



Special educational needs (SEN) information report

St Paul's C of E Primary School

September 2026

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy.

You can find it on our website <https://www.stpaulsschool-dorking.co.uk/statutory-information/policies>

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

This report is prescribed by The Good Shepherd Trust and all reference to 'the Trust' includes all Trust schools, the central team and subsidiary organisations.

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

St Pauls Church of England Primary School, Dorking is a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff have been trained to teach learners who may have difficulties with the areas outlined below.

We make reasonable adjustments to our practices in order to comply with the Equality Act (2010) and the Children and Families Act 2014 (PART 3 Children and young people in England with Special Educational Needs or Disabilities).

As an Academy in The Good Shepherd Trust, the Trust is the Admission Authority for the school and has agreed a Published Admission Number (PAN) of 420 pupils with the Local Authority (LA). Any child with an Education, Health and Care Plan naming the school will be admitted.

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
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

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

Our special educational needs co-ordinator, or SENCO

Our SENCO is Liz Chambers
There are allocated three days a week to manage SEN provision and their SENCO working days are Monday, Wednesday and Thursday.
They can be contacted via: Phone: 01306 883547 Email: via the school office at info@stpauls-dorking.surrey.sch.uk Please note that we aim to return calls or emails within 48 hours of their working week.
They are a qualified teacher and achieved the National Professional Qualification in Special Educational Needs Co-ordination in 2026. Our SENCO has 4 years' experience in this role and has worked as a teacher in both specialist and mainstream schools.



SEN administrator

Our SEN administrator is Lenka Payne.
The are allocated one day per week for SEN admin and their working day is Thursday.

Class teachers

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

Staff engage in ongoing professional development to ensure they can meet the needs of all learners. Recent training has included Supporting Autistic Girls, alongside other areas of SEND and inclusive practice, helping staff to provide effective support for pupils across the school. CPD programmes are planned based on the needs identified within the school.

Teaching assistants (TAs)

We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

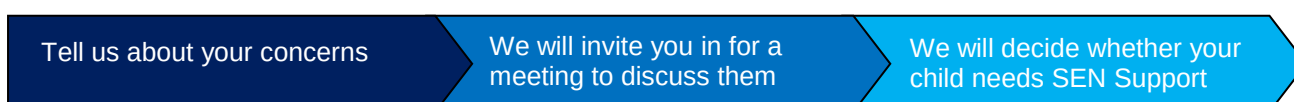
In the last academic year, TAs have been trained in Literacy for All, Verbal Scaffolding in the Classroom as well as specific training for the children they work with.

A wide range of intervention programmes is used to support pupils' individual areas of need. When selecting appropriate support, teachers and the SENCO draw upon the Surrey Ordinarily Available Provision (OAP) guidance and the school's Ordinarily Available Provision checklist to ensure provision is tailored to each child's needs. Both teaching and support staff receive regular training and updates to develop their knowledge of effective interventions, and several staff members have specialist training in specific programmes and areas of SEND. Intervention programmes vary in content, frequency and duration depending on the needs being addressed and are regularly reviewed to ensure they are having a positive impact on pupil progress and wellbeing.

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- › Speech and language therapists
- › Educational psychologists
- › Occupational therapists
- › GPs or paediatricians
- › School nurses
- › Child and adolescent mental health services (CAMHS)
- › Education welfare officers
- › 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, the first person you should tell is your child's teacher.

This can be done via the school office or by email the class email address.

They will pass the message on to our SENCO, who will be in touch to discuss your concerns.

You can also contact the SENCO via the online form on the website or via the school office.

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.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

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

All our class teachers are aware of special educational needs 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. If they can find a gap, they will give the pupil extra support to try to fill it. 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 SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO may observe the pupil in the classroom and in the playground 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 SENCO may carry out additional assessments to establish any barriers to learning.

The SENCO will ask for your opinion and may 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.

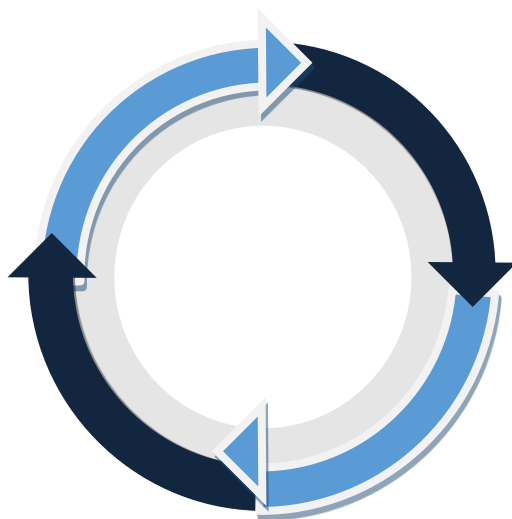
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO 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**.



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?

We will provide termly reports on your child's progress.

Your child's class/form teacher will meet you for two extended SEND parent evenings per year to:

- Set 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

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also 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.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher via the school office or the class email address. Class teachers will be happy to meet you to discuss your concerns.

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
- Prepare a presentation, written statement, video, drawing, etc.
- 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?

Class teachers are responsible for the progress and development of all pupils, and high-quality teaching is the first step in meeting individual needs. We provide a broad and balanced curriculum and adapt teaching, resources and the learning environment to ensure all pupils can access learning and achieve success.

Adaptations are tailored to each child and may include:

- Adjustments to teaching, groupings or curriculum content.
- Additional processing time, pre-teaching of vocabulary and adapted instructions.
- The use of visual supports, laptops, coloured overlays, enlarged print and other recommended aids.
- Support from teaching assistants through targeted small-group work, individual support or intervention programmes.
- Our Accessibility Plan, available on the school website, outlines how we will continue to increase participation in the curriculum, improve the physical environment and ensure information is accessible for all pupils.

Details of the interventions provided at our school can be found in the Whole School Provision Map on our website.

These interventions are part of our contribution to Surrey's local offer (see section 18).

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

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards the goals in their SEND Learning Plan each term
- Reviewing the impact of interventions after a specified block or unit of support
- Using pupil voice
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an EHCP)

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

It may be that your child's needs mean we need to secure:

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

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in school events such as sports day, plays and 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?

- Admissions for pupils with SEN and/or disabilities may be from the Local Authority (in the case of pupils with Education Health and Care Plans) or from parent/carers. The SENCO and Admissions Team use all of the information given to decide the reasonable adjustments that should be made to our provision and physical environment to enable the pupil with disabilities to attend and fully access curricular and extra-curricular opportunities (see also Accessibility Plan). Our Admissions Policy outlines this procedure.

13. How does the school support pupils with disabilities?

- At our school, we are committed to ensuring that disabled pupils are not treated less favourably than their peers and are able to access all aspects of school life. We take a proactive and inclusive approach to identifying and removing barriers to learning, participation and wellbeing. Reasonable adjustments are made where necessary to ensure that all pupils can access the curriculum, extracurricular activities, educational visits and wider opportunities alongside their peers.

The school provides a range of facilities and support to help disabled pupils access education and school life. These may include adapted resources, assistive technology, additional adult support, modified teaching approaches, visual supports, sensory equipment, accessibility aids and personalised arrangements to meet individual needs. Where required, specialist advice is sought to ensure appropriate provision is in place.

Our school site is designed to be as accessible as possible. Facilities include ramps, widened doorways, accessible toilet facilities and step-free access to key areas of the school. Individual risk assessments and reasonable adaptations are considered to ensure pupils can safely access classrooms, outdoor learning spaces, school events and educational visits.

The school's Accessibility Plan is available on the school website or on request from the school office.

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 and wider roles within the school
- We provide extra pastoral support for listening to the views of pupils with SEN by providing daily Talk Time at lunchtimes.
- We run Garden Club and Quiet Club four days per week club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. Please see our Behaviour Policy and Anti-bullying policy for further information.

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

Between year groups

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend handover meeting when the pupil's SEN is discussed and shared
- Schedule a 'move up' session with the incoming teacher towards the end of the summer term

Between schools

To ensure continuity of support, information about a pupil's strengths, needs, successful strategies and SEND provision is shared with receiving schools at key transition points. Where appropriate, SEND records, support plans and reports from external professionals are transferred, and meetings may be arranged with parents, staff and the receiving setting to support a smooth and successful transition. Additional transition activities may also be offered to pupils who would benefit from enhanced preparation for the move.

Moving on to secondary school

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

Enhanced transition opportunities may be arranged if the child needs additional support as they move on from our school.

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

Our Designated Teacher for looked-after and previously looked-after children is Mrs Lynsey Bryan	
They can be contacted via: Phone: 01306 883547 Email: via the school office at info@stpauls-dorking.surrey.sch.uk Please note that we aim to return calls or emails within 48 hours of their working week.	

Mrs Bryan will work with Mrs Chambers, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

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?

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy, which can be found on the school website.

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](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Global Mediation is the independent mediation contact for Surrey. It is free of charge and your conversation will be confidential. For more information please visit Surrey's website [here](#).

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 the local authority's local offer. Surrey publishes information about the local offer on their website:

- [Surrey Local Offer website](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

- [SEND advice Surrey](#)

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 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