



CORPUS CHRISTI CATHOLIC PRIMARY SCHOOL

Corpus Christi Catholic Primary SEND Annual Report 2024

SEND information

Report summary

At Corpus Christi Catholic Primary, we believe it is essential to provide a well – balanced, challenging curriculum for all pupils. We are committed to ensuring that all pupils receive their right to a high quality, accessible and balanced curriculum.

Our aim is to provide all children with the best possible outcomes in preparation for life – long learning. We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences. We ensure all children can access a broad balanced curriculum and have vast opportunities to develop their life skills. We aim to raise aspirations and expectations for all pupils, pupil voice and our partnership with parents/carers is extremely important.

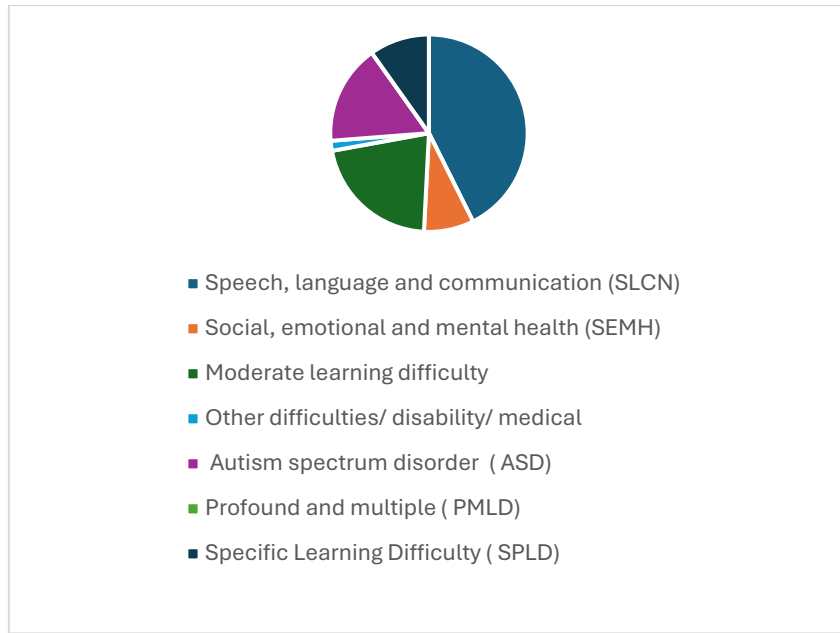
Ofsted June 2022

‘Leaders make sure that teachers have the information they need about those pupils with SEND. This helps teachers to plan effective sequences of teaching that all pupils can access.’

SEND School Profile

	April 2021		April 2022		April 2023		April 2024	
SEN Support	74	26%	68	23%	59	21%	62	23%
EHCP	5	1.8%	4	1.4%	3	1.06%	4	1.4%
EHCP in process					3	1.06%	6	2.2%

SEND Overview 2024



Primary need	Number of pupils on SEND register	% of SEND pupils at CCPS (268)	National average 2021 %	National average 2023 %	Leeds average Jan 2021 %
SEND pupils	62	23 (of whole school)	12.2	17.3	13
Speech, language and communication (SLCN)	26	41.9	24.5	25.5	43.6
Social, emotional and mental health (SEMH)	6	9.6	19.4	21	13.6
Moderate learning difficulty	13	20.5	20	17.3	17.3
Other difficulties/ disability/ medical	1	1.6	4.4 2.3 4.2 10.9	4 2.1 0.3	2.8
Autism spectrum disorder (ASD)	10	16.1	7	8.3	7.6
Profound and multiple (PMLD)	0	0	0.08	0.1	0.3
Specific Learning Difficulty (SPLD)	6	9.6	14.4	14.2	7.6
Severe learning disability	0	0	0.26	0.2	0.7
Hearing impairment	0	0	1.7	1.6	1.6
Visual impairment	0	0	1	0.3	0.9
Multisensory impairment	0	0	0.2	0.9	0.2
EHCP	4	6.4	3.7	4.3	2.4
EHCP process	6	9.6	Data unavailable	Data unavailable	Data unavailable
Funded pupils (FFI top up funding)	20	32.2	Data unavailable	Data unavailable	Data unavailable
ASC/ ADHD assessment waiting list	13	20.9	Data unavailable	Data unavailable	Data unavailable
Pupils on SEND monitoring list (Not on SEND register)	26	9.7	Data unavailable	Data unavailable	Data unavailable

Attainment and Progress 2023 - 2024

EYFS

	Number of pupils	Expected level in all 7 prime areas
Any SEN	5	0
EHCP	0 (2 in process)	0
SEN support	5	0

Year 1 phonics

	Number of pupils	Passed
Any SEN	10	5
EHCP	2 -draft EHCPs	0
SEN support	10	5

* Two year 2 pupils did not pass phonics screening – specific interventions and monitoring are in place for these pupils.

KS2 -Year 6

	Number of pupils	Met National Expectation				
		Reading	Writing	Maths	SPAG	R, W and M combined
Any SEN	8	6	3	3	3	3
EHCP	2	1	0	0	0	0
SEN support	6	5	3	3	3	3

- Pupils are tracked using O track, pupils working significantly below the expected level for their age or making slow progress are tracked using B squared or Developmental Journal in EYFS
- Case studies to show progress for individuals specific individuals across school
- Pupil progress meetings and SEND review meetings are used to highlight need and plan intervention

School Funding

2022/2023

Notional Budget	Max Number Blocks of £6000 to be funded	Total FFI	Variance to Previous Fin Year	Total Inclusion Funding
£113,159.80	9	£94,580.82	£9,100.56	£207,740.62

2023/ 2024

Budget Totals				
Notional Budget	Max Number Blocks of £6000 to be funded	Total FFI	Variance to Previous Fin Year	Total Inclusion Funding
£109,497.94	9	£137,760.00	£39,984.00	£247,257.94

2024/ 2025

Budget Totals				
Notional Budget	Max Number Blocks of £6000 to be funded	Total FFI	Variance to Previous Fin Year	Total Inclusion Funding
£116,258.04	10	£141,752.00	£5,336.00	£258,010.04

The SEND FFI budget is spent on supporting individual pupils through:

- 1:1 LSA support
- Specialist resources
- CPD for LSAs and teachers supporting pupils
- Professionals to support teaching and learning e.g. Speech and language therapist, Educational Psychologist and Catholic Care Social workers to deliver individual sessions for emotional wellbeing

Training

CPD	Who?	When?
SEND conference and network meetings	SENDCo	Throughout the year 2023/ 24
SLT modelling E.G. PECS, visuals etc	Staff across school	Throughout the year
FFI moderation training	SEDNCo	May 2023
AET tier 3	SENDCO	November 2023
Chris Quigley - supporting pupils with additional needs in mainstream	All Teachers	November 2023
SEND network meeting	SENDCo	November 2023
Autism LSA meeting	All LSAs	January 2024

Moving and Handling training	EYFS staff	February 2024
Trauma informed training	All staff	February 2024
Metacognition staff meeting	All Staff	April 2024
Precision teaching Educational Psychologist	All staff	April 2024
How to be an outstanding SENDCO – National College	SENDCo	April 2024
Developing independence in learners – Educational Psychologist	All LSAs	July 2024

- Training has been planned in response to need e.g. number of pupils with a diagnosis of autism has increased therefore more autism training has been accessed
- Training SENDCO has accessed has been cascaded down through staff meetings and individual staff discussions

Attendance

	This reporting range 5 Sep 23 23 Jul 24		The current academic year to date	
	Attendance	Persistent Absence	Attendance	Persistent Absence
SEND EHCP	96.0%	33.3%	97.2%	0.0%
SEND General	95.7%	9.8%	94.7%	9.8%
All Pupils (School)	96.7%	6.8%	97.0%	8.0%
All Pupils (Nat)			94.0%	41.0%

Attendance Data - Current Academic Year To Date



- SEND and EHCP attendance is not a concern currently as it is slightly above the national average attendance for all pupils which is 95%. Attendance will continue to be monitored closely however as there is a slight difference between SEND and non - SEND pupils.

Statutory duties

- Accessibility plan up to date
- Website compliant
- EHCP pupils are receiving their statutory right to provision
- Professional recommendations are being implemented

Actions

- Quality assurance cycle to be further developed next academic year – book scrutiny, observations, learning walks, SEND reviews and FFI monitoring checklists including planned visits with SEND governor – calendar created with these planned in.
- Autism awareness and appropriate provision to be developed further throughout school especially in EYFS and KS1, see action plan
- Dyslexia screening to be continued to allow intervention plans to be put into place for specific pupils – SENDCO to deliver specific intervention
- SLCN training model to be repeated, allowing support staff to build confidence – share good practice
- NHS SLT one day per week and a SLT assistant one day a week to ensure SLT provisions are of high quality. Screening to be reintroduced in reception and interventions to be planned and delivered, reviews to continue with SENDCO to ensure best use of interventions
- Staff and pupil views to be used to develop pupil and parent voice. Develop parent SLCN workshops further.

*See SEND action plan for further detail