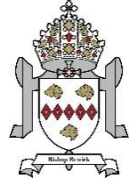




**ST CHARLES'**  
CATHOLIC PRIMARY SCHOOL



*Together we follow Jesus in our living and learning.*

## **Annual SEND Report 2023-2024**

### **Evaluating the Effectiveness of Provision for Pupils with SEND**



This is a report to reflect upon how school has used SEND funding to meet pupils' needs. It should be read alongside our SEND Information Report, the SEND policy and the Accessibility plan.

## School Context

St Charles' Catholic Primary is an averaged size school situated in the heart of Gosforth in Newcastle Upon Tyne. The school caters for pupils aged 3-11. Pupil premium funding is below average with 9.5% of pupils being currently in receipt of additional funding.



At St Charles' we are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), receive their right to a high-quality, accessible and ambitious curriculum. Children's all-round development is paramount to us and we endeavour to provide children with a wide range of experiences and opportunities so that they experience success and are well equipped for the future. Our aim is to provide all children with the best possible outcomes in preparation for life-long learning, with Jesus at the centre of what we do.

We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development. We endeavour to raise aspirations and expectations for all pupils, including those pupils with SEND by working in partnership with parents/carers and listening to pupils.

We use the Endowment Endowment Foundation, 5-a-day approach and Rosenshine to implement the school curriculum.

## SEND Profile for the last 12 months

<b>Number of Pupils with SEND 2022/2023</b>	
<b>Total number of pupils on roll (including Nursery)</b>	<b>242</b>
<b>Number of SEND pupils on roll</b>	<b>29</b> <b>(In total across the school year)</b> <b>* 2 SEND pupils moved schools in Summer term</b>
<b>Number pupils added onto the SEND Register this academic year</b>	<b>7</b>
<b>Number of pupils removed from the SEND register</b>	<b>0</b>
<b>Number of pupils with EHCP</b>	<b>6</b>
<b>Number of pupils in receipt of EYFS Inclusion funding</b>	<b>1</b>
<b>% of pupils with SEND</b>	<b>11.98%</b>



Type of SEND	% of SEND population	N	R	I	2	3	4	5	6
Cognition and Learning	17%	0	1	0	1	2	0	0	1
Communication and Interaction	57%	4	3	4	2	1	1	2	0
Social, Emotional and/or mental health (SEMH)	21%	0	0	1	0	1	2	1	1
Sensory / Physical Need	3%	1	0	0	0	0	0	0	0
Number of EHCP in year group		0	2	1	2	0	0	1	0

### Performance Data

- Total number of pupils identified with SEND in Early Years is 9.
- Nursery: 2 pupils identified at SEND Support.
- 2 EHCPs granted in 2023-24.
- Total number of pupils identified with SEND in EYs and KS1 is 16.
- Total number of pupils identified with SEND in KS2 is 12.

KS1 SEND	Reading	Writing	Maths
Expected progress or more	100%	100%	67%
Age related standards	33%	0%	0%
KS2 SEND	Reading	Writing	Maths
Expected progress or more	100%	100%	100%
Age related standards	0%	50%	50%

Pupil progress information is available however, due to cohort numbers is not published online.

## Attendance

94.59% attendance for SEND pupils in 2023-2024 compared to whole school 96.24%.

### SEND policy

Updated September 2024 combining with SEND information repost and parent views.

### SEND information report on school website

Updated September 2024 and is now fully compliant using guidance from the SEND code of practice.

### Statutory assessments

**Information is confidential due to small cohort sizes and is not published online.**

### Accessibility plan

The accessibility plan is currently in place up to 2025. It will be reviewed September 2023.

### SEND budget and spending

Spending for the academic year was:

£113,182.37 on support staff to deliver interventions and 1:1 support.

£2000 on resources

£3300 on professional services and CPD

### Staffing for SEND

All support staff, work with pupils with SEND across the school. The school used a supply teaching assistant for most of the academic year 2023-2024 to support EHCP pupils across Early Years and Key Stage 1.

### Interventions

*What interventions have been used for pupils with SEND and how effective have these been? Do they offer value for money?*

**Read Write Inc. one to one tuition** has been used successfully to close gaps in learning.

**TACPAC** – this has been very effective in regulating a pupil in nursery.

**Hive club** – this has been extremely useful in regulating pupils with SEMH and who are dysregulated within the school day. The pupils attend at the start of the day and at the end of the day.

**Hive forest school with parents/carers** – very positive response. This was a result of Emotional Based School non-attendance training and will continue next year after parental feedback.

**Special time** – this has impacted positively on individual pupil progress.

**Speech and language programmes (Black sheep and bespoke for individuals provided by NHS S&L)** – 2 staff members have been trained by NHS staff to deliver programmes in school.

**Sound linkage** - this has been implemented after specialist advice to support spelling for upper KS2 pupil.

**Action words** – implemented from advice from specialist to support reading for pupil in KS1 who will be screened next academic year.

**Write from the start** – programme started in Summer term. This will continue next year.

**Fostering Fluency** – this has been successful with pupils making progress and gaining confidence in reading out loud fluently. GL assessments are used to track individual progress of pupils.

**First class number** - pupils have made progress and it has increased their confidence in maths. Sandwell assessments are used to track progress for individual pupils.

**Speech Link** – this has supported pupils in Reception and Year 1. This has supported pupils with their vocabulary and sentence structures.

Leaders monitor the impact of interventions on pupil progress and evaluating whether it has closed the gaps in knowledge.

#### **CPD for SEND**

- Rosenshine teaching and learning strategies / EEF five a day approach.
- Walk Thru Training
- Fostering fluency training
- Special time training
- Structured check-in training
- Staff attended Happy Minds Healthy bodies training sessions throughout the year.
- Speech and Language training.
- RWInc. Training
- Metacognition training
- Rainbows training
- Selective mutism training

#### **Pupil voice**

- Pupil discussions take place termly and children say how they feel about school and their learning.
- Subject leaders also involved SEND pupils in their monitoring.
- Learning plans are shared with pupils so they are fully aware of their targets.
- Parents can also review the learning plans targets and so they are created by all stakeholders.

#### **Parent/carer voice**

Parents are involved in the graduated approach. In SEND Reviews, parents contribute how they felt their child has achieved. They are also involved in creating targets.

Parent views were collected in Summer term via Microsoft forms. Responses were shared with parents during September 2024.

11 parents shared their views.

- 3 SEND pupils do not enjoy coming to school and school is aware of this. Forest school sessions, Hive sessions and EBSNA interventions are targeted to help with this.
- 2 parents felt that staff are not aware of their child's need and don't follow professional advice. All learning plans are written using professional advice. These plans support learning in the classroom. School has robust systems in place for sharing information for all pupils.
- 1 parent felt that their child's current teacher does not help their child to make good progress. Quality first teaching is always a school priority to ensure that all pupils make progress. Senior leaders hold pupil progress review meetings to track pupils across the school termly.
- 2 parents said they were not informed by school that their child had been identified as having special educational needs and they are on the school SEND register. Parents sign a consent form from school when a child is added to the SEND register.

**External agencies**

Support from Educational Psychologist Dr Hiles for assessment, reviewing learning plan targets, classroom observations, and staff CPD.

SENDCOs from Bishop Bewick Catholic Education Trust have been working collaboratively regarding SEND provision mapping.

Support through SEND ASAP for funding and advice for SEND pupils (ASD and Dyslexia)

Specialist learning difficulty teachers, ASD specialist teachers and speech and language teachers / therapists have supported staff and assessed children. This information has been used to inform provision.

Private Occupational Therapy has supported staff with regulation strategies to use to help regulate a child in school.

SEMH team from the local authority support children with SEMH needs.

'Ways to wellbeing' sessions for parents from Action for Children.

**Complaints relating to SEND**

None this academic year.

**Any other developments regarding SEND?**

The school continues to use the dedicated sensory space for the Hive group at the start and the end of the day in addition to children accessing it for sensory activities throughout the day.

The school has been using the new Descriptors of need produced by the local authority for early identification.

School has two SENDCOs appointed who started their role in September 2023 and February 2024. They are the deputy head teacher and the assistant head teacher and are members of the senior leadership team.

The school is part of BBCET and is continuing to engage in the WE SEND Evaluation Project this year.

**Are there any concerns regarding provision for pupils with SEND?**

There has again been an increase in the number of pupils who are requiring significant adaptations to the school curriculum and provision. Many of these children require 1:1 support. This is not reflected in the SEND income into school.

**Local offer:**

The new SEND policy and information report for 2023/24 contains information for parents about the local offer. Consultation has taken place with some SEND parents.

**Next steps for 2024-2025**

- To continue to provide training for new and existing staff to provide quality first teaching and targeted interventions across school.
- Target children upon entry and put in early interventions
- To continue to host forest school sessions with parents providing opportunities to have conversations with school staff.
- SENDCOs to start the NPQ SEND qualification.

L Nealings July 2024  
Headteacher