



Special Educational Needs and Disabilities (SEND) Information Report 2025-26

All schools in Manchester are expected to identify and support students with special educational needs to make the best possible progress. The intention of Manchester's Local Offer is to improve choice and transparency for families. Schools are supported to be as inclusive as possible and wherever possible, the needs of students with a Special Educational Need are met in a mainstream setting, where families want this to happen. [Manchester's Local Offer Website](#) offers more information on how students with SEND can be supported.

1. What kinds of special educational needs does the school provide for?

St Paul's promotes the ethos of inclusion for all. Our school currently meets the needs of students with additional and complex needs such as:

- Moderate and Specific Learning Difficulties
- Autistic Spectrum Disorder and associated learning difficulties
- Emotional, Social and Mental Health concerns (Formally BESD)
- Speech Language and Communication Needs
- Visual or Hearing Impairments
- Physical Disabilities and specific Medical Conditions

We constantly strive to improve and adapt our provisions to ensure that students' needs are met.

2. How does St Paul's know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

There are a variety of routes into assessment of SEND and these differ from each individual need. We work very closely with our teaching staff to identify any areas of need and utilise internal and external methods of assessment.

These can be in the form of:

- Individual concerns raised by staff via SEND referral form
- Reading, spelling and comprehension tests
- Teacher curriculum assessments
- Dyslexia and Dyscalculia screening
- Specialist SEND teacher assessments
- Educational Psychology assessments

In conjunction with the SEND Code of Practice, we will assess students in the areas of:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and or Physical Needs

If you have any concerns, contact the SENCo or a member of The SEND team to discuss an assessment.

3. How will both you and I know how my child/young person is doing?

Progress reports are available to parents throughout the year following assessment windows and a full report annually and at Parents Evenings.

You will receive a phone call or letter from the school if there is any need for additional support. This could mean that they will be added onto the Inclusion Register. If a student is added to this register they will also have a Pupil Passport that will be available to parents and teachers.

The SENCo and the SEND team are available at the Year 7 transition evening and all Parents' Evenings.

4. How will the curriculum be matched to my child/young person's needs?

St Paul's offers a varied curriculum that can be adapted to meet the needs of your child. This can be in the form of:

- ◆ KS3 New Horizons with a bespoke curriculum with transition plans into mainstream
- ◆ A range of options available to students at KS4
- ◆ Withdrawal from some tutor times and lessons for additional literacy and numeracy interventions
- ◆ Exam access arrangements are assessed from year 7 and continue through to GCSE examinations
- ◆ Scaffolded work provided by teaching staff
- ◆ Bespoke mentoring provided to support students in accessing the full curriculum

5. How will St Paul's staff support my child/young person?

When a student is added to the Inclusion Register a Pupil Passport will be created that is then shared with all staff. The Inclusion Register is updated regularly with any additions to the register or changes in needs. The Passport is also discussed with both the student and parents/carers and reviewed termly by each student's linked Key Worker.

St Paul's focus is on delivering **quality first teaching** to all students, enabling all learners to achieve in the classroom through scaffolding, guidance and support.

- ◆ Resources are adapted to consider visual impairments, specific learning and individual reading ages.
- ◆ Seating plans are organised carefully to account for individual needs (e.g. hearing impairments, confidence levels and mobility.)
- ◆ Specific strategies are shared by the SENCo to assist with the teaching and learning of students with a range of SEND needs including ASC, ADHD and specific learning difficulties

In addition to this, TA support can be considered or lessons where students require additional support.

Additional provision is provided before and after school as well as timetabled intervention time to develop core literacy and numeracy skills, memory, ICT support, exam access and emotional and behavioural needs. Where necessary, we work closely with external providers such as the Educational Psychology service, Child and Adolescent Mental Health Service (CAMHS), Speech and Language Therapists, School Nurses, Visual Impairment and Hearing Impairment services.

Exam access arrangements are put in place from year 7 and are continued until year 11 (based on formal external testing). This includes the use of a scribe, reader, extra time and a prompt.

Teachers and support staff are provided with regular CPD, email and bulletin updates about students with SEND, and are provided with agreed strategies to best support their learning.

New Horizon's KS3

KS3 New Horizons is an additional set that seeks to support the transition from primary school to secondary. Students are identified through the primary school and information shared with the SENCO. This primary transitional model setting offers:

- Enhanced resource for moderate learning difficulties.
- Structure and learning in a smaller community.
- Established routines and tailored learning.
- Enhanced learning and environment with specially trained staff; SEND teachers,
- Committed staff supporting students' barriers for learning.
- Creating complex student profiles of learning and emotional needs.
- An adapted curriculum and teaching method providing a nurturing secure provision which supports transition into a secondary school environment.
- All learning is cross-curricular embedding new vocabulary and promoting use of new skills learnt across all subjects.

Overall New Horizon's provides a high-quality education which inspires independence and preparing for the future. Students will gain confidence to use and apply skills learnt to move from a nurturing environment to a more independent environment.

Resourced Provision

St Paul's is a Resourced Provision school in Autism and SLI (Specific Language Impairment) the provision is led by a qualified teacher with extensive knowledge and training in Autism and SLI. The wider SEND team and all teaching staff are Autism Level 1 trained to support. Support for the resourced Provision is also sourced from Speech and Language Team and Occupational Therapy team.

Resourced Provision Students are placed at Saint Paul's High School via Consult from the Local Authority. Students must have a diagnosis of Autism and have an Education, Health and Care Plan (EHCP) Students who are placed in the Resourced Provision are identified as needing specialist education provision. Placements are agreed according to the matching provision to needs descriptions for Manchester which included the following details:

- RP Lead (Qualified Teacher with Autism Training) supported by highly skilled support staff and external agency support
- Students needs are met at specialist level, but access to mainstream environment is still needed
- Students in RP follow their individual mainstream timetables with some personalised activities to support Education Health and Care Plan (EHCP) targets, emotional and physical needs.
- Specialist support is required to ensure the students can access mainstream opportunities
- Specialist staff to advise and model good practice for non-specialist colleagues
- Opportunities to work alongside mainstream peers
- Undertake a range of GCSE level or similar accredited courses
- Use of visual supports to develop independent learning
- Support at unstructured times
- Multi-agency planning and support when needed according to EHCP outcomes

We also offer these specialist interventions within the RP setting:

- Sensory Circuits
- Social Skills Groups
- Fine Motor Skills Team Building
- Independence Skills
- Specialist Careers Pathway
- Visuals to support independence
- Lego Therapy
- Zones of Regulation

Developing and delivering provision for SEND pupils across the school:

- Whole staff upskilling in teaching and learning strategies which allow all students to make at least good levels of progress
- Working with subject teachers to explore and develop tools to aid differentiation and curriculum development and design to promote inclusion.
- Support classroom use of

Well Being Provision

Saint Paul's offers a wide variety of support to ensure the SEMH needs of our students are met. We work alongside outside agencies to ensure that we are offering bespoke and professional support to all the students at Saint Paul's. To support SEMH we offer the following:

- SEMH Mentoring via the SEMH Lead and with the Pastoral Team.
- Healthy Relationships programme of support
- Risk associated with Child Sexual Exploitation (CSE)
- Self-Esteem group work
- Support around self-harming behaviours - we ensure a complex risk assessment is completed where needed to ensure students are kept safe in and around school and work closely with parents to continue this at home.
- Resilience Group work
- Anxiety Group Work
- Supporting Anxiety

All students can self-refer to any of the provisions above and can do this either by speaking directly to the SEMH Lead or through their Progress Tutor/Leader or Pastoral Assistant. Parents and carers are also able to contact school and express an interest for this support for their child. The Safeguarding Team and Pastoral Team work closely together to ensure students who may need that extra support at that time receive this as soon as possible.

In addition, we work with a school counsellor who sees students on a one-to-one basis offering counselling and psychotherapy support. Students for this service are identified through the safeguarding and pastoral team and referred to be seen.

We also have a CAMHS Ithrive Practitioner who works with specifically identified children and offers support in the following areas:

- Psycho-Education
- Behavioural Activation
- Exposure Therapy
- Guided Self-Help
- Problem Solving
- Worry Management
- Sleep Hygiene

- Behavioural & Emotional Regulation Strategies

We work with Child Bereavement UK who attend school monthly and offer Bereavement Support to our students. This is done both one-to-one and as a group. We are also in the process of building a working relationship with The Proud Trust to offer support around relationships and identity and understanding diversity

6. How is the decision made about what type and how much support my child/young person will receive?

Any students with an Education Health Care Plan will have bespoke support that best meets their needs that is set by the school and Local Authority and reviewed annually. The type of support varies with each individual. Students that are SEND Support will receive a graduated approach to their support. This is reviewed at least termly depending on their needs and progress.

Provision reviews are carried out in the first instance by the student and an identified member of the SEND team who look at progress, targets, impact of interventions and SEND Pupil Passport details termly. This is then reviewed by the SENCo who co-ordinates the provisions accordingly.

7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

Students with SEND are encouraged to attend additional breakfast, break and lunch clubs and after school catch up sessions and enrichment clubs. Pastoral support is also available in the SEND area at break and lunchtimes.

All trips and activities will have a risk assessment carried out and support will be allocated to ensure that they receive a rich and varied curriculum both in and out of the classroom.

8. What support will there be for my child/young person's overall wellbeing?

St Paul's provides designated safe parking areas and for those students with transport. The school gates are locked throughout the day to ensure the safety of all students.

The well-being of all students is a priority of all staff. The SEND team monitor and prioritise any concerns that are reported and act quickly and efficiently to deal with any concerns regarding student wellbeing. Staff duty teams also operate in key areas of the school grounds.

There is a medical register used for school trips and all lessons including PE. Risk assessments are undertaken for faculties, selected priority students and for all school trips.

Medication issued to a child must be in the original container from the doctors with the

child's name and prescribed dosage on it. All medicines are locked away. When given to the child, the person administering the medicine fills in the relevant form stating the child's name, form, type, dosage, time and adds their signature. Medication held in the school is checked termly to ensure it is still in date.

Individual Health Care Plans, where necessary, are drawn up by the SENCo, SEMH/Medical Lead and School Nurse, liaising with the doctor/ consultant and parent. A copy of the Care Plan is kept in the school and information circulated to staff through briefings, emails and bulletins.

In a medical emergency, a first aider would be called to attend the casualty in the first instance. This would be quickly followed by contacting the emergency services. Parents/Carers would be contacted and the first aider would remain with the casualty until medical aid arrives.

The school nurse attends school to give Asthma and Anaphylaxis training on an annual basis. Defibrillator training is carried out by an external provider to all staff. A number of staff are trained first aiders, with the training updated every 3 years. Any other training is provided when required to suit the needs of individual students.

9. What specialist services and expertise are available at / or accessed by the school?

Students can access health and therapy services on the school premises provided by both St Paul's staff and outside agencies including: CAMHS, School Nurse, Educational Psychologist and Speech and Language therapists. All of these services are run in conjunction with the SEND team to ensure the promotion of emotional wellbeing and supporting students with their needs.

10. What training have the staff supporting children/young people with SEND had?

Regular staff CPD (Career Professional Development) around different areas of SEND is provided by the SENCo and key members of the SEND team. Specific staff training in areas such as ASC is provided by external specialists when required.

The SEND team receive CPD on all areas of SEND throughout the year.

The SEND team have specialist qualifications such as:

- ◆ Safeguarding Children Levels 1-3
- ◆ Diploma In Trauma Informed Practice
- ◆ National Award in Special educational Needs (NASENDCo)
- ◆ Youth mental Health First Aid
- ◆ ELKLAN (Training to support children's Language and Learning)
- ◆ Play Therapy
- ◆ Sensory and Motor skills
- ◆ Lego Therapy

11. How accessible is the school environment?

St Paul's is a fully accessible site and has disabled parking and full wheelchair access. On the first floor of the main building is The Well Being Provision and Resource Provision area is on the second floor and external to the main building is the New Horizon's set. They offer a nurturing and inclusive environment, planning and meeting the needs of groups and individual students.

In addition, there is a full hygiene suite within the main building.

12. How are parents and young people themselves involved in the school?

At St Paul's we are keen to ensure that parental partnerships are strong. We do this by:

- ◆ The home/school agreement
- ◆ Students are able to apply to become student leaders in some subject areas
- ◆ Parents can attend annual Parents Evenings.
- ◆ Parent governors are elected to work on the governing body when vacancies arise
- ◆ Our SEND link governors are involved in visits and meetings with the SENCo regularly
- ◆ Every child on the SEND register has a key worker who liaises regularly with parents and carers

13. How do you involve other agencies in meeting the needs of children/young people with SEND and in supporting families?

These are met by securing additional support and provisions from external agencies. The wide range of services that we refer to are:

- ◆ The Safeguarding Team at Manchester Safeguarding Children's Services
- ◆ The Early Help Team
- ◆ The Information, Advise and Support (IAS) team Manchester
- ◆ CAMHS (Child and Adult Mental Health Service)
- ◆ The School Nurse
- ◆ Education Welfare Officer
- ◆ Education Case Workers

14. Who can I contact for further information?

J.Mawn: Assistant Headteacher Inclusion/ SENCo
j.mawn@st-paulshigh.net

N.Mallon: SENCo
n.mallon@st-paulshigh.net

M.Shields: Medical and Social/Emotional/Mental Health Co-ordinator

m.shields@st-paulshigh.net

J. Verso: Resource Provision & ASC Lead

j.verso@st-paulshigh.net

or on the school number 0161 499 0000

15. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

At the end of Key stage 2, students are introduced to the school through primary visits with staff. The SENCo or member of the SEND team will meet with the primary school staff to gather information about the students and a transition package will be planned for the students with SEND concerns, including:

- ◆ Year 6 induction evening
- ◆ Year 6 induction day
- ◆ SEND/Vulnerable Transition programme
- ◆ When the students are put into forms their SEND needs are considered
- ◆ Additional visits to the school are arranged and photographs or transition books are created

At the end of Key Stage 4 there is a comprehensive package of transition that links with colleges and training providers through the Careers Service. We arrange enrichment activities and visits to all of our local colleges. The SENCo will coordinate the annual review meeting for any students with an EHCP to target the students' next stages of life.

Students that may transfer to St Paul's during Key Stage 3 and 4 and who may require additional support, can expect a full and varied provision that is tailored to the pupil's specific needs. Initially parent's will be invited to meet with key staff to discuss the areas they may feel their child may need additional support. Where possible previous schools will be contacted to gain relevant information and a copy of their EHC Plan if applicable.

To ensure a smooth integration and that their specific needs are met, St Paul's is able to offer the following support: -

- ◆ Baseline Assessments to test Reading, Writing, Spelling, Numeracy and Cognitive ability.
- ◆ An IEP/Passport will be available for staff within a half term of the pupil joining the school.
- ◆ A linked member of the SEND team will be assigned as a key worker who will closely liaise with the pupil to ensure that their transition is a positive experience and that they are aware of school expectations.
- ◆ Initially some students will be encouraged to attend Well Being Provision' to promote their socialising and encourage friendship groups and work on existing anxieties.

16. What other support is available?

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Trafford Service Directory

www.manchester.gov.uk/sendlocaloffer

Contact details for Information, Advice and Support (IAS) Manchester

Parent Confidential Helpline: 0161 209 8356 (Monday to Friday 10am-3pm)

Answer phone available when lines are closed: 0161 209 8356

Email: parents@manchester.gov.uk

Enquiries from Practitioners: 0161 245 7300

Address:

Information, Advice and Support (IAS) Manchester

Westwood Street Centre

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