



St Mary's Catholic Primary School
SEND ANNUAL REPORT 2021-2022



Head Teacher: Alan Frame

SENDCO: Louise Gray

SEND Governor: Canon John Wood

Date of report July 2022

1. School Context

- The currently has 202 pupil on roll.
- St Mary's Catholic Primary currently has 23 pupils (11%) of children on the SEND register:
 - 16 (8%) children on SEN Support;
 - 7 (3.5%) children with an EHCP.
- The number of children in receipt of free school meals is 37 (18%).
- There are 8 children in receipt of free school meals who are also on the SEND register.
- The school employs 11 TAs, 5 of which work as 1:1's with the pupils who have EHCPs.

Pupils with SEN are currently classified as follows:

SEN support: Extra or different help is given from that provided as part of the school's usual curriculum. The class teacher and SEN Coordinator (SENCO) may receive advice or support from outside specialists. The pupil does not have an education, health and care 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 assessment has been made. A document is in place that sets out the child's need and the extra help they should receive. Prior to September 2014, a statement of SEN was used. The period for local authorities to transfer children and young people with statements of SEN to EHC plans started in September 2014 and ended in 2018.

Comparison with National

	School Number	School Percentage	National Percentage
SEN Support	16	8%	12.5%
EHCP	7	3.5%	4%
Total	23	11.5%	16.5%

SEN Profile of each class				
	SEN Support Number	% of SEN Support children	EHCP Number	% of EHCP children
EYFS	0	0	1	14.3
Year 1	1	6.3	3	42.9
Year 2	2	12.5	0	0
Year 3	2	12.5	0	0
Year 4	4	25.0	1	14.3
Year 5	4	25.0	1	14.3
Year 6	3	18.8	1	14.3
Total	16	100	7	100.0

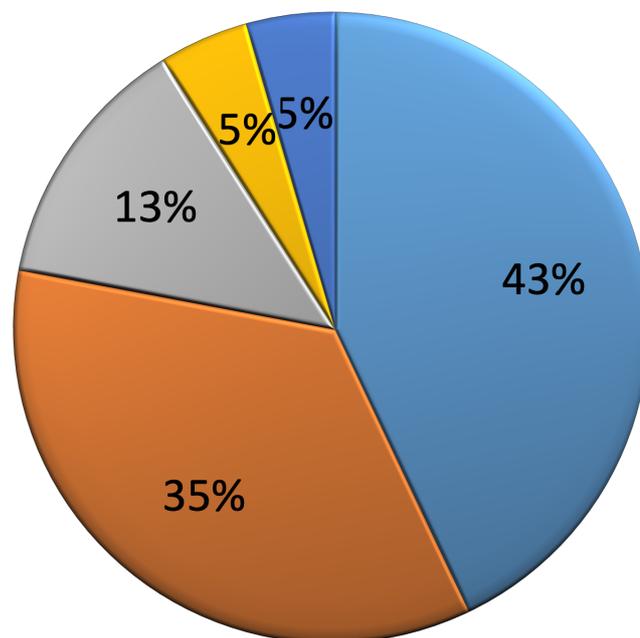
Comparison with Gender				
	Boys Number	Boys Percentage	Girls Number	Girls Percentage
SEN Support	11	69%	5	31%
EHCP	6	86%	1	14%
Total	17		6	

Pupil Premium SEND Profile		
	SEND & Pupil Premium Number	SEND & not Pupil Premium Number
SEN Support	6	10
EHCP	2	5
Total	8	15

Primary Need			
	SEN Support	EHCP	Total
Communication and Interaction	5	5	10 (43%)
Cognition and Learning	7	1	8 (35%)
Social, Emotional and Mental Health	2	1	3 (13%)
Physical and/or Sensory Needs	1	0	1 (4.5%)
Other	1	0	1 (4.5%)
Total	16	7	23

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and mental Health
- Physical and/or Sensory Needs
- Other

Primary Need



2. Identifying Pupils with SEND

At St Mary's Primary we have a graduated response for identifying and supporting pupils who have an additional or a special educational need (SEN). We strongly believe that early identification of a child's additional or SEN is essential to a child 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 child. 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 child. This is then reviewed with parents and staff working with the child and used to inform the targets on a child's pupil passport.
- To determine which children have which intervention a number of assessments are used to identify those most in need of support. The assessments can also help us in identifying which intervention would provide the child with the most effective support for them.
- The school uses assessments such as Pira reading and Comprehension, YARC, FFT and Wellcom and Sandwell Maths assessment. Since September the school has also been using math non negotiables to identify areas of need for maths interventions. Non-negotiable tests for each year group also provide an effective way of identifying gaps in knowledge. This year Dynamo Maths has been used to support children with Dyscalculia.
- 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.
- The behaviour support team has also been involved by supporting families and the school by suggesting strategies to employ for pupils showing more acute behaviour problems.
- The school continues to have 25 licenses for Lexia which are used by selected children to support them to develop their reading and spelling skills.
- We have two trained ELSA's who support children with Social emotional health needs.

- A Lego communication group has also been set up to support small groups of children who have social communication difficulties.
- The school also appointed a TA who is outdoor educationl trained and 2 sessions a week run with a focus on developing children's communication skills, encouraging collaborative work and developing their self-esteem and involvement in learning.

3. Outcomes for children with SEND

Attainment of SEND						
	Reading Number	Reading Percentage	Writing Number	Writing Percentage	Maths Number	Maths Percentage
Well Below	11	48%	13	56%	9	39%
Below	7	30%	10	43%	11	48%
ARE	5	22%	0	0%	3	13%
GDS	0	0%	0	0%	0	0%
Total	23	100%	23	100%	23	100%

Progress of SEND						
	Reading Number	Reading Percentage	Writing Number	Writing Percentage	Maths Number	Maths Percentage
No previous data so NA	3		3		3	
Below Expected Progress	1	5%	0	0%	3	15%
Expected Progress	14	70%	18	90%	15	75%
Above Expected Progress	5	25%	2	10%	2	10%
Total	20	100%	20	100%	20	100%

4. Update on the School's Implementation of the SEND System

- Early identification of needs through the use of diagnostic assessments such as the YARC, FFT and Wellcom allows the school to target groups of children with a specific planned intervention
- Strong focus on the delivery of High Quality Teaching and inclusive practice through monitoring and planning the required staff training.
- The use of specialist assessments from outside agencies enables precise targeting of needs.
- Support from other professionals e.g. SALT, Ed Psych, TADSS Outreach, Behaviour support and the SENSS team helps to support teachers with new strategies.
- 5 TA's have been employed as 1:1's for children with an EHCP
- The pupils are encouraged to discuss their progress and targets with their teachers and learning support assistants. Pupils contribute to the new pupil passport format by completing a one-page profile about themselves which explains how they like to be supported and what they consider their own strengths and areas of need.

How is the school implementing cycles of the graduated approach?

The SENCO has created forms for teachers to record the extra support children are receiving before it is decided whether should be put on the special needs register. Staff also have 'cause for concern forms' which should be completed to detail what areas of need have been identified. This form is then handed to the SENCO who will meet with the teacher to decide what further support to put in place

At SEN Support level a pupil passport is created which details the provision and outcomes for a child. This document is created in conjunction with the parents and the child. This document is then reviewed and updated each term.

If a child continues to make less progress than their peer's further advice from outside agencies may be sought e.g. SALT, Ed Psych, TADSS Outreach or SENSS team.

If a child continues to present with more complex needs consultation with outside agencies and parents may result in an application for an EHCP.