



CORPUS CHRISTI CATHOLIC PRIMARY SCHOOL

Corpus Christi Catholic Primary SEND Annual Report 2026

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

'Teachers know which pupils in their class need more support. 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.'

Catholic Schools Inspectorate July 2025

'Pupils with special educational needs receive exceptional support from Corpus Christi Catholic additional staff, both in the classroom and in the specialist provision base. Adapted tasks appropriate to pupils' abilities and differentiated expectations are thoughtfully integrated into lessons.'

SEND School Profile

July 2026	Number of pupils SEND register	% of SEND pupils at CCPS (256)
SEND pupils	70	27.3
Speech, language and communication (SLCN)	32	45.7
Social, emotional and mental health (SEMH)	9	12.9
Moderate learning difficulty	6	8.6
Other difficulties/ disability/ medical	0	0
Autism spectrum disorder (ASD)	16	22.9
Profound and multiple (PMLD)	0	0
Specific Learning Difficulty (SPLD)	7	10
Severe learning disability	0	0
Hearing impairment	0	0
Visual impairment	0	0
Multisensory impairment	0	0
EHCP	20 (1 of these still awaiting draft, 1 in draft)	7.81
EHCP process	4	1.5
EHCP + process	24	9.4
SEND monitoring list	19	7.4

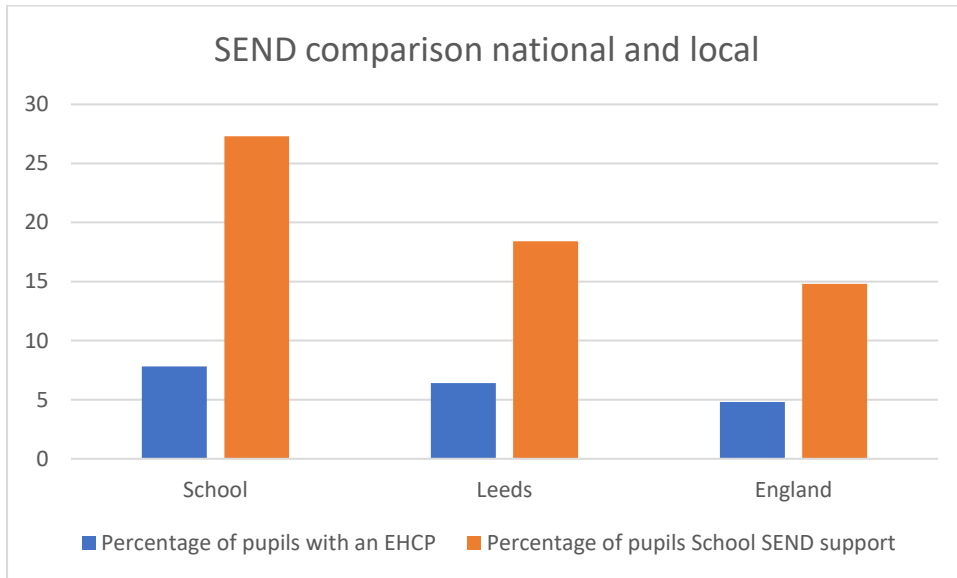
SEND primary need



- Speech, language and communication (SLCN)
- Social, emotional and mental health (SEMH)
- Moderate learning difficulty
- Other difficulties/ disability/ medical
- Autism spectrum disorder (ASD)
- Profound and multiple (PMLD)

(Academic Year Needs Comparison- %)

SEND need	School	Leeds	England
Percentage of pupils with an EHCP	7.81	6.4	4.81
Percentage of pupils School SEND support	27.3	18.4	14.8



Attainment and Progress 2025 - 2026

EYFS

	Number of pupils	Expected level in all 7 prime areas
Any SEN	4	0
EHCP	2	0
SEN support	2	0

Year 1 Phonics Screening Check

	Number of pupils	Passed
Any SEN	8	5
EHCP	1	1
SEN support	4	4
Specialist SEND provision	3	0

- 3 pupils who were disapplied are taught within the provision classroom and are preverbal with complex communication needs.

- 1 pupil who did not pass and is not SEND has specific interventions and phonics profiling work planned for Autumn term, they are on the SEND monitoring list.

- 4 pupils in year 2 sat the test, they are on the SEND register and a robust intervention plan has been put into place to support their needs including dyslexia screening and follow up work with the Educational Psychologist and speech and language therapist.

- 2 pupils in year 2 were disappled; they are taught in the provision classroom and are preverbal with complex communication needs.

Year 4 Multiplication check

Multiplication Tables Check (MTC)									
Statistic	2022-2023		2023-2024		2024-2025		2025-2026		
	School	National	School	National	School	National	Cohort	School	National
% scoring full marks (25/25)	27% 	29%	47% 	34%	43% 	37%	44	52% 	~ 44%
Average score (out of 25)	21.6 	20.2	21.3 	20.6	21.2 	21.0	44	23.5 	~ 21.6

	Number of pupils	>20	Full marks
Any SEN	12	11	7
EHCP	1	1	1
SEN support	11	10	6

- 1 pupil who not achieving > 20 is awaiting neurodiversity assessments and school are supporting the family with a cluster referral- parent support and 1:1 EWB support has been put in place for the pupil.

KS2 SATs -Year 6

		Met National Expectation				
	Number of pupils	Reading	Writing	Maths	GPS	R, W and M combined
Any SEN	7	1	3	3	2	1
EHCP	4	0	0	0	0	0
SEN support	3	1	3	3	2	1

- Pupils are tracked using Insight. Pupils working significantly below the expected level for their age or making slow progress are tracked using B squared or Developmental Journal.
- Pupil progress meetings and SEND review meetings are used to highlight need and plan appropriate intervention

School Funding

<u>Year</u>	<u>Notional Budget</u>	<u>Total FFI</u>	<u>Max number blocks of £6000 to be funded</u>	<u>Total Inclusion Funding</u>
2023/2024	£109, 497.94	£137, 760	9	£247, 357.94
2024/2025	£116, 258, 04	£141, 752	10	£258,010.04
2025/2026	£142,343.84	£202,768	12	£345, 111.84
2026/2027	£174, 739.16	£252, 648	15	£427, 387.16

Mainstream Inclusion Fund - £15,110

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

- 1:1 LSA support/personalised support
- Specialist resources and room configuration
- CPD for SENDCO, LSAs and teachers supporting pupils
- Professionals to support and advise on teaching and learning e.g. Speech and Language Therapist, Speech and Language Assistant, Educational Psychologist and Catholic Care social workers to deliver individual sessions for emotional wellbeing

Training

CPD 2025 – 2026 Focus – To develop universal and targeted provision to support learning for all pupils

CPD	Attendees
SENDCo Rep meetings throughout the year	SENDCo
Selective Mutism	2 X class teachers
STARS Sensory differences	All provision staff
Emotion coaching	All school staff including dinner staff
Sensory Circuits STARS	5 x LSAs
Reflective Practice	5 x LSAs
Team Teach	All staff including dinner staff
Autism Tier 1 refresher	All staff including dinner staff
SENDCo Conference ARC framework	SENDCo and HT
Effective Interactions	All staff including dinner staff
AET Tier 2 Autism	Class teacher – provision
Executive functioning train the trainer	SENDCo
Executive Functioning	All teaching staff and LSAs
Supervision time with EP – Executive functioning next steps SEND law and practice	JC

- Training has been planned in response to need e.g. number of pupils with a diagnosis of dyslexia therefore more training has been planned for next year
- Training SENDCO has accessed has been cascaded down through staff meetings and individual staff discussions, time has also been given for reflection and discussion with professionals.

Attendance 2025- 2026

Vulnerable group	% attendance
SEND	96.3
Non SEND	96.8
EHCP	95.7
EAL	98.7
Non EAL	95.9
Pupil Premium	95.6
Not Pupil Premium	97.1
Whole school Average	96.6

- SEND and EHCP attendance is not a concern as it is currently just below that of 'all pupils'
- Attendance will continue to be monitored closely however as there is a slight difference between Non SEND pupils and EHCP 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 – The SENDCO will use the EHCP Implementation checker to monitor EHCP provision across school, class teachers to have accountability for these. In addition, planned book scrutiny, observations, learning walks, SEND reviews and FFI monitoring checklists including planned visits with SEND governor. A calendar has been created and shared with all staff, with these activities and key dates planned in.
- CPD planned and delivered using developed train – reflect – discuss strategy
- CPD and training planned and shared with staff
- Dyslexia screening to be continued to allow intervention plans to be put into place for specific pupils – SENDCO and LSAs to deliver specific intervention. Plan for Educational Psychologist to complete cognitive assessments to ensure pupils with dyslexia receive the support they need in future education.
- Sports coach/ HLTA to deliver weekly interventions to specific pupils with close liaison with SENDCO including daily sensory circuits
- Mind mate Support team partnership to continue, work to include a focus on further developing the Wellbeing pupil group to lead and develop strategies for mindfulness and Mental wellbeing
- Social Emotional Learning focus for whole school development linked to EEF – see school development and SEND development plan.
- NHS Speech and Language Therapist (SLT) one day per week and a SLT assistant one day a week to ensure SLT provisions are of high quality. Screening to be continued 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 and parent forum further.

*See SEND action plan for further detail

