St. Paul's Catholic Junior School

SEND Newsletter

Be Kind • Be Respectful • Be Resilient

A message from Mr. Connolly

Dear Parents and Carers,

At St. Paul's, we are committed to ensuring that every child feels happy, included and able to reach their full potential.

Our approach to SEND is rooted in our core values – Be Kind, Be Respectful and Be Resilient – and we work in partnership with families to remove barriers and support each child to thrive.

This newsletter will give you an introduction to how we approach SEND at our school, the support available, and where you can find further help in our local community.

Mr. Adam Connolly
Deputy Headteacher and SENCO

Together, we can make a difference

Our Graduated Approach

We follow a graduated approach to ensure the right support is in place at the right time. This means we:

- ✓ **Assess** your child's needs
- ✓ **Plan** appropriate support
- ✓ **Do**, and **review**, the support regularly



The 5 Areas of Development

We look at all areas of development to understand your child's needs:

Executive Function	Sensory	Motor & Physical	Speech, Language and Communication	Social and Emotional
Examples: Planning, organisation, time management, following multi-step instructions.	Examples: Sensitivity to noise, textures or lights, seeking sensory input.	Examples: Gross motor skills, fine motor skills, coordination.	Examples: Understanding language, expressing ideas, speech clarity.	Examples: Managing feelings, building friendships, confidence.

Our Approach to SEND

Following the SEND Code of Practice and the SEND White Paper, we use a tiered approach to provide the right support for every child:

Our detailed SEND Provision Pathway

See the full pathway on the following two pages for examples of provision, who delivers support, and how its impact is monitored.

1. Universal Provision	Available to every child
2. Targeted Provision	Additional structured support
3. Targeted Plus Provision	Specialist-informed support
4. Specialist Provision	Complex and significant needs

Individual Support Plan (ISP)

If your child needs extra support related to SEND, we will implement an Individual Support Plan. This plan focuses on your child's area of development and how we can support them in class, working in partnership with you.

Support Resources for Parents

There are many places you can turn to for advice and support. Here are some local services:

ADDVANCED Solutions	ASD Training Team (Liverpool City Council)	YPAS	Other local support
Support for parents of children with SEND.	November – December training offer.	Mental health and wellbeing support.	Including NHS Services, Early Help and more.
www.addvanced.org.uk	www.liverpool.gov.uk/sdstraining	www.ypas.org.uk	www.liverpool.gov.uk/children-and-families

Working Together

We know that parents and carers are the experts in their child. We are here to listen, to support and to work with you. If you have any concerns or would like to discuss your child's needs, please contact your child's class teacher in the first instance, or our SENCO, Mr Connolly.

Together, we can help every child to achieve, feel valued and reach their potential.

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Our Approach to SEND

SEND Provision Pathway

A graduated approach to meet every child's needs

1 Universal Provision

Available to every child

To ensure that high-quality teaching and an inclusive classroom environment meet the needs of the majority of children, including those with commonly occurring SEND. The White Paper places considerable emphasis on strengthening this level, so inclusion is part of everyday classroom practice.

Provision at St Paul's

Area	Examples of provision
Teaching and learning	Quality First Teaching, adaptive teaching, scaffolding, modelling and differentiated resources.
Cognition and learning	Visual instructions, chunked tasks, worked examples, pre-teaching vocabulary and repetition.
Executive functioning	Visual timetables, clear routines, task lists and structured transitions.
Communication	Clear language, checking understanding, visual prompts and vocabulary development.
Sensory	Calm classroom environments, movement breaks, access to appropriate sensory resources.
SEMH	Positive relationships, emotional literacy, predictable routines, behaviour support and a nurturing ethos.
Physical and motor	Accessible classrooms, appropriate seating, opportunities to develop fine and gross motor skills.
Assessment	Regular formative assessment, observation and identification of emerging barriers to learning.

Who delivers it?

- Class teacher.
- Teaching assistants and LSAs.
- Wider school staff.

Evidence & monitoring

- Classroom practice, teacher assessment, observations and normal school assessment information.

Every child. Every classroom. Every day.

Key principle
Every child should receive this provision, whether or not they have identified SEND.

2 Targeted Provision

Additional structured support

For children whose needs cannot be fully met through Universal provision alone. These are commonly occurring needs that schools should be equipped to support. The White Paper identifies structured interventions, small-group teaching and support for sensory needs as examples.

Provision at St Paul's

Area	Examples of provision
Cognition and learning	Small-group literacy and numeracy interventions, precision teaching, phonics catch-up and pre-teaching.
Executive functioning	Organisational skills groups, task initiation support, now-and-next boards and individual checklists.
Communication	Small-group language activities, vocabulary groups, social communication groups and listening activities.
Sensory	Planned sensory circuits, movement programmes, sensory breaks and sensory regulation strategies.
SEMH	ELSA-style interventions, emotional literacy groups, friendship groups, social skills and nurture provision.
Physical and motor	Fine motor groups, handwriting programmes, coordination activities and motor skills interventions.
Behaviour	Individual behaviour strategies, structured rewards, check-ins and support with self-regulation.

Who delivers it?

- Class teacher.
- Trained teaching assistants and LSAs.
- SENCO overseeing and coordinating provision.

Evidence & monitoring

- Individual Support Plan (ISP).
- Clearly identified needs and outcomes.
- Specific interventions and frequency.
- Baseline assessment and progress measures.
- Review of the impact of interventions.

Planned support. Clear goals. Regular review.

Key principle
Support is additional to the Universal offer, structured, purposeful and monitored. It should not simply be a child receiving additional adult attention without an identified purpose.

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3 Targeted Plus Provision

Specialist-informed support

For children who require more specialist input to access and thrive in mainstream education. This may include children whose needs are more complex or less commonly occurring. The key difference between Targeted and Targeted Plus is the involvement of specialist expertise and greater coordination between education, health and other professionals.

Provision at St Paul's

Area	Examples of provision
Cognition and learning	Individually designed learning programmes, specialist assessment and adapted curriculum pathways.
Executive functioning	Individualised programmes addressing attention, working memory, organisation and self-regulation.
Communication	Speech and Language Therapy assessment, specialist communication programmes and AAC advice where appropriate.
Sensory	Occupational Therapy advice, individual sensory assessments, specialist equipment and personalised sensory programmes.
SEMH	Educational Psychology involvement, MHST support, specialist emotional regulation programmes and therapeutic interventions.
Physical and motor	Physiotherapy or Occupational Therapy input, specialist mobility advice and individual physical programmes.
Environment	Access to an inclusion base, quieter working spaces, adapted learning environments and additional transition support.

Who delivers it?

- Class teacher and SENCO.
- Trained support staff implementing specialist recommendations.
- Educational Psychologists.
- Speech and Language Therapists.
- Occupational Therapists.
- Physiotherapists.
- Mental health professionals.
- Specialist setting outreach teams.

Evidence & monitoring

- Detailed ISP.
- Specialist reports and recommendations.
- Clear individual outcomes.
- Evidence that recommendations are implemented in everyday classroom practice.
- Regular multi-agency review and parental involvement.

Key principle
Specialist advice must translate into practical, measurable provision within the child's everyday school experience.

4 Specialist Provision

Complex and significant needs

For children with the most complex needs who require a comprehensive package of specialist educational provision, potentially alongside health and care support. This level is not simply about receiving more interventions. It is about providing a substantially different and more individualised educational offer where necessary.

Provision at St Paul's • in school or through specialist provision

Area	Examples of provision
Curriculum	Highly personalised curriculum, significantly adapted learning pathways and individualised teaching programmes.
Cognition and learning	Intensive specialist teaching, highly differentiated resources and personalised learning outcomes.
Communication	Intensive communication programmes, AAC systems, communication aids and specialist speech and language support.
Sensory	Highly individualised sensory programmes, specialist equipment, environmental adaptations and sensory regulation support.
SEMH	Highly individualised emotional and behavioural support, therapeutic approaches and specialist risk-management plans where needed.
Physical and motor	Specialist seating, mobility equipment, physiotherapy programmes, personal care and medical support where required.
Staffing	High levels of trained adult support, specialist teacher input and carefully planned staffing arrangements.
Environment	Specialist classrooms, dedicated provision bases, sensory spaces and specialist facilities.
Multi-agency	Coordinated educational, health and care provision, with clearly defined responsibilities.

Who delivers it?

- Specialist teachers.
- Specialist-trained teaching assistants and support staff.
- SENCO and senior leaders.
- External health and educational professionals.
- Specialist schools or specialist provision teams where appropriate.

Evidence & monitoring

- EHCP and associated outcomes.
- Individual Support Plan.
- Specialist Provision Package (under the White Paper proposals).
- Detailed assessment and progress information.
- Annual reviews and multi-agency involvement.

Key principle
The child's educational offer, staffing, environment, resources and professional input must be matched to their complex needs.