St. Paul's Catholic School

Send Information Report 2026

What kinds of SEND does the school provide for?

St. Paul's provides for students whose needs fall into the following broad categories: •

Communication and Interaction (such as Autism and language disorders).

- Cognition and Learning (such as Dyslexia, Dyspraxia and Dyscalculia) and moderate learning difficulties
- Social, Emotional and Mental Health (such as ADHD, ADD and attachment disorders.
- Physical and Sensory (such as hearing and vision impairments).

We support students to access mainstream lessons and activities (with support where necessary). We believe in Quality First Teaching for all students. Resources and lesson content is adapted appropriately, with a view to ensuring expected progress for all SEND students. Where students are not progressing despite quality first teaching and adaptations, their needs are discussed with the SENCo and subject teacher and shared with parents / carers. It may be necessary to make referrals to other agencies for advice and guidance depending in individual need. A student does not always require a diagnosis to be placed onto the SEND register. Also, a student with a diagnosis would not necessarily be automatically placed onto the SEND register; needs are always assessed in the first instance.

Moving to an Education Health and Care Plan (EHCP)

Following consultation between families, school and the relevant outside agencies, an Education Health and Care Plan may be applied for.

This may be because:

- The child has not made progress (or regressed) despite the school having taken relevant and purposeful action to identify, assess and meet their needs over a minimum of two terms.
- The child has a disability which is life long and which means that they will always need support to learn effectively
- The child's achievements are so far behind their peers that it is considered that special school provision may be more appropriate

The EHC Plan application process:

- Application forms and paperwork completed by the SENCo and sent to the local authority for consideration.
- Local Authority will discuss the application at a panel meeting and make a decision as to whether or not Statutory Assessment should be carried out.
- The Local Authority will consider the child's needs and produce the EHC Plan. This will be compiled using information from school, parents, an educational psychologist and any other external agencies involved with the student. The EHC plan is then reviewed every year at a meeting (the Annual Review Meeting).

Students with Education Health and Care Plans are supported according to their needs in conjunction with the advice and recommendations provided.

All teachers have a duty to support the children within their classroom, however, students may also receive additional interventions from staff within school to work alongside work completed in the classroom.

St. Paul's has a designated teaching area where students can attend small group or one to one interventions ("The Learning Hub"). Students may also be referred by their subject teachers to work in the Hub on specific tasks, supported by a Teaching Assistant.

Special Provision Accessibility

St. Paul's has the following special facilities:

- Wheelchair Access
- A lift (in the newly built part of the school)
- Toilets designed for disabled use

Identification of Students with SEN and Assessment of Need

Students' needs and difficulty are identified by the following: •

Transition meetings with feeder and other primary schools

- SEN records and information sharing with previous schools
- In – school assessment
- Concerns raised by staff, parents and the young person
- Assessment and tracking data used by the school
- Diagnosis of a medical condition or disability
- Information from external agencies

If parents and carers have concerns or queries about their child, they should contact the school's SENCo (Miss. Laura Boyle) or raise their concerns with the child's form tutor or Progress Leader.

Criteria for inclusion onto the Support (SEN) Register and Learning Hub referrals

- The student is considerably behind age expected levels
- The student is working below standardised scores (i.e. below 85) in assessments
- The student has a recognised or diagnosed need e.g. dyslexia or ADHD
- The student has a recognised social, emotional or mental health need
- The student has a hearing or visual impairment

Types of Support/Interventions

- Withdrawal groups for literacy, numeracy or social communication skills
- Targeted one to one intervention either in class or in the Learning Hub
- Counselling
- Mentoring
- Access Arrangements for examinations (dependant on need following assessment and application to the awarding bodies).
- Adaptive teaching
- Strong Foundations
- NOLA (National Outdoor Learning Award)

Emotional, Social Development and Pastoral Support

Students in need of emotional, social development and pastoral support can be supported in school by:

- The school chaplaincy
- The Pastoral Support Team within school
- Referral to the school's counselling service
- The school mental health support worker
- Invitation to attend small group intervention for Social and Communication Skills

Monitoring the Progress of Students

The monitoring and tracking process is vital to ensure positive outcomes for our students. St. Paul's recognises the importance of keeping parents and carers informed of their child's progress. Progress is monitored in the following ways:

- On Arbor (which can be accessed by staff, students and parents)
- By sharing information and data from subject teachers, form tutors and Progress Leaders
- At Parents' Evenings
- At Annual Review Meetings (for those with EHC Plans) and Personal Education Plan Meetings (for Looked After Children)
- Through SEND learning plans
- SEND Parent Coffee Mornings

Where a child is not making expected progress, support and interventions will be reviewed and amended as appropriate following discussion with the subject teachers, parents/carers and the young person.

Arrangements for consulting parents of children with SEN and involving them in their education

Opportunities are provided for parents and carers to discuss the needs and support arrangements for their child not only at Parents' Evenings but throughout the academic year.

Parents and carers can meet with the SENCo, by appointment, to discuss their child's progress and other educational needs. Alternatively, any queries or concerns can be passed on the form tutor or Progress Leader.

Parents are kept fully informed about any interventions considered necessary and referrals to external agencies.

Parents and carers are invited to Annual Review meetings and PEP meetings for Looked After Children.

Involvement and Inclusion of students

Students are actively encouraged to discuss their own areas of difficulty and barriers to learning with subject teachers and support staff across the school. Personal targets are negotiated and reviewed on a termly basis.

All students have the opportunity to take part in extra-curricular clubs and activities as well as participate in school day trips and residential visits. Individual needs are accommodated.

Links to External Agencies and Other Education Services

The school maintains useful contact with, and liaises with a number of external agencies, depending on the needs of the child. For most of the agencies listed below, a key person is linked to the school. Referrals can be made as appropriate and advice, guidance and recommendations acted upon.

- Educational Psychology Service (EPS, City)
- Educational Psychology Service (EPS, County)
- Complex Learning, Communication and Interaction Support Team (CLCIST)
- Visual Support Team
- Hearing Support Team
- Secondary Behaviour Support Service (SBSS)
- Special Education Service (SES)
- Education Welfare Service
- Speech and Language Team (SALT)
- The Virtual School (for Looked After Children)
- The Hospital School
- Social Services
- Child and Adolescent Mental Health Service (CAMHS)
- Learning, Communication and Interaction Team (LCI)
- Social, Emotional and Mental Health Team (SEMH)

Within school, the Connexions Service support students with the process of transition into Further or Higher Education, or into employment. This is done by having one to one meetings, with the student and the school's careers advice officer. All SEN information regarding a student is shared with future education providers.

Learning Development (SEN) Department at St. Paul's Staffing Arrangements

The department is led by the school SENCo Miss Laura Boyle
(lboyle@stpauls.leicester.sch.uk)
There are five qualified Level 3 Teaching Assistants, who specialises in small group interventions, and three unqualified Level 3 Teaching Assistant. There is also one Higher Level Teaching Assistant who teaches small groups, including the Strong Foundations year 7 students.

All Learning Development staff receive induction training upon being appointed.
Departmental meetings are held on a weekly basis to share information and good practice, discuss the needs of individual needs of students and strategies for teaching and learning to remove barriers to learning.
There is a programme of CPD (Continuous Professional Development) and all staff are included in the process of Performance Management to identify strengths and areas for development.
www.st-pauls.leicester.sch.uk (for SEN Policy and link to local offer)
www.localofferleicester.org.uk