

St Clare's Primary School

SEND Report to Governors

Lent 2026

SENCo Name: Jo Lees	Headteacher: Judy Beer
SEND Governor: Annette Jones	Other SEND Roles

SENCO's Role:

Mrs Lees has two days a week to fulfil her SENDCo role. This includes: EHCP reviews, applying for EHCPs and SENIF funding, data collection of those on SEND register, liaising with external agencies such as the ed psych, Autism Outreach, SENA etc, supporting teaching staff to best support learner with SEND, holding meetings with parents, external agencies and staff – and whatever else is needed to ensure the highest provision for our children with SEND.

SEND Ethos/Philosophy

Our philosophy encapsulates valuing each child as an individual, as well as part of a wider community. Unlocking potential and facilitating personal progress is at the forefront of all that we do. We believe that if children's barriers to learning are removed or lowered then they will be better prepared for future life and achieve greater progress in all areas. We share the Academy Trust's mission of shaping young people's lives to the highest possible standards.

SEND Data – Whole School

Pupils on roll: 193	School		National %	Comments
	No.	%		
SEND only	28	14.5%	13%	Above national
EHCP only	8	4%	2%	Above national
Combined	36	18.5%	15%	Above national
On WATCH / Monitoring			N/A	N/A

Comments on data:

The number of children with SEND is increasing year on year – especially those with complex needs.

SEND Data – Year groups.

Pupils on roll:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Year group no.	20	26	27	30	31	30	29
SEND no.	4	3	7	4	5	3	4
EHCP no.	2	0	1	2	0	2	1
Total no.	5	3	8	5	5	5	5
Total %	%	%	%	%	%	%	%

Comments on data: Several children in EYFS who may go onto the register later in the year

Areas of Need – 4 areas of need

	Communication & interaction	Cognition and learning	Social, Emotional and Mental Health	Sensory and/or Physical Needs
No. of SEND Pupils	23	19	5	0
	These may include children under Speech and language therapy, children with interaction difficulties and autism spectrum disorders (ASD).	These may include children who have gaps in their academic learning (spelling, maths, reading, etc).	These may include some children identified with having social difficulties and mental health such as anxiety/self-esteem/confidence	These may include children with significant hearing, vision or physical impairments.

Comments on data:

Please note that some children are counted under more than one category.

Area of Need – SEN Need across the school

SEN Need	No. of Students	% of SEN Students with this Need	% of Students with this Need
Moderate Learning Difficulty	17	47.22%	8.81%
Speech, Language and Comm...	12	33.33%	6.22%
Social, Emotional & Mental ...	5	13.89%	2.59%
Autistic Spectrum Disorder	6	16.67%	3.11%
Memory difficulties	1	2.78%	0.52%
Attention Deficit (Hyperactivi...	4	11.11%	2.07%
Dyslexia	2	5.56%	1.04%

Comments on Data:

Please note that some children are counted under more than one category.

Exclusions / Suspensions

Year Group	SEND	EHCP	Other	Comments on data
R	0	0	0	
1	2	0	0	2 x 0.5 day suspensions – same child
2	0	0	0	
3	0	0	0	
4	0	0	0	
5	0	0	0	
6	0	0	0	
Totals	2	0	0	

Details about Alternative Provision, Phased Timetables, Attendance concerns relating to pupils with SEND:

- None are currently in place.

How does the school identify SEND?

- Through observation, data, discussion with the SENDCo and other professionals.

What adaptations are made to the curriculum and/or learning environment?

- This depends on the need, but includes adapted tasks, coloured paper, enlarged fonts, 1:1 adult support, personalised timetable, wobble cushion, fidget toys, chew toy

What types of Support / Intervention are in place?

- ELSA support, visual timetables, a quiet space, lunchtime social club, heavy lifting,

How does the school engage with parents of SEND pupils?

- Every child has a Pupil Passport and an IEP which are shared with parents. Regular meetings take place between staff and parents.

What systems are in place for monitoring and tracking SEND progress?

- IEPs are updated twice yearly and SEND pupils are discussed at pupil progress meetings separately.

What agencies has the school involved?

- CMAT lead SENDCo, Educational Psychologist, SENA, Autism Outreach, Local Authority

SEND Training & CPD – Include internal, external and future training, if applicable.

Training / CPD	Term	Details
SENDCo Network Meeting	Advent	Updates on SEND provision
SEND Training CMAT	Advent	Training for SENDCos
TA SEND Certificate	Advent	4 TAs on year-long course
ADHD Training for SENDCos	Advent	To be disseminated by SENDCo to all staff

Whole School Summary

Areas of Strength

1. Supporting pupils on the ASD pathway
2. Early identification of need
3. CPD for all staff – teaching and non-teaching

Areas for Development:

1. Whole school ADHD training so that these pupils are best supported
2. Individualised personal development for those with SEND