



**Our Lady Help of Christians Catholic  
Academy Trust**

**SEND Report to the Directors**

School: St Mary's Catholic Primary School, Middlewich

Number on Roll: 185

This report is for the period from: September 24 to August 25

SENDCO: Laura Dziamarski

NB The information in this report is confidential – names and specific circumstances cannot be discussed.

Number of SEND	R	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
EHCP (E)		1		1	1	1	3								
SEN Support (K)	2		5	5	3	1	3								

Gender Split	Boys	Girls	No Gender
EHCP (E)	5	2	
SEN Support (K)	14	5	

	PP	LAC/PLAC/SGO	EAL
EHCP (E)			
SEN Support (K)	5		5

Broad Area of Need	Number
Cognition & Learning	8
Communication and Interaction	7
Social, Emotional & Mental Health	10
Sensory and/or Physical Difficulties	1

Suspensions	Number
EHCP (E)	0
SEN Support (K)	0

Permanent Exclusions	Number
EHCP (E)	0
SEN Support (K)	0

## **2025-26 Progress & Updates**

At the start of the 2024-25 academic year, we had four children with EHCPs in Y6 making requests to attend specialist provisions for secondary. Child A left to attend the specialist placement in December 2024, Child B secured a specialist placement. SENCO was able to secure Child C and Child D an increase in funding to Band 8 and transition began early to Middlewich RP and Holmes Chapel. All annual EHCPs were updated. At the end of the academic year the school were awaiting a decision on an EHC needs assessment for a child in Y2.

In January 2025, staff worked collaboratively to set up a hub area, moving the library and setting up a provision to support interventions. The area is designed to include; play based provision, access to technology, self-regulation area, quiet working space and displays that support the children's learning. The area is in constant use throughout the school day.

SENCO designed a bespoke intervention program to ensure children identified as having SEND are being supported to make progress. This includes children with and without an EHCP. Interventions are targeted at children's specific needs and groups are from across the school. Outreach visited to observe a child and commented, 'It was a pleasure to see some of your schools' interventions with your children. It was really refreshing to see a school supporting their children like you are.' This approach ensures the support staff at St Mary's are working efficiently to support the children in the school, developing the children's: resilience, perseverance, independence and self-regulation. Examples of the interventions include: Lego therapy, social stories, mindfulness, sensory circuits, speech and language, nurture, play therapy, fine motor, physio. This continues in academic year 2025-2026.

We have continued to work alongside Cheshire East to provide support for those who need additional speech and language support. We have 2 SENTAs who are highly trained in SALT and they are timetabled to complete SALT care plans across the school with identified children.

Charlie, our therapy pet, continues to do outstanding work in our school. Charlie continues to be a permanent member of staff who is timetabled to spend time in class / nurture room to assist with calming and settling children with SEN.

Child in Y3 issued with a band 6 EHCP in October 2025.

## **Outside Support for SEND:**

Half termly CEAT/EP consultations

Outreach support sought when appropriate (EHCP child)

Half termly visits by SALT for EHCP children + additional visits for specific children in Reception/Y6

SPOTTS x3 children 1 SEN support / 2 EHCP

OT team/Physio for EHCP child

## **Future Priorities:** (Trust & School)

Providing the below CPD program for staff developing inclusion and high-quality teaching using recommendations from EEF

Continuing to support our SEN pupils through high quality teaching and an intervention program

## **Barriers/Issues:**

Staffing – stretched with the number of pupils needing support, intervention program supports this however there is currently an advert out for an additional 20 hours. Challenging to support children who may not be on a SEN support plan but need an additional boost

CPD

**Staff:**

2024-2025 - SENCO has delivered SEN Support Plan training to staff, including a reminder of the Graduated Approach. These meetings were informed by learning on her NPQ and used up to date research. The meetings targeted areas that were identified by the SENCO as areas for improvement.

2025-2026 The following CPD programme is in place:

Date	Area of focus	Who access?	Internal/External
September 25	<p><b>Making teaching ‘the thing’ 1</b>  <i>EEF – Special educational needs in mainstream schools (point 1)</i>            Gary Aubin            Recap key learning from 24-25, learn the child, create a positive and supportive environment for all pupils without exception/Improving behaviour in schools            Key questions for discussions            Feedback and reflection</p>	All staff	Internal
Nov 25 Was Sept  Nov /Dec to be provision mapping	<p><b>Making teaching ‘the thing’ - 2</b>  <i>EEF – Special educational needs in mainstream schools (points 2/4)</i>            Recap key learning, build an ongoing, holistic understanding of your pupils and their needs, complement high quality teaching with carefully selected small group and 1:1 interventions            Key questions for discussions            Feedback and reflection (Podcasts)</p>	Teaching staff HLTAs	Internal
January 25	<p><b>Making teaching ‘the thing’ - 3</b>  <i>EEF – Special educational needs in mainstream schools (point 3)</i>            Recap key learning, ensure all pupils have access to high quality teaching – the 5 a day approach            Key questions for discussions            Feedback and reflection (Podcasts)</p>	Teaching staff HLTAs	Internal
March 25	<p><b>Making teaching ‘the thing’ - 4</b>  <i>EEF – Special educational needs in mainstream schools (point 5)</i>            Recap key learning, Work effectively with teaching assistants            Key questions for discussions            Feedback and reflection (Podcasts)</p>	Teaching staff HLTAs	Internal
May 25	<p><b>Executive function, working memory, cognitive load and the curriculum</b>  <i>The Science of Learning</i>            Recap learning            Active learning opportunities including tasks and reflection linking to curriculum at St Mary’s            Feedback and reflection (Podcasts)</p>	Teaching staff HLTAs	Internal
July 25	<p><b>Principles of instruction – Rosenshine</b>  <b>Metacognition and self-regulated learning- EEF</b>            Recap learning – especially previous learning around metacognition in maths and English            Reflection on what we already do            How can we improve into next academic year?            Feedback and reflection (Podcasts)</p> <p>Additional – link to behaviour FAT 4 EEF improving behaviour / strategies we have been using and need for consistency – script for dealing with challenging behaviour</p>	Teaching staff HLTAs	Internal

SENCO meets with SENTAs weekly and has set up a CPD program to support developing their practice. This includes other staff providing training and the SENTAs sharing their own best practice. An example is:

<b>Date</b>	<b>Objective</b>
Thurs 4 <sup>th</sup> Sept	Catch up from the first day/timetable
Thurs 11 <sup>th</sup> Sept	3 houses
Thurs 18 <sup>th</sup> Sept	Supporting writing – Colourful semantics
Thurs 25 <sup>th</sup> Sept	SPOTTS
Thurs 2 <sup>nd</sup> Oct	Supporting writing
Thurs 9 <sup>th</sup> Oct	Supporting children with complex communication needs
Thurs 16 <sup>th</sup> Oct	Supporting writing
Thurs 23 <sup>rd</sup> Oct	Review of the half term – what is going well, what improvements can we make?

**SENDCO CPD 2025 - 26:** -

NQSEN (due to be completed in April 26)

SPOTTS training (Jan 25)

SENCO training – Gary Aubin (Jan 25)

Inclusion – Gary Aubin (Nov 25)

**Attached Documents**