

SEND report for Governors Pentecost 2024-2025



SEND Academic Year 2024-2025

Year group	SEND support	EHCP	Monitoring
F1	1		2
F2	4		3
Year 1	2		3
Year 2	2	1	1
Year 3	1		2
Year 4	2	2	1
Year 5	2		2
Year 6	3	1	3
Total	17	4	17

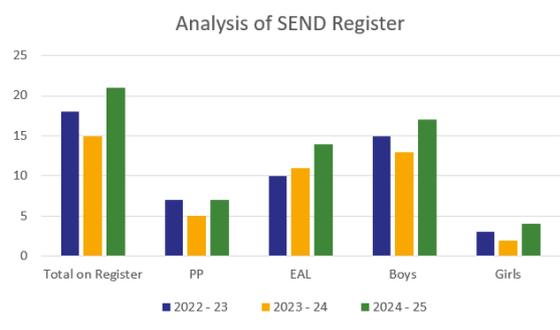
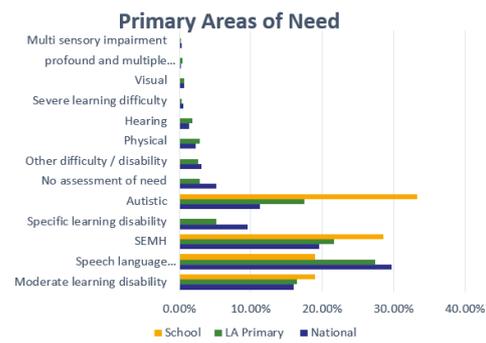
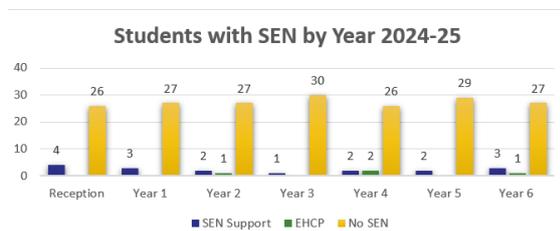
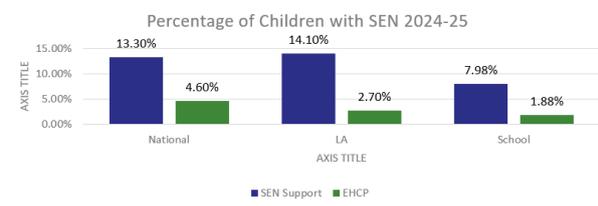
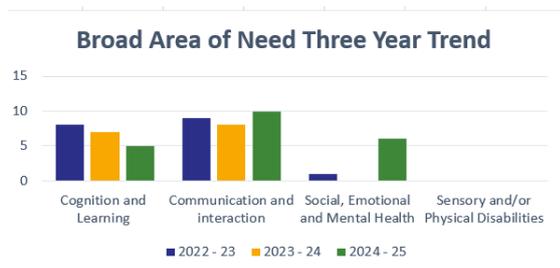
During the year 2024-25,

- 17 children were identified by the school as SEND Support children (7.3% of the school).
- 4 children have an EHCP plan (1.7% of the school).
- 17 children (7.3% of the school) were on the SEND Concern Register. These children are on the register due to social and emotional, learning, communicative or medical needs. They have been identified as having a difficulty of need and are monitored on a termly basis. Pupils on this list do not require further SEND support at this stage and their needs are met through FQT
- 81 % of the SEND register are male.
- 19 % of the SEND register are female
- 62 % have English as an Additional Language.
- The main areas of need in the school is supporting pupils with communication and interaction difficulties (66%). Followed by social, emotional mental health (19%), cognition and learning (9.5%) and physical needs (4.7%). There had been an increase of children starting school with communication and interaction difficulties and social, emotional mental health difficulties.
- Over the course of the academic year, 9 children received HLN funding.
- We supported with the transition of children with SEND to secondary school. The SENCo meets with the new SENCo and additional transition days are arranged if needed. Children work with the Nottingham City transition team. We also transition children with SEND to new classes.
- National statistics show Autism continues to be the primary need for the majority of children with an EHCP. Speech, Language and Communication Needs remains the most common type of

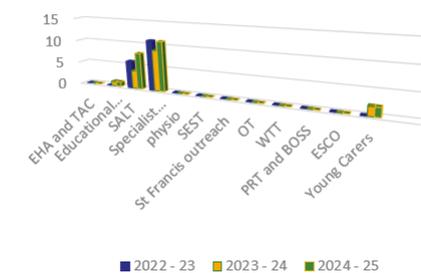
need for SEN support. This is followed by Social, Emotional and Mental Health needs. The data suggests that SEN is most prevalent at age 10, and continues to be more prevalent in boys than girls (although this gap is decreasing).

- National figures show that average percentages of numbers of children with SEND Support at 13.6%. National numbers of those with EHCP are 4.8%. These figures continue to rise year on year.
- At SMC Catholic Voluntary Academy the percentage of children with SEND Support is 7.3% which is below the national average.
- Those with an EHCP (1.7%) is lower than the national average.

SEND in a Nutshell



Involvement with external agencies over 3 years



Identifying pupils with SEND

Pupils identified as having Special Educational Needs and Disability at St Margaret Clitherow have full access to a broad and balanced curriculum and all aspects of school life.

There is a whole school approach to SEND policy and practice. All those involved with the pupil, including: parents, teachers and other agencies are responsible for identifying students with Special Educational Needs and Disabilities and, in collaboration with the Special Educational Needs Coordinator, will seek to ensure that those pupils requiring different or additional support are identified as early as possible.

Parents' early observations and knowledge of their child are crucial in early identification. The school ensures effective parent and pupil participation. Parents have full participation in the process and their opinions and concerns are sought to gain a good understanding of pupil needs.

The school has a clear approach to identifying and responding to SEND. This can be found on the school's website.

During the 2024-2025 cohort, 5 pupil's was added to the SEND register in F1, F2 and Year 4. No pupils were removed from the register. However, pupils were added to the monitoring register and will be monitored.

Provision for children with SEND

Any child identified on the SEND register receives provision that is 'additional to and different from' other children. Children on the register have an "Pupil Passport", which highlights strengths, areas of need and strategies to support the child within the classroom. These are completed with the child at the beginning of the year. Parents are also asked to contribute to these at the first parents evening. They have termly targets set, highlighting individual targets to be achieved and the interventions and strategies put in place. These are monitored and reviewed on a termly basis, or half termly basis depended on need, and shared with parents – and children where appropriate. Pupils with an EHCP and HLN have individual targets set and a provision map.

Universal Offer for all children

During an Inset day in February 2025, all teaching staff worked together to formulate non-negotiables that would be offered to all children for the different areas of need.



St Margaret Clitherow Catholic Academy School Offer

Non - Negotiables for High-Quality Teaching

High Quality Teaching in all lessons	Cognition and Learning	Communication and Language
High expectations of all children Meet and greet in the mornings – every child is spoken to. Lesson structures Tinted background on PowerPoint – light blue background and dark blue font Chunked tasks Concrete resources WAGOLLS Modelling – I do, we do, you do Flexible grouping Retrieval tasks High quality questioning – checking for understanding Use of Rosenshine principles in every lesson Voice 21 strategies/Oracy Clear, tidy classrooms with working walls	Task board Sentence Starters Writing Frames Word mats Practical lessons Pictures/Visuals Phonics grids	Whole class visual timetable Duel coding – visuals to support text (Widget) Use of mnemonics Thinking time - nesting
	Sensory and/or Physical	Social and Emotional and Mental Health
	Writing Frame Pencil Grips Large font resources Seating plans Brain breaks/active minutes Trim trail Dough gym	Regular check ins Movement breaks SMC Way Values points RSHE lessons Mental Health check ins Restorative approach

Adaptations (Support children receive that are identified as SEND)



St Margaret Clitherow Catholic Academy School Offer

Adaptations for each area of need

Communication and Interaction Including ASD & SCLN	Cognition and Learning Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)	Sensory and/or Physical Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability.	Social, Mental and Emotional Health Including ADHD
<ul style="list-style-type: none"> The classroom environment supports learning through models, images, a range of visuals and key vocabulary Extra thinking time to respond to questions and in discussions Vocabulary rich classroom Vocabulary rich curriculum VIPERS sessions run in class Instructions given in small chunks Check-ins throughout lessons Adaptive curriculum planning, activities, delivery and outcome e.g. simplified language Talk partners Opportunities created for discussions Peer support Flexible groupings Structured school and class routines Buddy System 	<ul style="list-style-type: none"> High expectations of children and appropriate challenge for all Using mixture of visual, auditory and kinaesthetic activities in lessons Adaptations of curriculum planning and of tasks set in class Additional resources to scaffold learning Adaptive delivery Adaptive outcomes Learning presented in small chunks. Mini plenaries throughout session to ensure pupils making good progress. Teachers adapting questioning in lessons TA class support Practical resources readily available Increased visual aids, images and diagrammatic representations Use of writing frames, stem sentences and word banks Rosenshine principles threaded into lessons Metacognition principles Teachers use the EEFs 5 a day teaching principles Working walls 	<ul style="list-style-type: none"> Flexible seating arrangements Handwriting/fine motor skill programme Specialist resources – pencil grips, triangular pencils, variety of types of scissors Multi-sensory equipment Construction (EYFS) Range of Tools and Materials e.g. brushes/pencils, collage Range of equipment & opportunities for balancing, exploring etc. (EYFS) Brain gym exercises Sand and water play (EYFS) Provision of left-handed equipment Written signs for class labels in classes Trim Trail Seating arrangements (r-handed, l handed etc) Suitable lightening to support learners Reduction of background noise Verbalising what is being written and shown on the board 	<ul style="list-style-type: none"> Whole school behaviour policy – The St Margaret Clitherow Way School values and weekly school values champions Positive behaviour strategies Structured school and classroom routines House Points systems Class base rewards Weekly achievement assemblies Consistent and progressive sanction system for when rules broken Staff meet and greet in the mornings Individual job and responsibility Support of lunchtime supervisors at lunchtime PSHE lessons Mental Well Being PSHE curriculum Playground friends and buddies available Restorative approach Mental Health week Celebration of the world Liturgies and prayer areas to support emotional and spiritual development

As a school, we plan to look at how individual subjects are adapted to meet the needs of children with SEND.

SEND Interventions and provision that has been in place this year:

- Focused phonics intervention following Little Wandle
- In class targeted support
- Reading inference catch up groups
- Coloured overlays
- Writing slants
- SNIP program
- Social Stories
- Help mats and checklists to aid independence
- Visual timetables and aided communication (PECS)
- Sensory Circuits
- Write from the start handwriting program
- Mental health first aid sessions
- ELSA
- Toe by Toe intervention

External Support

The following agencies and individuals have supported SEND pupils at St Margaret Clitherow throughout the 2024-25 academic year:

- Autism Team - 4 children observed in school. The ASD team worked with staff for each child providing strategies to support the child. The ASD team also provided moderation for HLN bids submitted.
- Learning Support Team – 2 children observed. Additional assessments carried out with both children and discussion with class teachers.

- Speech and Language – 4 referrals made. Session provided for children and their families.
- Although wait times do vary.
- Community Pediatricians – reports sent to school from appointments.
- Visual Support team – 2 children observed. Support provided for staff.

Key SEND Personnel

SENDCo – Miss O’Neill

SEND Governor – Patricia Bradley

St Margaret Clitherow also employs the following to support the inclusion of pupils with SEND:

- 3 x full time teaching assistant and 8 part time teaching assistants.
- 1 teaching assistant is a mental health first aiders
- 3 x teaching assistants are ELSA trained
- SENDCo available 5 days a week in school – 1 day is dedicated to SEND time.

Progress of Pupils with SEND

The progress of pupils with SEND is reviewed regularly by the class teacher so that they can make adaptations to meet the child’s need. In addition, progress is discussed with the SENDCo and any other relevant members of staff that work with the child.

All children are assessed in school, termly, using the school’s own assessment system. The class teacher will input data into the schools tracking system twice a year based on summative and formative assessment. Statutory assessments are carried out at the end of Reception, Year 1 (phonics screening) and Year 6.

EYFS

30 pupils in the cohort, 4 pupils SEND support

The number of children achieving GLD

School	National
0%	28.9%

Year 1 Phonics Screening

30 pupils in the cohort, 3 pupils SEND support.

The number of SEND children achieving the pass score of 32

School	National
66%	43%

Year 4 Multiplication Check

32 pupils in the cohort, 2 pupils SEND support, 1 pupil with an EHCP

The number of SEND children achieving the pass score of 21/25

School	National
66%	17.1%

End of Key Stage 2 Results

31 pupils in the cohort, 3 pupils SEND support, 1 pupil with an EHCP
The number of SEND children achieving age related expectations.

Reading		Writing		Maths	
School	National	School	National	School	National
0%	29%	0%	29%	0%	29%

Pupils with SEND are assessed in the same way as pupils with non-SEND. However, pupils with SEND do not always meet the expected age related expectations. Nevertheless, pupils with SEND do make good progress based on their individual starting points and individual targets. At times, some pupils with SEND make little or slow progress and objectives need to be broken down into smaller steps to show progress. At St Margaret Clitherow School, these pupils use the PIVAT's tool for assessment which has been updated to be in line with the new National Curriculum. This is still tracked using the whole school system. In line with the whole school, children need to show a secure knowledge of each objective, which is evidenced, before the objective is met. Behind each pupil lies an individual story of needs and achievement and data alone does not always reflect the hard work and achievements of our pupils with SEND. All children with SEND made progress throughout the year and met individual targets set for them.

SEND policy

The Trust has produced an SEND policy. This has been agreed with all stakeholders. The policy is published on the school website and a hard copy can be obtained from the school if requested. The SEND school information report for parents can also be found on the school website. This meets all statutory requirements.

SEND Funding

Funding is made available from the school's general and SEND budget (element 1 and 2) to meet the individual needs of pupils as required. The SEND Funding supports the provision of all SEND pupils across the school. In addition to this, there are 9 children who receive HLN (Higher Level Need) funding in the school. This support is granted through a bidding system. Bids are written by the school SENDCo in collaboration with parents, teachers and other agencies. An external panel grants the HLN funding.

SEND Training

All staff are kept up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCo provides professional guidance to colleagues and is responsible for ensuring that staff receive relevant training. The school accesses training programmes through LA conferences, LA training events, Family of School training events and Trust events. Training needs are considered for teaching staff, teaching assistants, ECT's, parents and Midday supervisors. The following training and support has been offered at St Margaret Clitherow School during the past year to help meet the needs of pupils with SEND:

- Autism Awareness Training
- Whole school writing training
- EYFS training
- ECT SEND training
- Emotion coaching training

- Adaptive teaching training
- SENCo networks 3 times a year
- SEND training with SEND hub
- Inclusion training from the Trust
- Safeguarding Updates
- Enhanced provision training
- Training and support from external agencies – SALT, ASD team and Inclusion team.

In addition, the SENDCo attends relevant SEND courses, Family SEND meetings and moderations and reports back all relevant information.

Review of actions from 2024/2025

<u>Actions for 2024/25</u>	<u>Review</u>
To update the SEND policy & review Disability Access Policy (part achieved)	Trust policy updated with key information and displayed on the website.
To produce adaptive teaching documents for each subject in the curriculum (part achieved)	Inset day on adaptive teaching delivered for all staff. Non-negotiables written for universal provision and adaptations per area for SEND – these need to be embedded first before looking at subject specific
To research and implement enhance provision in the school (part achieved)	ZON and AB attended the Trust enhanced provision network Rational for EP has been written Room has been part prepared Meeting with parents of children who will access the room have been had. All parents on board. Provisional plans in place
To become more familiar with the Trust dyslexia toolkit (achieved)	School using GL assessment for Dyslexia screening ZON looked through Trust toolkit and selected key testing materials.
To increase the ELSA provision by training 2 more members of staff (achieved)	2 x ELSA's trained ELSA timetable is embedded. 2.5 days dedicated towards ELSA time.

Actions for 2025-2026

- To update the SEND policy & review Disability Access Policy.
- To implement evaluate the impact of Enhanced Provision across the school
- To further strengthen support that 'is additional to and different from' to ensure pupils with SEND make effective progress.
- To produce adaptive teaching documents for all subjects
- To increase parental engagement through termly reviews