

SEND Governor's Report – June 2025

The class numbers for children recognised as having Special Education Needs and Disabilities (SEND) July 2025 are as follows. The number of Pupil Premium (PP) children are also included for your reference. The National Average for children with SEND, in England (January 2025 – latest data) is 19.6% of all pupils. Of these pupils with identified SEND, 14.2% receive SEND Support and 5.3% have an Education, Health, and Care Plan (EHCP).

Class	Number of SEND Children	% of SEND Children in Class	Number of SEND that are also PP	% of SEND & PP Children in Class
Nursery	3	11%	0	0%
Reception	6	20%	0	0%
Year 1	5	17%	1	3%
Year 2	8	27%	3	10%
Year 3	8	25%	6	19%
Year 4	11	34%	3	9%
Year 5	11	34%	4	13%
Year 6	9	29%	3	10%
WHOLE SCHOOL TOTAL	61	24.4%	20	8%

The level and type of the children's needs vary throughout the school. The following is an overview of the different needs we currently cater for at St. Marie's RC Primary School. Some children have more than one area of need, which is included in the information below.

Area of Need		Number of Children Throughout the school
SPLD	Specific Learning Difficulty	
MLD	Moderate Learning Difficulty	27
SLD	Severe Learning Difficulty	
PMLD	Profound & Multiple Learning Difficulty	
SEMH	Social, Emotional and Mental Health	16
SLCN	Speech, Language and Communication Needs	28
HI	Hearing Impairment	
VI	Visual Impairment	2
MSI	Multi-Sensory Impairment	
PD	Physical Disability	7
ASD	Autistic Spectrum Disorder	6
OTH	Other Difficulty / Disability	
NSA	Pupil receiving SEN Support where there has been not specialist assessment of type of need	

Here is a table to show how many children are currently on the SEND Register at St. Marie's RC Primary School and what stage they are at.

Stage	Total	Percentage
EHCP	9	3.6%
SEN Support Plus	0	0%
SEN Support	52	21.1%
Disability	13	5.3%
Whole School Total	61	24.7%

Here is a table to show how many children are currently at each stage of the SEND register, in each class.

	EHCP	SEN Support Plus	SEN Support	Disability
Nursery	1	0	2	0
Reception	1	0	5	1
Year 1	1	0	4	0
Year 2	0	0	8	2
Year 3	2	0	6	3
Year 4	1	0	10	0
Year 5	2	0	9	5
Year 6	1	0	8	2
WHOLE SCHOOL TOTAL	9	0	52	13

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The requirements of the SEND children have been assessed in different ways depending on their level of need. Most have been assessed using the Testbase assessments and attainment tracked on Target Tracker. This means that progress can be closely monitored and where progress has been slow, we have been able to identify and act. We are also able to assess using the bands for previous year groups, resulting in accurate assessments. Where a SEND child fell below the bands, teacher assessment, the engagement model, pre Key Stage 1 standards, pre Key Stage 2 standards and Cherry Garden are used to assess even smaller steps. In EYFS, the children are assessed according to the new EYFS Framework 2021 and are assessed as ON TRACK / NOT ON TRACK. Those children NOT ON TRACK are then assessed using the Development Matters Age Bands.

The SEND children are also assessed according to the small steps they make, which are always recorded on their Individual Education Plans (IEPs). IEPs are reviewed and written termly. The SENCO meets with each individual Class Teacher to discuss whether previous targets have been achieved and discuss next steps for each child on the SEND register. The SENCO and Class Teacher refer to any reports and recommendations made from external agencies (if any have been consulted) when deciding upon the next steps for a child. IEP reviews took place in September 2024, February 2025 and June 2025.

School have carried out several dyslexia and dyspraxia screeners this year. These allow us to screen the children who are presenting as having dyslexic and dyspraxia tendencies. The results from the screeners have helped to inform how we best support the individual child and supported any referral for further advice from the LA.

This academic year, there have already been several meetings with outside agencies, in order to gain information and advice and to report on various children's progress, attainment and the general wellbeing in our school. Parents were and are always actively involved in all these meetings.

A large number of referrals have also been made so far this academic year, with parents' permission, to various outside agencies, including, Speech and Language Therapy (SALT), CAMHS, School Nurse, as well as telephone conversations with hospital doctors, GPs and Health Visitors (for those children in Nursery). Meetings with various outside agencies, parents and staff and the reports compiled have all contributed to information on IEPs, class and school routines and home school links that are in place. School has paid for several assessments to be carried out on children, from an outside agency, to provide evidence for EHCP requests and CAMHS referrals.

We now have a regular SALT therapist who comes into school half termly to deliver the SALT sessions with the children on her caseload. This is working well, as the SENCO can contact the therapist and request for certain children to be seen and will receive quick and regular updates. School staff have been able to observe and discuss children with the therapist, allowing interventions and SALT activities to be more direct, hands on and purposeful. It also allows greater collaboration and sharing of information between school and the SALT service.

There was one request made for an Education, Health and Care Plan (EHCP) assessment this year, which was eventually successful. This was for a Nursery child. The original EHCP request was made by his previous setting and was denied. We met with the family after this original outcome and the decision was made, to take it to mediation. This was successful and the EHCP was granted. The

funding for 1:1 non-teaching support will be extremely beneficial to this child's academic progress, as well as their mental health and wellbeing. This child now has a placement in specialist provision.

We received a consultation from the SEND Team, about a little girl who has an EHCP and would like to join Reception in September 2025. The Head Teacher and SENCO went to visit the child in their current setting and met with parents. We agreed that we could meet her need in our school. She is now in Reception and doing well with us.

Across the school, parents have been included in all regular SEND meetings about their children. In addition, all parents of all children with an IEP have the opportunity to discuss the current IEP targets and when the child has met their targets this has been celebrated. This happens on a termly basis when all IEPs are reviewed. New targets are discussed and parents sign and take copies of the IEP for their own records and to work on at home.

All children have the opportunity to go through their IEP with their class teacher. Together, they discuss what the child needs to work on and set the targets which the child will work on for the following term. The children enjoy this process, as it gives them some responsibility for their own learning.

The Code of Practice 2014 continues to be part of our everyday teaching. The teaching staff are fully aware of their responsibilities for all children with SEND and the progress they should be making. Staff have written all IEPs, in conjunction with the SENCO, ensuring that they include any recommendations from outside agencies and EHCP outcomes.

Discussions take place where a child's needs can be met with quality first teaching. The school continues to assess the progress made by children requiring anything different from, and additional to, quality first teaching, who have been in interventions.

The SENCO attends the Local Authority run SENCO Network Meetings (held termly) to keep abreast of new developments in SEND. At these meetings, the SENCO also has the opportunity to discuss any pupils of concern anonymously in order to ensure all possible strategies for support have been explored.

We are currently using our Hamish and Milo programme to full effect, with several groups running. An HLTA in school runs these groups and the outcomes are positive – the children enjoy their sessions and are getting a lots of worthwhile and important and skills from it. The HLTA and SENCO took the KS2 Hamish and Milo bereavement group children on a trip to walk, pet and feed the alpacas at Meadowcroft Farm, in Bury. It was a fabulous morning and the children thought it was magical! The KS1 bereavement group children were also taken out for the morning to watch a film at the cinema in Bury – they also had a wonderful time! More activities like this will be planned for future Hamish and Milo groups.

TAs, HLTAs and SSAs in school have also attended several training courses, pertaining to the children they are working with, keeping them up to date with the latest techniques, strategies and interventions.

All after school clubs, school trips and special activities are accessible for all and where appropriate, provision has been made so that no one is left out, for example, extra staff where required. One

child, in Year 4, continues to attend weekly Cookery Club (despite this club only being for Years 1 and 2), as this is a life skill we feel he needs to learn and practise.

New resources have been ordered from the SEND budget, when needed, providing specific resources for specific children and topping up general SEND resources needed e.g. coloured dyslexia friendly overlays, pencil grips, wobble cushions.

The SENCO and HLTA have also worked very closely with our High Schools this year, to ensure smooth and positive transitions for our Year 6 children, some of whom required a bit of extra assistance and TLC.

The school is accessible for disabled people and there is a disabled toilet and disabled parking. Please refer to the accessibility plan for further details on how this could be further improved.

There have been no official complaints this year regarding SEND at St. Marie's Roman Catholic Primary School.

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