

## Holy Trinity Catholic Primary School SEND Annual Report to Governors

**September 2024**

At Holy Trinity Primary School we believe it is essential to provide a well-balanced, challenging curriculum for all pupils. We are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), 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, including social, physical and spiritual development. We endeavour to raise aspirations and expectations for all pupils, including those pupils with SEND by working in partnership with parents/carers and listening to pupils.

### SEND School Profile

Holy Trinity is a one form entry primary school and part of the Pope Francis Multi-Academy Company (PFMAC). Currently there are 182 children on roll, with 20% identified as Catholic. There are 73 % White British, 23% EAL, 23%% disadvantaged, 21% SEN and 8 children have an EHCP.

The school received an outstanding OFSTED report in March 2023 and received a S48 Diocesan inspection in May 2024. This was graded as Good overall, with Outstanding in Catholic Life and Mission and Religious Education. There is one second year ECT teacher at Holy Trinity this year and one trainee teacher. The school works in partnership with the PFMAC in which schools across MAC share good practice and training in all areas of school improvement.

	Holy Trinity		National	
<b>Number of pupils with SEND (2023 - 2024)</b>	<b>32</b>	<b>17.7%</b>	<b>1,673,205</b>	<b>18.4% (up from 17.3% in 2023)</b>
<b>EHC Plans (2023 - 2024)</b>	<b>9</b>	<b>4.9%</b>	<b>434,354</b>  <b>Up by 11.6% from 2023</b>	<b>4.8%</b>  <b>2023- was 4.3%</b>
<b>SEN Support (2023 - 2024)</b>	<b>23</b>	<b>12.7%</b>	<b>1,238,851</b>  <b>Up by 4.7% 2023</b>	<b>13.6%</b>  <b>increased from 13% since 2023</b>

			<b>Nationally, there has been a 7.1% increase in children with SEN support, with no assessed SEN noted. There has been a trend of increases nationally for children needing both SEN support and EHCPs.</b>
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At the end of the 2023/24 academic year SEND pupils made up 17.7% of the whole school population, very slightly below national average. We had a very slightly higher number of EHCPs and slightly lower percentage of children at SEN support.

**Identifying Special Educational Needs**

Children’s needs may be categorised into four broad areas, these include:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

If a teacher identifies a pupil as needing additional support, they complete the Oxfordshire Special Educational Needs Support Descriptors. This helps identify need and provides signposting to suggested interventions. Teachers should then complete at least one cycle of Assess, Plan, Do, Review. If the child makes progress they can continue to be supported with High Quality Teaching. If the child does not make progress at this point then teachers refer to the SENCo. Conversations will be had with parents before a child is added to the special needs register.

**Breakdown of pupil primary need at Holy Trinity**

Communication and Interaction		Cognition and Learning		Social, Emotional and Mental Health Difficulties		Sensory and/or Physical Needs	
No of pupils with this as primary need	No of pupils on EHC Plan	No of pupils with this as primary need	No of pupils on EHC Plan	No of pupils with this as primary need	No of pupils on EHC Plan	No of pupils with this as primary need	No of pupils on EHC Plan
6	6	15	0	8	2	1	0

Within the 4 broad areas of need, Cognition and Learning is the most common difficulty, followed by Communication and Interaction. Communication and Interaction includes diagnoses of Autistic Spectrum Disorder. Cognition and Learning includes Specific Learning Impairments such as dyslexia, as well as general challenges with learning that have not led to a diagnosis. We have had an increasing number of children who either predominantly find self-regulation and dealing with their emotions a challenge, or this is an element that crosses over into other areas of need additionally. There have been four further CAMHS referrals made during this year.

## **Early identification**

Early identification of special educational needs, whether it is social, emotional, physical, communication or a specific learning difficulty, is crucial to the wellbeing of all our children. To support us in our early intervention we aim to:

1. Have well-planned transition for all children in the summer term before starting, including parent coffee mornings which provide parents opportunities to speak to the teachers and raise issues before starting, and individual school visits. Our EYFS teacher also carries out nursery visits, making detailed observations and notes of anything that we may need to be mindful of when a child is starting with us.
2. Attend all transfer reviews for all pupils with SEND transferring to us.
3. Provide the appropriate intervention, eg, small group support provided by a TA for all pupils as appropriate.

This allows us to meet the parents and give us the opportunity to discuss the child's strengths and needs and enables interventions, referrals and provision of any additional resources to be made quickly.

## **Monitoring and assessment**

Assessment of our pupils continues throughout their time with us. We do this by:

- Analysing assessment data termly to identify children who are not meeting age related expectations.
- Class teachers continually monitoring the children in their class through observations, discussions, marking and written feedback.
- Formal and informal classroom assessments
- Providing all adults with the opportunity to discuss concerns at any time.
- Liaising with parents.
- Engaging or referring to outside agencies if necessary.
- Governor monitoring/ learning walks of SEN.

## **Provision**

Our 'Universal Provision' is a provision that is available for all. It includes a range of strategies that support children who may need additional input, adaptations or nurture, but not at a level that requires them to be on the SEND register. Teachers are supported to promote inclusive practice and tailor learning to pupil needs using the Oxfordshire 'Ordinarily Available Toolkit'

Any child identified on the SEND register receives additional support under 'Targeted Provision'. Each child has a pupil profile which is written in collaboration between the teacher, parents and child, which identifies key targets for the term. The SENCO is also involved in advising targets for the pupil profiles and meeting with parents for SEN reviews. Teachers then plan interventions, based on the targets linked to their next steps in learning, current attainment levels and recommended activities from the Oxfordshire Special Educational Needs Support Descriptors. Interventions may take the form of particular activities in class or small group interventions outside the classroom and may be led by the class teacher or TA. Entry and exit data is recorded

for interventions in order to assess progress. Interventions are outlined on the year group provision map which is written in conjunction with the class teacher and TA. Parents/carers are invited to meet termly with the class teacher and, where appropriate, SENCO to review their child's learning and celebrate their successes.

Some children may require 'Specialist Provision', where school will engage the services of external agencies to support the learning of a child on the SEND register.

For further information, please see the School Local Offer on the SEN section of the school website.

### **Profile and progress of children with SEND 2023/24**

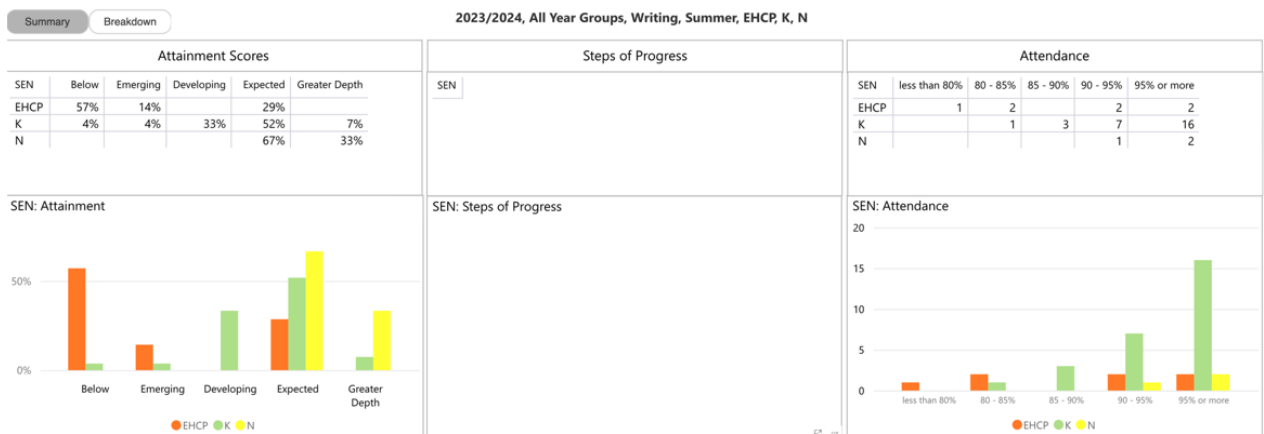
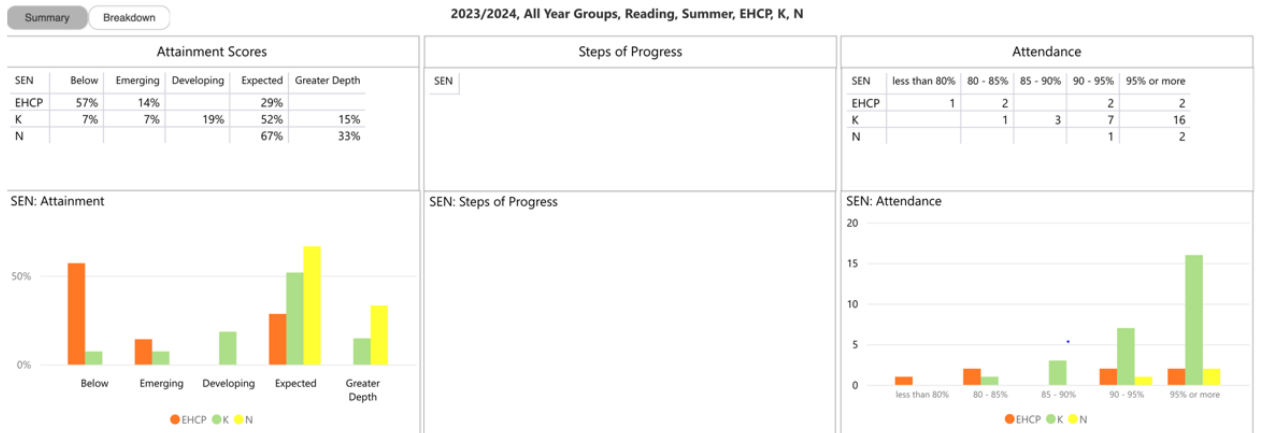
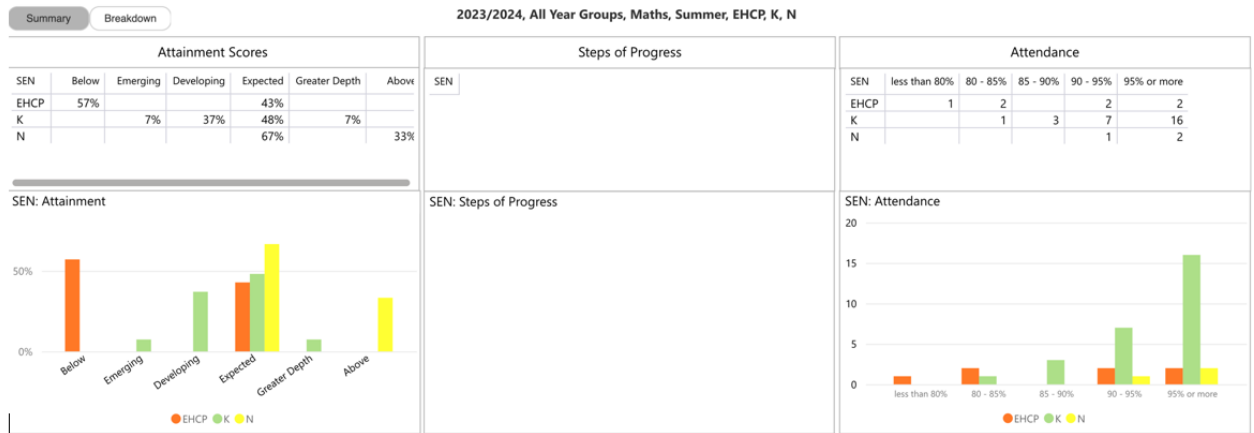
#### **Distribution of SEND across the school**

In the academic year 2023-24 the distribution of SEND across the school was as follows:

SEN register	Whole cohort	School Support	EHCP	Total	Boys		Girls		% SEN in year
					No.	%	No.	%	
Reception	30	2	3	<b>5</b>	5	17%	0	0	17%
Y1	30	1	0	<b>1</b>	1	3%	0	0	3%
Y2	15	1	2	<b>3</b>	3	20%	0	0	20%
Y3	27	5	1	<b>6</b>	3	11%	3	11%	22%
Y4	26	7	0	<b>7</b>	4	15%	3	11.5%	27%
Y5	27	2	0	<b>2</b>	1	3.7%	1	3.7%	7.4%
Y6	26	5	3	<b>8</b>	4	15.4%	4	15.4%	30.8%
<b>Total July 2024</b>	<b>181</b>	<b>24</b>	<b>9</b>	<b>32</b>	<b>21</b>		<b>11</b>		
<b>% of whole school</b>		13%	5%	<b>17.7%</b>					
<b>National Average</b>		13.6%	4.8%	<b>18.4%</b>					

Our school has broadly similar percentages to national averages, with a very slightly higher percentage of EHCPs and slightly lower percentage of SEN support and overall SEND. Distribution is spread throughout the school, with an unusually low number in the Year 1 class. Year 2 had a higher cohort percentage, inflated by the small total number of children. There are a higher proportion of boys- almost double- with SEN support.

## Attainment and Progress of SEND Pupils 2023-24



The attainment data shows us that children with identified SEND do not achieve as highly as those without. Children with EHCPs score well below their peers. Children at SEN support (K) have higher

percentages at the expected level than children with EHCPs. Attainment for children at SEN support is higher in maths than in literacy subjects. This reflects the focus on maths mastery throughout the school and the focussed interventions for children who are falling behind. There are fewer children with SEN achieving Greater Depth in all subjects. This data is expected as the children with identified SEND are those that often find the learning challenging. This year, we have a higher proportion of children with significant special needs, who are working below key stage and are assessed using the Pre Key Stage Standards or Engagement Model.

### **SEND Budget**

High needs support for 2023 – 2024 was £40.400

This high total reflects the increase in EHCPs from the 22/23 academic year and SEND bonus for 1 Child We Care For (left July 2024).

This money is spent on supporting individual pupils with an EHCP through:

- 1:1 TA support
- Nurture support worker
- Specialist resources.
- Emotional Literacy Support Assistant supervision

The school budget, received from the Education Funding Agency, includes money for supporting children with SEND. This money is spent on:

- TA hours to support pupils with SEND
- CPD for all staff
- Resources, such as: ear defenders, emotional literacy baskets, handwriting tools.
- Purchase of specialist programmes such as 'Widgit' picture communication resource
- Subscription to IDL literacy intervention programme
- Membership of OXSIT – Oxfordshire Schools Inclusion Team
- Support and advice from outside agencies, for example engagement of an Educational Psychologist.

### **Staff Development**

The training needs of all staff are identified through:

- Audit of staff strengths and areas to be developed
- Identification of specific needs for individuals and how staff need to be trained to support the pupil
- Key objectives on the School Development Plan that may need addressing through training.

Teaching staff are trained through external courses, for example Oxfordshire Teaching Schools Hub training for ECTs in SEND; CAMHS training for example 'ADHD and supporting young people'; Catholic Partnership training; SENSS training such as AET Good Autism Practice and in-house training on specific areas of SEND alongside whole school process and procedures. This year, the SEN lead for the MAC has also set up a working SEN group, who meet three times a year where we are able to disseminate good practice and seek advice and support where needed. It is a strong and useful partnership. This year, we have also had three visits from a specialist SEN teacher from Frank Wise school, who has observed and provided support and ideas for three of our youngest

with high needs- especially themed around transition. We have had twilight training on neurodivergence and SALT initiatives, such as colourful semantics.

Teaching Assistants have attended SENSS 'bite-size' training, Catholic partnership SEND training for TAs, and in-house training on a wide range of interventions, classroom support skills and school procedures. Training in specific areas relating to the needs of individual children is delivered to the relevant class team. Our nurture TA has completed her Emotional Literacy Support Assistant training through the Educational Psychology Service and continues to attend meetings with this group.

### **Work with external agencies**

At Holy Trinity we work with a wide range of external agencies in order to provide the best support for our children.

We work closely with the Special Educational Needs Support Service, a County Council funded support agency. In 2023/24 the SENSS Communication and Interaction team have had four children on their caseload and assessed a further two. The advisory support worker has worked 1:1 with two children for a total of four 6-week blocks. The SENSS Downs Syndrome Service work with us to support 1 pupil in school. That pupil left us for secondary school at the end of the 2023-24 academic year.

The Educational Psychologist has worked with 4 children and their families, including writing reports to support the application for Education Health Care Plans.

The Speech and Language Therapy Service have supported us with 3 pupils this year, including a Speech and Language Therapy assistant working 1:1 with 1 pupil for a 6- week block and providing advice and support to staff.

We have completed two referrals to the School Health Nurse for support with medical and developmental needs in school.

We work closely with support agencies such as Home Start, LCSS and the Early Help Teams, Children's Social Care and Virtual Schools to support children and their families within the context of the wider community and in order to safeguard our children.

We network with SENCOs within the Chipping Norton Partnership and the MAC in order to develop and share best practice.

### **Annual Reviews**

4 EHCP reviews have taken place this year. Mrs Bates will have completed the other reviews prior to January 2024.

Transition took place for a smooth start for a nursery child coming to us, with a current EHCP referral.

### **SEND policy**

Current MAC SEND policy reviewed.

### **Interventions used across the school 2023-24**

- Communication boards/ now and next boards.
- Tailored curriculum for 2 children
- Pre-teaching
- Post teaching consolidation
- IDL- a multi-sensory system supporting learners with dyslexia to increase their reading and spelling age.
- Little Wandle phonics catch up.
- Daily 1:1 reading
- 'Soft starts' in the mornings. A short period of time to promote a smooth transition to the learning environment.
- Booster groups
- ELSA and nurture 1:1 interventions.
- Focused TA and teacher group or 1:1 work.
- Tailored resources to access activities within lessons.

### **Key Priorities for 2024-25 (Taken from SEND Action Plan)**

**1.1 To ensure that leaders and Governors work together to support and ensure SEN pupils make at least expected progress.**

**1.2 To ensure Governors hold leaders to account and share and understand our vision. They hold leaders to account for our vision and strategic implantation of this.**

**1.3 Teachers have good knowledge of how to adapt lessons for SEND pupils and use assessment well.**

**1.4 The work of SEN across the curriculum is consistently of a high quality.**

**1.5 To create and implement a whole school provision map, which provides a comprehensive summary of SEND provision across the school.**