wellbeing specialists work on a 1-1, small group, class and whole school level, depending on need. They work closely with the Senior Mental Health Lead and Pastoral Lead.
- Wellbeing Champions in KS2 (2 from each class) support their peers and the wider school community and are fully trained by Reflexions. The aim of the Wellbeing Champions are to run assemblies workshops and to promote pupil voice.
- School have support from local community police officers who lead workshops on all forms of behaviour choices.

HOW CAN PARENTS/CARERS AND/OR CHILDREN RAISE ANY CONCERNS THEY HAVE ABOUT PROGRESS OR REQUEST ADDITIONAL SUPPORT?

- Parents' meetings with class teachers are held every term where parents and pupils meet with the class teacher to discuss progress and concerns.
- Staff are also available before school and after school every day to deal with queries from parents. Parents also receive a mid, and end of year school report that shares attainment and progress over the year. Parents can then raise any concerns over this by arranging a meeting with the class teacher.
- The SENCO /Senior Mental Health Lead can also be reached by ringing school on 01902 558621 or email levans@stpaulscofeprimaryschool.co.uk
- Children who attend The Lighthouse enter and exit school through The Lighthouse door where staff are available before and after school to provide information and answer any queries/concerns.
- Parents/Carers can also contact D Woods, our Pastoral Lead if they have a pastoral concern or need support with difficulties at home.

WHAT OPPORTUNITIES ARE THERE FOR PUPILS TO HAVE A VOICE?

Each year group from Year 2 selects members to represent them on the School Council. This is an inclusive council and the voice of the SEN pupil is important. Meetings take place regularly.

All SEN profile children are involved in the setting of their targets. They are given the opportunity to discuss their progress and identify areas where they feel they need support.

Throughout the year, each class leads worship to the rest of the school and to their parents/carers – developing their self-confidence and presentation skills. There is also a Celebration Worship each week where exemplary work and achievements are celebrated.

Wellbeing Champions are currently being trained by Wolverhampton Reflexions Mental Health specialists. These Champions are learning to ensure pupil concerns, opinions and ideas are fully integrated into our school community and vision for future provision.

HOW DOES ST PAUL'S SUPPORT REGULAR ATTENDANCE?

- Weekly monitoring of absence and tracking of PA.
- Arrangements in school for parents/carers to notify of child's absence.
- Our Education Welfare Officer attends school fortnightly and identifies any children for whom attendance is a concern, sending a letter to inform parents.
- If absences continue, a further letter is sent, informing that absence will only be authorised if medical proof is provided.
- Further absence will lead to the parents/carers being invited to meet with the Education Welfare Officer to discuss / open an Early Support Assessment.
- Where attendance improves, parents receive a text message.
- Each term, parents receive a traffic light letter to inform them of their child's attendance.
Green - >97%
Amber - 93-96.9%
Pink - 90-92.9%
Red - <90%
- Pupil attendance reports are shared at Autumn and Spring Parents' Evenings (copies sent home if any families do not attend).
- Children with attendance above 96% are entered into a half termly prize draw.

- An attendance report is included within children's end of year report.
- Whole school attendance is shared weekly in worship and shared on the weekly noticeboard and monthly attendance is shared via the school newsletter.
- Pupils who are at risk of Emotionally Based School Non-Attendance (EBSNA) are swiftly identified by staff. Pupils and parents/carers are then supported through the EBSNA pathway with L Evans (Senior Mental Health Lead) and D Woods (Pastoral Lead) and strategies put into place to encourage positive attendance.
- Recognition is given in weekly worship to classes with the best attendance for the week within Reception/KS1 and KS2. Class Attendance Cup is awarded half termly.
- Medals are awarded to all pupils at the end of the year with 100% attendance or very high attendance.
- The attendance officer is Beu Westwood / Carly Evans (IWS) and can be contacted via 01902 558621

WHAT STRATEGIES SUPPORT GOOD BEHAVIOUR AND WHAT SUPPORT IS AVAILABLE FOR CHILDREN?

- A copy of the School's Behaviour Policy is available on the school website.
- Positive behaviour is rooted in, promoted and celebrated through our school's Rainbow Christian Values (honesty, humility, forgiveness, togetherness, trust, courage and joyfulness) and our St Paul's Promise. These are reinforced throughout the school day. There are reflection times (Rainbow Reflection Books) and Worship Times etc.
- Rainbow Values Certificates (weekly in each class) and Gold Star certificates celebrate times when good choices have been made and our Rainbow Values have been displayed.
- School rewards and consequences are embedded consistently by all staff.
- Each pupil is assigned a House. House points are collected each week culminating in a treat, chosen by the children, for the House who has collected the most amount of points
- Recognition on the 'Wow' Wall celebrates daily successes for all to see.
- Pupils and staff have a clear understanding of the behaviour policy which is fully embedded throughout school
- Restorative conversations are used to support pupils understanding conflict situations and how to put them right.
- Where specific support is needed for ongoing challenging behaviours, advice is sought from external professional agencies e.g Wolverhampton Outreach and Educational Psychology and the Inclusion Team so that effective, personalised strategies are implemented swiftly.
- Each class draws up a set of rules at the start of the academic year.

- Children displaying good behaviour can be identified by school staff for praise in Celebration Worship.
- Much emphasis is placed upon positive behaviour management and teachers set individual targets, if needed, to acknowledge and reward good behaviour.
- Teachers' marking is 'live', positive, celebratory and encouraging, identifying children's achievements within their books and providing them with an understanding of how to improve further. Stickers and house points are awarded across the school.

WHAT ACCESS IS THERE TO OUT OF CLASSROOM ACTIVITIES?

- The school's curriculum and out of school activities are fully inclusive and accessible to all. Arrangements for pupils with SEN are made as required.
- Educational visits or visitors to school are organised termly to support and enhance pupils' learning - linked with the year group topics. All pupils are encouraged to attend and additional support is organised if needed.
- Pupils with SEN have full access to the afterschool clubs on offer.
- See also Equal Opportunities Policy.
- Children in Key Stage 2 are offered the opportunity to take up an instrument and have regular access to concerts/singing opportunities with The Wolverhampton Music Service
- St Paul's is now linked with Birmingham Conservatoire as an Outreach School. Students from the Conservatoire come to deliver workshops and concerts for the children throughout the year.

WHAT ARE THE TRANSITION ARRANGEMENTS AND SUPPORT FOR MOVING BETWEEN PHASES?

- During Summer 2, all pupils, especially those with SEND have structured time with their new teacher/classroom so that their transition is a positive experience
- Any SEND pupils who receive support from the Wolverhampton OUTREACH service, will also receive a tailored transition programme once they have received a confirmed place at a Wolverhampton Secondary school. This transition process includes a pupil passport to share additional strategies to support the pupil, as well as detailed meetings between the SENDCO, OUTREACH, Parents, pupils and the Secondary SENDCO and Head of Year.
- Pupils with an Educational Health Care Plan (EHCP) will discuss the options available regarding Secondary School at their annual review which is held during the Summer term of Year 5.
- TAC meetings are held for those children with SEND and additional mental health needs which may require extra support during transition.

- The school engages well with the local secondary schools and has taken part in their induction programme offer.
- Transition meetings are held for parents of children moving from Nursery to Reception. These take place at the end of the academic year in preparation for the new challenges the children will face in their new class.

WHAT MEDICAL AND PERSONAL CARE PROCEDURES ARE IN PLACE?

- Training is delivered with regards to asthma, diabetes, auto-injectors, epilepsy and any other medical needs related to the pupils in the school. This is provided by the School Nurse each academic year.
- All support staff including Lunchtime Supervisors have received first aid training. Pupils' requirements with regards to medical care are kept in a first aid box in a secure place in each classroom so that it is accessible when needed.
- In Reception and KS1 inhalers are kept in the classroom and when needed are administered under supervision. In KS2 inhalers are available within the classroom and the children are encouraged to become more independent when using them.
- An emergency inhaler and emergency autoinjector is available in school.
- Parents/carers are required to fill out a medical consent form for any medication needed during the school day.
- Pupils with long term medical needs have an identified member of staff allocated to be responsible for their care and a care plan is created. Any medication given is recorded.

4) Resources and Equipment

WHAT SPECIALIST STAFF WORK WITHIN SCHOOL OR ARE AVAILABLE TO SUPPORT CHILDREN?

- In September 2024, The Lighthouse, our SEND Inclusion Hub opened. The Lighthouse is overseen by the SENCO and led by the Assistant SENCO, Mrs Amy Mann. The Teaching Assistants who work in the Hub have extensive knowledge SEND and work closely with the Head, SENCO and outside specialist agencies to provide effective support for our pupils with the most complex needs
- The school employ teaching assistants to support all pupils, including those with SEND. All staff have received extensive SEND training
- Our pastoral lead has received extensive training to support pupils and families who require extra support at home through Early Support Plans
- Other specialist staff are organised through outside agencies, such as Outreach Services. We also support the children through the extended services of Special Needs Early Years' Service, MASH, Educational Psychologist, Specialist Inclusion Service, EBSNA, Inclusion Service and Family Support Worker
- We have fostered close relationships with different departments at The Gem Centre, including Speech and Language Therapy Services, Physiotherapy, Occupational Therapy, CAMHS, Reflexions, Sensory Inclusion Service, and Community Paediatricians.

WHAT SERVICES DOES THE SCHOOL USE, INCLUDING OTHER EDUCATIONAL ESTABLISHMENTS AND SOCIAL CARE SERVICES?

- Speech and Language Therapy Service
- Wolverhampton Outreach Service
- Reflexions
- Huggle Pets
- Special Needs Early Years Service
- EBSNA Service
- Occupational Therapy
- Physiotherapy
- Sensory Inclusion Service
- Specialist Learning Service

- CAML Support
- Outreach
- Visual Impairment Team
- Hearing Impairment Team
- Educational Psychologist
- Area SENCO
- Family Support Workers
- EWO
- School Nurse
- SEND in Mainstream Nurses
- MASH and Strengthening Families Hub

DOES THE SCHOOL HAVE LINKS WITH VOLUNTARY ORGANISATIONS INCLUDING SUPPORT SERVICES FOR PARENTS/CARERS?

- Local support group and flyers/bulletins from local organisations and support groups are shared regularly by the Head and SENCO
- The Pastoral Lead and SMHL regularly direct parents to local support services during informal/formal meetings and through Early Support Assessment meetings
- Wolverhampton Outreach regularly notify School or any parent training workshops or coffee mornings in the local area which is then communicated to families
- MASH and Strengthening Families Hub are available for parents/carers to access through school support

WHAT ARE THE SCHOOLS ACCESS ARRANGEMENTS?

- Please see the School's Accessibility Report.

HOW IS THE SCHOOL SEND BUDGET ALLOCATED?

- Appointment of Assistant SENCO/Lighthouse Lead
- SEND specific resources for The Lighthouse Inclusion Hub
- SEND specific resources for use for SEND pupils throughout school
- TAs for The Lighthouse Inclusion Hub
- SEND specific training for Teachers and Teaching Assistants
- HugglePets Animal Assistive Therapy
- To pay for support from the following :
 - Educational Psychologist (Top up funding)
 - Specialist Teacher
 - External visits/visitors to support SEND pupils

ARE THERE ANY TRANSPORT ARRANGEMENTS FOR CHILDREN?

- Travel arrangements for individual pupils with specific needs are arranged with the local authority when appropriate.