



SEND termly report to Governing Body

Spring 2025



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Responsible staff members

Role	Name of staff member
Author of report	Miss L Dziemarski
Head teacher	Mrs J McKinlay
Assistant head teacher	Miss C Cook
Designated safeguarding lead	Mrs J McKinlay
Deputy designated safeguarding lead	Mrs S Hughes
Nominated SEND governor	Mr I Camacho

Miss L Dziemarski is currently studying for the SEN National Professional Qualification (NPQ SEN).

Educational Health and Support Plans (EHCP)

As of March 2025, we have 7 children with an EHCP throughout the whole school:

Nursery
Reception
Year 1 (x1 child)
Year 2 (x1 child EHC Needs Assessment in progress)
Year 3 (x1 child)
Year 4 (x1 child)
Year 5 (x1 child)
Year 6 (x3 children)

At the start of the 2024-25 academic year, we had four children with EHCPs making requests to attend specialist provisions. Child A left to attend the specialist placement in December 2024, Child B has secured a specialist placement however we are still awaiting a named school, Miss Dziemarski I was able to secure Child C and Child D an increase in funding to Band 8. Transition is already in progress for these children This was strongly supported by St Mary's and the long process of trying to secure the placement was achieved on both occasions.

Annual EHCP meetings have taken place for 3 other children and a decision is pending regarding an increase in funding to Band 8 for one child.

There is currently a EHC Needs Assessment in progress for a child in Y2.

Special Educational Needs (SEN)

As of March 2025, we have 18 children who have been identified as requiring SEN Support throughout the whole school (excluding children with an EHCP):

What have we been doing?

Hub January 25

Staff worked collaboratively to set up the 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.

Interventions

Miss Dziemarski has 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.

Staff training

Miss Dziemarski 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 Miss Dziemarski as areas for improvement.

SPOTTS Training

Miss Dziemarski and a SEN Teaching Assistant (TA) have completed SPOTTS training to support children with sensory needs. Additionally, Miss Dziemarski has attended NPQ F2F (face to face) events and eCAPH training for SENCOs.

Attainment and Progress

Attainment continues from last year for all children. They are monitored continuously across the year using our in-house assessment tools and the SONAR assessment tool.

All children including those on the SEN register are also monitored termly using NFER tests for Reading and Maths and formative assessment. Scores for these tests are collated for each class to track attainment and then a further separate table consisting of just children on the SEN register is created to monitor this data more closely.

Progression is monitored further through SEN book looks, discussions with teachers in pupil progress meetings and where appropriate lesson observations.

Whilst assessing children, those who were felt to be making less than expected progress for their ability were identified and additional provision has been provided either through our SEN Teaching Assistants or through intervention with the class teacher.

Speech and Language

We have continued to work alongside Cheshire East to provide support for those who need additional speech and language support. Mrs Schofield and Mrs Shaw work very closely with each other to ensure children across the school are receiving speech and language and that staff are delivering it efficiently.

Therapy Pet

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. His behaviour around school has been exemplary and we would like to thank him, and Mrs Shaw, for his commitment to our school.

The Process We Go Through When Identifying Someone With SEN

Early Identification

3.1. The purpose of identifying a special educational need is to determine what action the school should take to address barriers to learning. Identification should not be intended to fit a child into a category (SEND Code of Practice 2015).

Every child is unique, and the implications of a SEND diagnosis can vary depending on the specific needs and circumstances of the child (Children's Commissioner, 2022).

Identification of SEND:

- has implications for the support schools put in place for children and the action they take, for example additional resources, specialised teaching strategies, or individualised learning plans
- increases understanding of the child's needs, which can then be addressed more effectively
- can lead to early intervention, which is crucial for the child's development and learning
- can provide legal rights to certain adaptations and services in the educational system

Identification can "link the SEND system's resources to individual pupils, enabling access to improved opportunities through individualised programmes of support" and provide "the shared terminology of a label for practitioners to communicate what a child's strengths and needs might be." (Ofsted. 2021a)

SEN Support Plans

All staff have had training sessions from Miss Dziemarski how to complete SEN Support Plans for children identified with SEND.

Termly Reviews of Support Plans

All teachers have set targets, reviewed and met with parents to discuss progress made throughout the year so far. Paperwork has been monitored by Miss Dziemarski and feedback provided to staff.

SEN Profile

Areas of Need

The term "Special Educational Needs" covers a broad range of different types and levels of need. It is essential that the provision that is provided for every child at St Mary's Catholic Primary School matches their particular special educational need.

The SEND Code of Practice 0-25 years (January 2015) describes the four broad areas of need as:

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

We recognise that a child may have a need in more than one area and that the level of need may vary between areas. The level or type of need may also change over time.

The Graduated Approach

In line with The SEND Code of Practice 0-25 years (January 2015), St Mary's Catholic Primary School uses a graduated approach to ensure that the needs of SEND children are met.

The graduated approach is a model of action and intervention. It includes the use of a four-part cycle of 'Assess, Plan, Do and Review'. Through this cycle, earlier decisions and actions are revisited, refined and revised with the growing understanding of the child or young person's needs and of what supports them to make progress. It draws on more detailed approaches and more specialist expertise in successive cycles.

Levels of need

In line with the Cheshire East SEND Toolkit, the level of need in each area of need is categorised as being at one of the following stages:

- No Concern
- First Concerns
- SEN Support
- Complex
- Specialist

Advice from other professionals may be sort at all levels of this process.

Identifying children with SEND

In accordance with the Cheshire East Toolkit, St Mary's Catholic Primary School follows the procedure described below when identifying pupils with SEND. The stages are progressed through in order and we aim for maximum parental engagement at all levels.

Step 1 - Quality First Teaching

[illegible]

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support and/or interventions from teaching assistants and other specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have, SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

Senior leaders, including the SENCO regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. Where children fail to make the expected or sustained progress in response to quality first teaching, we will progress to the first concerns stage.

Step 2 – First Concerns

Pupil progress is carefully monitored through high quality and accurate formative and summative assessment, using a range of standardised tests, and the school's own assessment system. Currently, we are using the NFER assessment programme. Where there are emerging concerns about a child's development in any area, this is discussed between the parents and class teacher.

The SENDCO is informed of the discussion and a record of discussion is completed. If concerns persist, a first concerns profile is completed. This includes their current position, difficulties and specific strategies to be used to remove the barrier to learning.

The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning, thus enabling the child to reach their full potential. A record of first concerns will be held by the school at this stage.

A detailed breakdown of what would be observed when a pupil has a need at the first concerns level can be found in the SEND Cheshire East Toolkit.

The first concerns profile is reviewed after 6 weeks. If strategies are successful in supporting the child's progress, they will continue to be monitored at the first concerns level. If concerns are resolved, no further action will be taken. If a pupil does not make adequate progress once they have received intervention outlined in the first concerns profile, alternative strategies may be suggested and reviewed another 6 weeks later.

If the impact on learning and pupil's progress is still inadequate once they have received specific intervention / adjustments, consideration will be given as to whether the child has a special educational need.

Consideration of whether special educational provision is required starts with the desired outcomes for the learner. This includes clarifying the expected progress and attainment the pupil needs to make, and the views and wishes of the pupil and their parents/carers.

Additional assessment information may be gathered at this stage to aid judgement.

Pupils are only identified as having SEND if they do not make adequate progress once they have received interventions/adjustments and good quality personalised teaching.

We aim to build considerable parental involvement into this process in order to maximise learning situations.

Step 3 - SEN Support

Where children fail to make expected progress or sustained improvements after support as outlined in Step 2, we will take the necessary steps to ascertain whether this is the result of a Special Educational Need. Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them. A more detailed breakdown what would be observed in a pupil with a SEN Support level of need in each area is outlined in the SEND Cheshire East Toolkit.

SEN Support Plans

Once a special educational need is identified, parents will be formally informed and this will be recorded on the school's system. At this point pupils will receive a SEN Support Plan. This will be written by the class teacher in collaboration with the parents, pupil and SENCO. It must include the views of all where possible in order to ensure effective support is in place. It will identify specific measurable outcomes for the learner informed by parent and pupil voice and professionals working with the pupil. It will include details of the strategies/interventions to support the achieving of these outcomes.

Where a pupil has an SEN Support Plan, it will be reviewed at least 3 times a year following the graduated approach cycle of 'Assess, Plan, Do and Review'.

At each review point, appropriate staff meet parents/carers to review progress against the set targets and set new goals. They will discuss the activities and support that will help achieve them and they will identify the responsibilities of the parent/carer, pupil and the school.

Specialist Services and teachers may be called upon to provide advice, recommendations and/or specific programmes. For example, a programme of Speech and Language work.

If strategies are successful in supporting the child's progress, they will continue to be monitored at the SEN Support level using the Assess, Plan, Do, Review cycles.

If the barriers to learning are no longer impacting upon a child's development, a decision may be made to remove them from the SEN register and monitor them at the first concerns level. This decision would be made in conjunction with parents and with relevant assessment information to support the decision.

Where a pupil does not make adequate progress once they have received extensive personalised intervention as outlined in the SEN Support Plan, progression to step 4 may be necessary.

Step 4 - Complex

Where children are experiencing significant and complex difficulties, their need is described as complex. The impact on learning will be seen to be significant and persistent over an extended period of time. A detailed breakdown what would be observed in a pupil with a complex need is outlined in the SEND Cheshire East Toolkit.

At this stage children still have a SEN Support Plan however this may be reviewed more regularly than at the SEN Support Level. Additional and more specialised assessments may be completed and there will be greater involvement from external professionals.

Children at this stage may have an Educational Health and Care Plan (EHCP). If not, consideration will be given as to whether application for an Educational Health and Care Plan (EHCP) is appropriate.

If it is felt that a child's need meets the criteria for an EHCP assessment the formal assessment procedures for an Education Health and Care Plan will be started by the SENCO in conjunction with the Parents/carers and other Specialist Services following the legal assessment procedures outlined in the Local Offer by Cheshire East Local Authority.

Education Health and Care plans (EHCP)

Where pupils are subject to an Education Health and Care plan, these will be reviewed at least annually by school staff in conjunction with parents/carers and specialist agencies, and this will be co-ordinated by the SENCO. Where necessary, additional personalised support will be given to enable pupils to access this process.

Each and every EHCP intervention will be evaluated alongside the school assessment system, and the school SENCO and Senior Leadership team will monitor and evaluate the use of any additional funding associated with these plans.