

SEN (D) Information report Autumn 25

St. Peter's is a highly inclusive school, which supports a number of pupils with SEND, both those with EHCPs and those working below this level.

There are currently 63 children on the Special Needs register and one child on a traded place at the Forward Centre; this is broadly in line with national average. This is a decrease of 9 children from Summer 25. There are currently 20 children in school with Education Health Care Plans; three in Year 6, four in Year 5, four in Year 4, four in Year 3, one in Year 2, none in Year one, none in Reception and four in Sparkle.

Compared to national averages, St Peters has a slightly higher number of SEN children but is on average for the number of children with an EHCP.

Attendance for SEN pupils is 92% which slightly below the average for the whole school at 95.8%. SENCOs work closely with the attendance officer who provides support in Early Help processes to help increase attendance for SEN pupils.

The number of SEN children taking part in extra-curricular clubs in school is currently 12. There are a number of pupil leaders, with active roles in school, who are also on the SEND register.

Numbers of children/young people with SEN (D) within the school

	Category of Primary Need				SEN Support	EHCP (or in process)	Total (Number)	Total (%)
	A	B	C	D				
Sparkle	0	6	1	0	0	4 + 3	7	11%
Reception	1	1	0	0	2	0	2	3%
Year 1	6	2	2	0	9	0 + 1	10	15%
Year 2	1	3	3	0	5	1 + 1	7	12%
Year 3	3	9	1	1	10	4	14	22%
Year 4	3	3	1	1	4	4	8	13%
Year 5	2	1	3	1	3	4	7	11%
Year 6	3	1	1	3	5	3	8	13%
Total	19	26	12	6	38	20 + 5	63	SEND: 15%

Key for Areas of Need:

A - Cognition and Learning (C&L)

B - Speech, Language and Communication (SLCN) Needs

C - Social, Emotional and Mental Health Difficulties (SE&MHD)

D - Physical Difficulties (PD)

Medical Needs

There are currently 96 children with varying medical needs, including asthma, on roll. These include allergies needing an epipen, eyesight issues and other health conditions. Most of these pupils are not on the SEN register as their needs do not impact on them educationally. Specialist nursing staff e.g. for epilepsy, diabetes etc. come into school to offer training to key staff or, in some cases, may attend an Annual Review. The majority of these children have a pupil based risk assessment in place, linked to their specific identified needs.

Partnerships with outside agencies

Other agencies continue to support many of the children on the SEN register. Woodbridge, Aspire, Speech and Language Therapy, School nurse, Occupational Therapy, the Learning Disabilities team and the Educational Psychologist are all in school on a regular basis and work with parents, children and staff to meet individual children's needs.

Pupil premium money continues to be used to accelerate learning and to provide personalised intervention programmes across school, including Toe by Toe, Word Wasp, Hornets, Reading Recovery, and Stairway to Spelling. A significant amount of time and money is invested in pastoral support.

Transition for Pupils with SEND

The School liaises closely regarding assessment information of pupils to ensure that transfer from EYFS to KS1, and KS2-3 is made as easy as possible for pupils with additional needs.

At times it is helpful for some pupils e.g. with communication and interaction (C & L) difficulties, or other difficulties such as anxiety conditions, to have phased transfer to a new class or Key Stage to ease the transition process. This may take the form of extra visits with their TA to meet their new teacher and classroom, and making a booklet with photographs ahead of transfer.

Towards the end of Summer Term and during the start of Autumn Term, both SENCOs met regularly to discuss the different children at stages of transition. This helped to ensure that communication was effective in ensuring support for these children. The KS1 SENCO was also significantly involved in the Reception intake process. This allowed the Reception Team to identify any children who would need additional support when starting school, so that they could be placed accordingly, whether this be in the mainstream classroom or in the Nurture Provision.

Developments for SEND

SEND Award

The SENCOs are currently creating a working party to support in completing an award in inclusion and SEND. The Action Plan for the award has been completed with the support of the awards officer. The SENCOs are now putting actions into place to achieve the award. Some of the actions include; adjusting intervention procedures in school, adapting the external and internal spaces in school to meet the sensory needs of children, meeting with teachers, governors, parents.

IQM

Alongside the SENDIA award, the SENCOs are also taking a lead on the school's IQM project. The aim of this project is to develop inclusion for SEN pupils in extra-curricular activities such as clubs and pupil leadership teams. So far, there has been a positive take up from teachers in encouraging children to take part in the pupil leadership team as well as clubs run specifically for children with SEND.

Intent

The intent for SEND at St Peters is following the school vision and culture to ensure that all pupils regardless of need have access to extra-curricular activities and high-quality and evidence-based interventions to support learning. We aim to maintain high expectations for all pupils, including those with SEND in all areas of school life from learning to behaviour. The school believe it is important to have an inclusive culture, including pupil-voice teams, clubs and team sports. Many stakeholders, including families, pupils, teachers and governors will be involved in the award process to inform practice moving forwards. The SENCOs have been involved in the development of the SIP and ensure that their intent is aligned with this process.

Implementation

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In order to achieve the maximum impact for children with SEND, various strategies will be implemented:

- Action plan for SENDIA award completed alongside award officer
- Gathering evidence for the SENDIA
- Data obtained from club registers and pupil leaders
- Working party created to support award process
- Questionnaires given to parents, teachers and pupils
- Establishing interventions with support staff to support SEND pupils
- Monitoring of interventions

Impact

Overall, at the end of last academic year children on Connecting Steps were making small steps of progress.

Several annual reviews were completed and children with EHCPs had made good progress towards their targets with some children achieving all.

Behaviour incidents with SEND children were minimal and this has continued into the start of the new year.

We are currently in the process of obtaining teacher and parent voice, so far this has been positive.

SENCOs have worked productively alongside external agencies to provide support where needed.

The SENCOs are working to narrow the gap both academically and with access to enrichment.

SENCOs were present for all transition handover meetings between teachers and supported teaching assistants with strategies to ensure successful transition into new year groups.