

SEND Report to Governors 2025 -2026

Date of report: 01.09.2025

SENDCO: Tracy Young

SEND Governors: Natalie Towers

SEND profile for the last 12 months based on Autumn Term 2025

- Number of pupils on SEND register including numbers with Education Health and Care Plans School = 89 out of 460 = 19.87%
- EHC plans 18 = 3.82% total school (in addition, there are 9 in the assessment process + 1 at consultation stage and another 8 recently submitted)
18 children out of 89 on SEND register have EHCPs = 20%
- Boys – 51/89 = 57.3%
- Girls – 38/89 = 42.7 %
- Number of pupils according to primary need /gender/other characteristics e.g. Pupil Premium =
PP – 32/89 (not including Nursery) = 35.96%
- EAL 39/89 =43.82%

SEND Category By Year Group – Summer 2 2025

Year Group	C&I/SLCN	PD/Sensory	C&L	SEMH	% in year group	% of SEND 89	% of whole school 460
Nur 47	5				5/47 = 10.64%	5/89 = 5.62%	1.09
Rec 54	12		1	2	15/56 = 26.79%	15/89 = 16.85%	3.3
Y1 59	8	4		3	15/59 = 25.42%	15/89 = 16.85%	3.3
Y2 55	5		1	1	7/55 = 12.73%	7/89 = 7.87%	1.52
Y3 59	8	1	2		11/59 = 18.64%	11/89 = 12.36%	2.39
Y4 59	5		3		8/59 = 13.56%	8/89 = 8.99%	1.74
Y5 60	4	2	3	2	11/60 = 18.33%	11/89 = 12.36%	2.39
Y6 60	3	4	8	2	17/60 = 28.33%	17/89 = 19.1%	3.7
Total 460	50	11	18	10	89 out of 460 = 19.87%		
% of SEND - 89	50/89 = 56.18%	11/89 = 12.36%	18/89 = 20.22%	10/89 = 11.24%			
% of whole school 460	10.87%	2.39	3.91	2.17			

Overview: School total number 89 out of 460 = 19.35%

Overall quality of provision for pupils with SEND

Provision is good – every child has some 1:1 time working on their IEP targets with LSA or SSA support at the direction of the class teacher. Children and LSA/SSA work on Pupil Passport front sheet

Every SEND child is heard to read daily. They also have additional phonics support as well as Precision Teaching to improve sight vocabulary.

All can access IDL for reading, spelling and maths both at home and in school.

Outside agencies are referred to if additional support or interventions do not result in expected progress. Parental consent is given for specialist teacher assessment and observation.

The Inclusion Teachers we have in school provide excellent advice, support and reports needed – early identification is vital and referrals made to EY Inclusion service.

The SENDCO works with the SENDO – Sue Hurst and several SEND Assistant Case Managers.

Our Independent Speech and Language Therapist provided excellent support = group support and advice to the LSAs and SSAs working with language support groups. She also assesses and writes reports on individual children which are useful in identifying areas of need and are valuable in applying for EHCPs/Inclusion Funding. Half termly training is given to LSAs/SSAs – Colourful Semantics, Widgit program, Barrier Games and Lego Therapy and writing social stories so far covered.

In September 25 our Link SaLT will be working with a language group for 3 sessions and provide training with Mrs Slater, our LSA who supports SLCN.

We work closely with staff from our local PRU – Golden Hill who provide specialist advice and support in school and through short-stay placements. Reach provide in-school support and consultations.

Achievement of pupils with SEND:

- Statutory and teacher assessment data on school tracker (Sonar). Most SEND children are assessed using PIVATS
- Wider outcomes – the SENDCO works closely with the Attendance Coordinator to target pupils with SEND who have poor attendance and punctuality. Home visits are made, meetings with parents for children with SEND are made and followed up as well as catching parents at the gates before and after school.
- We have an Inclusion Team made up of the SENDCO, Attendance Coordinator, Behaviour Lead, Family Support Officer, Nurture Lead and Pupil Premium Co-ordinator who meet up regularly and discuss issues and cases we are working on to see if there is anything else that can be done to support the children and families.

SEND policy Reviewed 1st September 2025

The SEND information report is on the school website. It was reviewed 23/08/2025

The school's Local Offer was reviewed 23/08/2025

SEND budget and spending

There is no specific budget allocation for SEND but orders have always been approved for resources for the SEND children.

Additional funding for renewing the license for IDL is given and recently we have taken a subscription to Widgit used for making visuals.

VI resources have been purchased after advice from specialist teacher. Enlarged reading books are provided by the VI technicians. Enlarged exercise books are purchased from

<https://www.partsight.org.uk/shop>.

There are CPD opportunities for LSAs and SSAs and an audit of training is carried out annually. SENDCO attended several CPD course including SLCN and Colourful Semantic – cascaded to teachers in staff meetings.
Graduated Approach for SEND, again, cascaded to teachers in a staff meeting.
Early Years SENDCO update attended

Staffing for SEND

LSAs and SSAs have attended in-house training and some have SaL training – Shamima Kazi on Makaton and Mita Patel on ASD, and a group of SSAs have attended SaL training for the children they support.

Staffing has been more stable this year due to recruitment of excellent SSAs

The SENCO is a qualified teacher – PGCE and Master in Education.

The SENCO also has a Diploma in SEND.

Interventions

Precision Teaching

Paired Reading

IDL

Rapid Phonics

Multiplication tables – Times Tables Rockstars

Vocabulary Training (Speech and Language)

Talkboost

Language support groups from Nursery to Y1. Children throughout school who have identified SLCN are supported too.

Colourful Semantics – children with SLCN and EAL benefit from this.

CPD related to SEND

All LSAs and SSAs have taken part in SaL training.

Various other training has also been arranged and attended by support staff.

All support staff have had training on Trauma Awareness and Adaptive Teaching strategies.

Half termly training on different aspects of SaL with Louise Laycock continues.

St Matthew's hosted the Cidari SENDCO cluster meeting in June 24 and Louise discussed awareness and support for children with various SLCN.

SENDCO attended face-to-face Cidari SENDCO day at St Silas.

Engagement with stakeholders

Pupil voice – SEND children with EHCPs give feedback which is recorded as part of their annual review.

Parent/carer voice: Parents receive a copy of the Pupil Passport and Individual Education Plans and can comment on provision. TAF meetings are held where appropriate. Parent voice is captured annually.

EHAs completed.

Contact via email has increased.

Termly SEND newsletter link given on Classdojo.

Classdojo messages.

Multi-agency work: SEND Inclusion Teachers work closely with the SENCo, class teachers, LSAs/SSAs and pupils. We are supported by the NHS Speech and Language Therapist and the school employs an Independent SaLT who liaises with Laura Slater who supports speech and language groups throughout Early Years. The school works with the local primary mental health practitioner, Cassie Flynn, who offers advice and signposts to other agencies. Referrals to other agencies are made such as CFWS and CANW.

The school has a good relationship with the outreach staff from the local PRU, and Reach.

Termly meetings with Michelle Orrell, Senior Family Support Worker for CFWS.

Complaints

There were no complaints recorded in the last year.

Any other developments regarding SEND?

We have reviewed the Pupil Passports and IEPs. We discussed these in a staff-meeting following Graduated Approach training. We decided to keep the first page of the old Pupil Passport as it was important to have SSA/LSA and pupil in-put. The second page reports need and next steps in each area of need. The graduated approach is reflected primarily in the SMART targets on the last page. LSAs and SSAs are to be encouraged to review progress against these and change HFWs/spellings/letters/number bonds etc and change as they are achieved.

In 2024 – 25 we have agreed to write targets termly rather than half termly. This increases to half termly for those with EHCPs or who have significant needs.

Our Inclusion Teacher has provided support in ensuring IEPs are appropriate and we work together to monitor these and provision given.

Our Early Years practitioners took part in the Hanen Language Project and have cascaded these skills with LSAs and SSAs to improve the language and communication skills of our youngest children.

Are there any concerns regarding provision for pupils with SEND?

Some of the concerns are of a practical nature due to the building. We do not have a lift and there is a flight of steep stairs which is a barrier for some children with PDs. We now have a suitable hydraulic changing bed located in a private room off the KS1 girls' toilets. The toilets for KS2 children are now upstairs which makes access much easier.

Reach support is still needed for those children who need additional specialist support in school. We have also benefited from Inclusion Hub funding for 2 pupils.

There was an Interim Review for a child whose parent wants specialist provision as he is struggling in a mainstream school.

Four of our children with EHCPs were approved for specialist provision by the Local Authority but stayed in mainstream school for much longer than anticipated.

There are still children with extreme needs who are not accessing specialist school placements when they need this. At the end of the Summer Term 25 we had a meeting with Aby Hardy and her colleague about the extreme cases we are being asked to meet need for when the setting is inappropriate for them.

There is a very long delay in EHCPs coming through – some are almost 9 – 12 months overdue. It is time consuming trying to get these through in a reasonable amount of time. EP reports have been commissioned and the school has been reimbursed.

We benefit from having access to a Cidari funded EP service as well as LCC's Link EP.