



St Mary's
Catholic Primary School

Be loving and truthful

SEND Annual Report

2024-25

Head Teacher: Alan Frame

SENCO: Jess Meteau

SEND Governor: Canon John Wood

Date of Report: September 2024



1. School Context

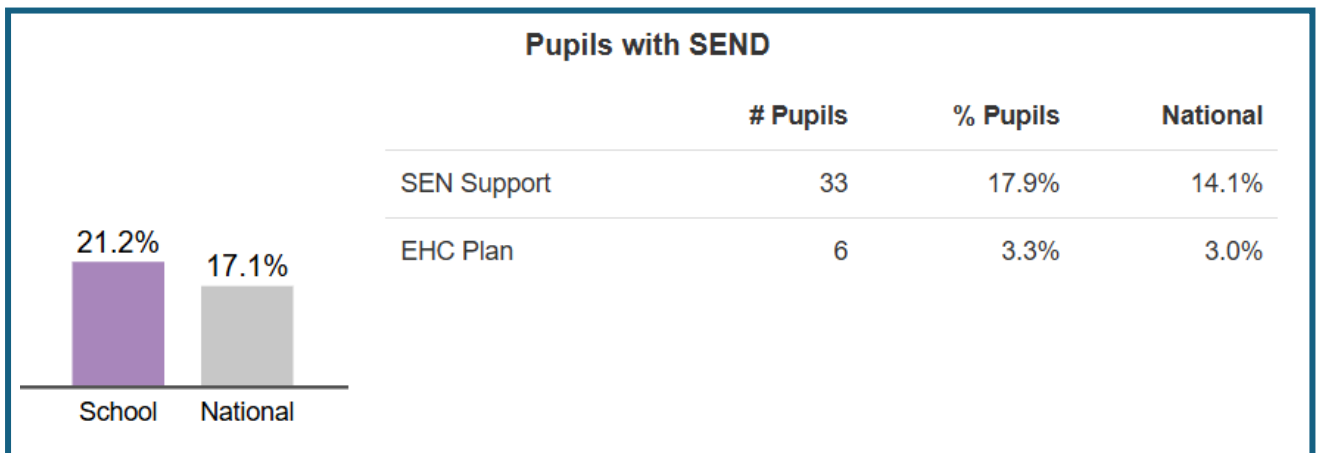
- St Mary’s RC Primary School currently has 184 pupils on roll.
- There are 39 pupils on the SEND register (21.2%):
 - 33 (17.9%) on SEN Support
 - 6 (3.3%) with EHC Plans
- There are 35 pupils in receipt of free school meals (FSM) (19%).
- There are 6 pupils (3.3%) who are on the SEND register and in receipt of FSM.

Pupils with SEN are currently classified as:

SEN support: Specific support or differentiation is provided that is in addition to the usual provision of the curriculum. The class teacher and SEN Coordinator (SENCO) may receive advice or support from outside specialists. The pupil does not have an EHC plan. SEN support replaced the former School Action and School Action Plus categories from 2015.

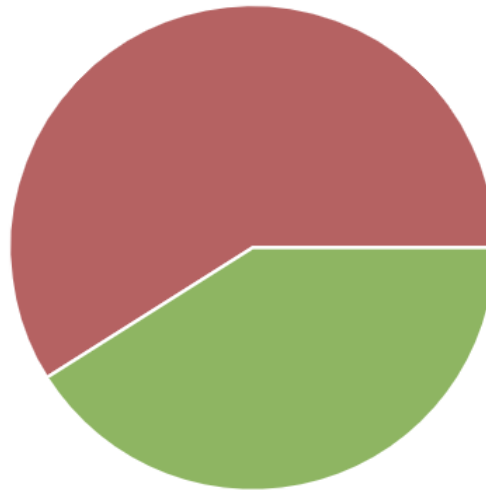
Education, Health and Care (EHC) Plan: A pupil has an EHC plan when a formal, external assessment has been made. A document is in place that outlines the pupil’s needs and the additional support they should receive. Prior to September 2014, a statement of SEN was used.

Facts and Figures



Gender of students with SEN support and EHCP

Gender



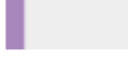
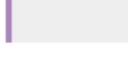
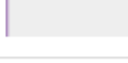

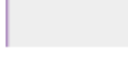


● 59.0% Boys

● 41.0% Girls

Pupil Premium SEND Profile		
	SEND and FSM number	SEND and not FSM
SEN Support	6	27
EHCP	0	6
Total	6	33

Primary Areas of Need for Students on SEN Register

	# Pupils	% Pupils
Speech, Language and Communication Needs	14 	35.9%
Moderate Learning Difficulty	12 	30.8%
Specific Learning Difficulty	6 	15.4%
Social, Emotional and Mental Health	2 	5.1%
Autistic Spectrum Disorder	1 	2.6%
Other Difficulty/Disability	1 	2.6%
SEN support but no specialist assessment of type of need	1 	2.6%

2. Identifying students with SEND

At St Mary's Primary we have a graduated response for identifying and supporting pupils who have a special educational need (SEN). We strongly believe that early identification of a pupil's specific needs is essential to a pupil being supported effectively to ensure that they make adequate progress from their starting point.

- We follow and use the Assess-Plan-Do-Review cycle as outlined in the Code of Practice.
- Teachers review Pupil Passports termly – Reviewing and changing targets as necessary; make additional plans and set a review date. This information is shared with parents/carers as well as the pupil. Pupil Passports are a working document.
- Where outside agencies such as outreach or the educational psychologist are involved, they create a Joint Action Plan which provides targets for the pupil. This is then reviewed with parents and

staff working with the pupil and used to inform the targets on a pupil's Pupil Passport.

- To determine which intervention will be most appropriate and have the biggest impact for each pupil, a number of assessments are used. The assessments can also give useful insight into the type of classroom strategies that might be most effective.
- The school uses assessments such as PIRA reading and Comprehension and YARC. Non-negotiable and PUMA tests for each year group also provide an effective way of identifying gaps in knowledge. Dynamo Maths has been used to support children with a significant difficulty in maths.
- A specialist SENSS teacher is used to make assessments that may show if a child has a specific learning difficulty, sensory needs or working memory difficulties. A private SENSS teacher is also used to make dyslexia assessments.
- TADSS Outreach have offered specialist support to the school for children with more complex needs including sensory needs, communication and language difficulties and fine motor/ physical needs.

3. Interventions and Strategies

These are some examples of the interventions provided; this is not an exhaustive list.

- The school continues to have 15 licenses for Lexia which are used by selected children to support them to develop their reading and spelling skills.
- Literacy Tool Box is a programme that has been used for many years to support pupils with dyslexic difficulties. Unfortunately, this programme is being discontinued – it works at the moment but if there are any glitches or it stops working for any reason, it will not be repaired. We are looking into options to start from Sept 25.
- The school has a Trauma Informed approach to relationships and behaviour management. There is a trained Trauma and Mental Health Informed Practitioner. This training has been shared with all

staff and influences all of our interactions with pupils, parents and colleagues. Many SEND pupils access this support and it is extended in our approach to dealing with parents.

- ELSA is a very important intervention to support students struggling with emotional and mental health issues. We have an experienced practitioner and another member of staff who has started the training so is able to deliver sessions. The funding (course and 2 afternoons each week for an academic year) was covered by a Purbeck Local Alliance Grant.
- Doodle spell is a new intervention being trialled in year 5 and 6 to see if it is cost effective.
- SALT services have provided specific training to allow us to run “Attention Autism Style” bucket activities. These will be trialled and reviewed.