

## **SEND Governor Annual Report: September 2024 – August 2025**

Ofsted visited the school in June 2025. It was a very positive visit and it is important to mention the specific comments made about SEND which are a credit to the whole school and specifically Kate Robinson, the SENDCo.

***The school has high expectations for pupils, including those with Special Educational Needs and/or disabilities (SEND)... The school identified pupils with SEND quickly. They are very well supported with targeted help when needed. Pupils with SEND generally make positive progress through the curriculum. They benefit from skilled staff who enable them to learn independently by providing them with the tools and strategies they need to access the curriculum.***

Kate Robinson and I met regularly over the last academic year, to review the identification and progress of Special Educational Needs pupils at St Paul's school. These meetings were spread across the academic year.

During the year, I have had the opportunity to walk around the school with Kate, be part of many of the lovely school events and spend time each term with my link class, Robins. The school has continued to develop a calm, uncluttered, low-arousal environment and you can see this in every classroom and in the communal spaces. Whilst this benefits all our children at St Paul's, it is particularly helpful for children with neurodiversity or sensory difficulties. I have been able to see the Continuous Provision in Year 1 first hand and I can see how much it is enjoyed by all the children. It is a very inclusive approach to learning and very much benefits those with SEND.

### **SEND pupils**

The SEND needs have risen during this academic year. As the academic year drew to a close, we had 7 EHCPs and were awaiting 7 more. The Local Authority has missed the 20-week statutory deadline in responding to these applications. There 32 children SEND Support children (K) totalling 39 children on the SEND register (up from 29 the previous year). There are also 23 children being monitored. The delay in awarding these EHCPs is causing the school considerable financial strain, because the school have a duty of care to the children in need, regardless of whether they have access to funding for them.

It has been fantastic to see that the children with SEND in the Reception class have made great progress as they have worked towards the Early Learning Goals this year. In particular, if we break it down, we see great deal of progress in Word Reading and Listening, Attention and Understanding. In the majority of areas most of the Special Needs children in Reception achieved either Expected standard or Greater Depth. It was lovely to see People, Cultures and Communities as one of those areas alongside others such as word reading and comprehension. Writing is the only area where the majority were at working towards, so perhaps this is an area to focus on for SEND children in EYFS.

Attainment compared with non-SEND children is lower, but progress data is very encouraging and indicates that most pupils are making good progress against their own targets and starting points in Maths, Writing and Reading. It was fantastic to see lots of children making 5 steps of progress, or more across these areas.

As writing was an area for improvement last year, lots has been done to support children in this area. There has been an emphasis on vocabulary, SEND children have received additional support – some of this was provided by staff returning from maternity leave part way through the year.

### **Identification of Pupils with SEND needs**

Mrs Robinson continues to liaise with Miss Sims (Assistant Headteacher in Charge of Early Years) to identify children entering Reception who may have SEND needs.

When a child enters later on or mid-year, then Mrs Robinson liaised closely with the existing school's SENDCo to get a good understanding of the needs already identified.

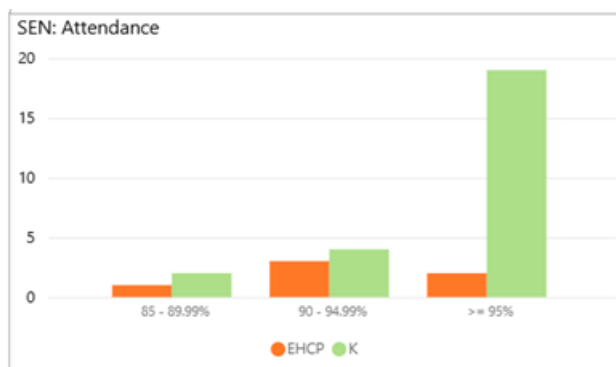
Where there is a concern about a pupil from the teacher or parent, then Mrs Robinson meets with them to discuss the pupil and may undertake an observation. The Assess, Plan, Do, Review cycle can then be initiated if appropriate.

The school continues to track pupil progress throughout the year to ensure there is a good understanding of process and areas for development.

Due to budget constraints, the school has restructured this year and these changes will be effective from September 2025. This means that Mrs Robinson is becoming Assistant Headteacher as well as SENDCo. Mrs Robinson was already a member of the Senior Leadership Team as SENDCo, so will continue to advocate for SEND needs in her new role. Unfortunately, Miss Sims will be leaving, but I am confident that Kate Robinson will liaise effectively and purposefully with the new nursery lead regarding emerging SEND needs.

### **Attendance**

The data shows that overall, SEND attendance is healthy with many achieving 95% attendance or above.



Attendance is a subject regularly discussed at FGB meetings and I am confident that it is being addressed robustly by school staff. The relevant staff are working closely to support families having difficulty with attendance.

### **SEND interventions and monitoring**

Mrs Robinson has continued to manage the needs of the pupils in school through contact with a range of different avenues for assistance including EHC Co-ordinators, Speech and Language Therapists, Occupational Therapists and Educational Psychologists. She is in regular contact with parents and carers to update them and sends families advice on external support services and groups. She has also met regularly with teachers for SEND meetings, to go through Pupil Passports and for Pupil Progress meetings.

The school's Ordinarily Available Provision means that many needs can be met in the normal classroom environment, without the need for children to be taken out of the classroom for 1-1 or group interventions. This is a positive thing because the many needs can be catered for without making children feel singled out or isolated from their peers. Where there is the need for an intervention, they are planned carefully and carried out by well-trained staff who are closely monitored by Kate Robinson. There is a comprehensive system for tracking interventions as part of the Assess, Plan, Do, Review cycle.

One such intervention this year has been Precision teaching which I was able to see in action and I can confirm that the staff undertaking it were confident, knowledgeable and well resourced. Other interventions have included IDL (Dyslexia and Dyscalculia) and Maths, English catch-up interventions.

Mrs Robinson has continued trial Boxall Profiling during this academic year. This is an online assessment tool which assesses the difficulties and needs of an individual child and gives a clear pathway on how to support the child including targets, strategies and resource ideas. She is also investigating the iTHRIVE model.

Speech and Language needs are screened at an early stage using Speech and Language Link.

Following Mrs Robinson completing the Nurture training through the Virtual Schools last year, she has considered what this will look like at St Pauls. In September, she is planning to organise the ELSA support around the nurture group model to make the support more cost effective and reduce waiting times for ELSA.

Mrs Robinson has run a number of successful coffee mornings for parents and carers. In March, the local authority awarded £500 for a speaker to come in and present on When Parents Change. This was done in collaboration with some other local schools who came to St Paul's School for the event. This was very well received and now Mrs Robinson has a lending library for the accompanying book (When parents change by Paul Dix).

## **Training**

The staff undertook the following training:

- Understanding and supporting social interactions.
- Lego therapy
- Alternatives to phonics and spellings
- Supporting regulation
- Supporting children with Down Syndrome
- Development of reading
- Understanding the needs of autistic girls.