

# SEND Data Report



St Clare's Primary School,  
A Catholic Voluntary Academy

Lent 2025

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## 1. SEND Profile

Type of support	Number of pupils
Special educational needs (SEN) support	27
Education, health and care (EHC) plan	4
Special education needs intervention funding (SENIF)	6

SEN Need	No. of Students	% of SEN Students with this Need	% of Students with this Need
Moderate Learning Difficulty	14	46.67%	7.11%
Speech, Language and Communication Nee...	4	13.33%	2.03%
Specific Learning Difficulty	1	3.33%	0.51%
Social, Emotional & Mental Health	3	10%	1.52%
Autistic Spectrum Disorder	7	23.33%	3.55%
Memory difficulties	1	3.33%	0.51%
Attention Deficit (Hyperactivity) Disorder	3	10%	1.52%
Dyslexia	2	6.67%	1.02%

## 2. EHCPs

Per year group:

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
0	1	1	0	1	1	0

Two applications for further EHCPs have been submitted. Outcome awaited.

### 3. Progress made by pupils with SEND

	% on track all pupils	% on track SEN	Difference
RE	90.2	86.2	-6.0
Reading	83.5	78.6	-4.9
Writing	85.3	82.1	-3.2
Maths	86.5	82.1	-4.4

### 4. SEND Funding

Pupils with EHCPs are allocated a specific number of hours of support. In these cases, a 1:1 TA is employed for this purpose. Two of our EHCP children have 20 hours provision each, with the other two having 27.5 hours (due to support needed at break and lunchtimes as well as in lessons).

Funding is also used to purchase resources to support the children such as pencil grips, Toe by Toe books (reading and spelling intervention book), additional phonics resources such as KS2 phonics books, maths workbooks and items to support with behaviour such as chair bands, noise-cancelling headphones and reward box items.

### 5. Staff Development

Staff undertake a variety of training in supporting children with SEN. In the past year, staff have been trained in:

- Supporting children with autism
- How to support children who struggle to record their work
- Supporting children with their behaviour
- Toe by Toe (reading and spelling intervention)
- ELSA (Emotional Literacy Support Assistant)
- How to best support during whole class teaching
- How best to support in phonics sessions
- How best to support during independent work
- Alternative methods of recording learning
- Makaton
- Fundamental Movements
- CMAT Support pupils with SEND course

In addition, the SENDCo attends regular meetings of the SENDCo Network at the CMAT, as well as training in SEND Leadership at the CMAT conference.

The Mental Health Lead has also undergone training in leading this area.

## 6. Work with external agencies

St Clare's works with a number of external agencies based on the needs of the children with SEN.

These include:

- Autism Outreach – observing pupils and providing advice on how best to support them, as well as leading staff training
- Oakfield – observing pupils with behavioural issues and providing advice on how best to support them
- Joe Dawson – Educational Psychologist – assessing pupils' needs and providing advice on the best way to support them
- Speech and Language Therapists – providing programmes of support for pupils with a need in this area
- Dyslexia Association – providing resources to support pupils with a need in this area