



SEND Information Report 2024-2025

PAULET HIGH SCHOOL

1. What types of SEND does the school provide for?

Paulet High School provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
	Attachment
Sensory and/or physical	Hearing impairments
	Visual impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENDCO

Our SENDCO is Annet Johnson.

She has 10 years' experience in this role and has worked as a qualified teacher of science prior to becoming a SENDCO.

Mrs Johnson achieved the National Award in Special Educational Needs Co-ordination in June 2014. She also completed the National Qualification for senior leadership in 2022.

Assistant SENDCO

Our assistant SENCO is Mrs J Guest:

Mrs Guest has worked at Paulet for 27 years so far. Prior to working at Paulet, she worked in a primary school. She has a Level 3 Teaching Assistant Qualification. Over the years she has completed many training courses including:

Attachment Training, Autism, Dyslexia, SALT, PDL, EVAC Training, Tube feeding, Sensory Profile, Yearly Safeguarding. Mrs Guest has been working as Assistant SENCO for over 10 years.

Class/subject teachers

All our teachers receive in-house SEND training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of 14 TAs, including one higher-level teaching assistants (HLTAs). The latter is trained to deliver SEN provision for Dyslexia.

In the last academic year, staff have completed training in:

Course	Completed by	Provider
ASD	All staff	Autism Outreach Team
ADHD	All staff	In house
Quality First teaching- EEF -5 a Day	All staff	MAT SENDCO
Role of the key worker	Teaching Assistants	In house
Planning for & delivering evidenced based interventions	Teaching Assistants	In house
Dyslexia	Teaching Assistants	In house
Dyslexia	SENDCO	Edgehill University
Attachment	Teaching Assistants	In house
Social and emotionally based school attendance	Teaching Assistants	In house
Training for readers, scribes & exam helpers.	TA's and Communication support workers.	Training materials from Communicate-ed

External agencies and experts

Sometimes external help is needed in order to effectively support our pupils. We currently seek support from:

Speech and language therapists

Educational psychologists

Occupational therapists

GPs or paediatricians

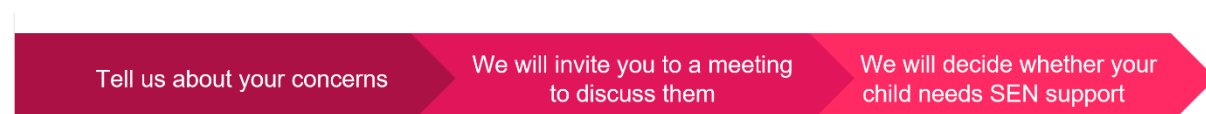
School nurses

Child and adolescent mental health services (CAMHS)

Social services and other local authority (LA)-provided support services

Voluntary sector organisations

3. What should I do if I think my child has SEN?



If you think your child might have SEN, speak to your child's form tutor, assistant SENDCO or SENDCO.

You can also contact the SENCO directly via email or by telephoning the school.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

Following close examination of qualitative and quantitative information (which often include test results), the SENDCO in dialogue with other staff will decide if your child needs SEN support. You will be informed of this.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, and will contact you to discuss the possibility that your child has SEN.

The SENDCO will observe the pupil in the classroom to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment, or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all this information, the SENDCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register with your consent, and the SENDCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.

Assess: if your child is not making expected progress, we will find out your child's strengths and weaknesses. We will get your views as well as your child's views as part of this process.

Plan: in discussion with you and your child, we will decide what the outcomes need to be for your child and plan for this.

Do: we will put the plan in place. The subject teacher, with the support of the SENDCO, will be responsible for working with your child daily, and making sure the support we put in place is having the impact we intended.

Review: We will assess how the plan is working and use any new understanding to improve the support we provide.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

The school will provide a report at least once per year on your child's progress. You will have the opportunity to discuss your child's progress at yearly parents evening, meet the tutor events and also at the annual review meetings if your child has an EHCP. These events will provide an opportunity for you to participate in:

Setting clear outcomes for your child's progress

Review progress towards those outcomes

Discuss the support we will put in place to help your child make that progress

Identify what we will do, what we will ask you to do, and what we will ask your child to do

We want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's SEND needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will scaffold the learning of your child to ensure that they have an opportunity to succeed but also have a level of challenge that is appropriate to their level.

These adaptations include:

Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Adapting our resources and staffing

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Teaching assistants will support pupils on a 1-to-1 basis where necessary & practical to do so

Teaching assistants will support pupils in small groups in the classroom or for interventions.

9. How will the school evaluate whether the support in place is helping my child?

We evaluate the effectiveness of provision for your child by:

Reviewing their progress towards their goals twice yearly.

Reviewing the impact of interventions after 10-12 weeks

Reflecting on what our SEND pupils tell us

Monitoring by the SENDCO

Getting your views at parents' evening/ meetings etc.

Holding an annual review (if they have an education, health, and care (EHC) plan)

10. How will the school resources be secured for my child?

The school uses the notional budget to fund resources for pupils with SEND. If funding is needed beyond this, we will seek more from our local authority. Funding is normally used for:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs. All pupils are encouraged to go on our school trips, both locally and overseas.

All pupils are encouraged to take part in sports day/school plays and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

School places are allocated according to our admissions policy which can be accessed via this link. Pupils with EHCPs and are LAC are usually given priority where we feel we can meet the needs.

13. How does the school support pupils with disabilities?

Our school takes all reasonable measures to ensure that pupils with disabilities can access the curriculum and our school site. Some of these steps include:

- Lifts for wheelchair users
- Adapted keyboards
- Extra staff assistance
- Communication support worker
- Preferential seating
- Separate room for exams, extra time etc.

More details can be found in the school's accessibility plan

14. How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

Pupils with SEN are encouraged to be part of the school council

Pupils with EHCP and higher-level needs have a key worker

We run a well-being hub for pupils who need extra support with social and emotional development

Pupils can also discuss issues with their form tutor, heads of year, SEND team or members of the safeguarding team.

We have a 'zero tolerance' approach to bullying.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Moving to (for secondary schools)

The Assistant SENCO visits our feeder primary school every year and attends annual review meetings of year 6 children coming up to us. The needs of all the children including those who are receiving SEN support are discussed with primary schools.

Pupils will be prepared for the transition by:

- Attending a summer school set up by Paulet where they meet other year 6 pupils and the year 7 head of year as well as other key Paulet staff.
- Having extra visits to school where necessary
- On the first day of the school year pupils are given time in school by themselves to get used to their new environment.
- We arrange meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community.

Moving to Post 16 education

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living, and participation in society.

16. What support is in place for looked-after and previously looked-after children with SEN?

The SENDCO is also the designated teacher for those pupils with SEND who are looked after. Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

If you are not happy with your child's SEND support, please inform the SENDCO or assistant SENDCO in the first instance. If you are not happy with their response, they will refer you to the school's complaints policy. If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

The school's complaint policy can be found using this link.

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child, and your family.

To see what support is available to you locally, have a look at Staffordshire Local Offer using this link:

You can also find information on SENDIASS - Staffordshire Family Partnership on this site.

National charities that offer information and support to families of children with SEN are:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

19. Glossary

Access arrangements – special arrangements to allow pupils with SEN to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan

EHC plan – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs

First-tier tribunal / SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs and disability co-ordinator

SEN – special educational needs


SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision that meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages

Paulet High School			
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