

St Michael's Catholic Primary School

Annual SEN Report 2024-25

Evaluating the Effectiveness of Provision for Pupils with SEND



Come as you are and grow with us

This is a report to reflect upon how school has used SEN funding to meet pupils' needs. It should be read alongside our SEN Information Report, the SEND policy and the Accessibility plan

School Context

St Michael's is an average sized primary school situated in the Elswick, Newcastle, catering for pupils aged 3-11. Pupil premium funding is well above average (63%) and minority ethnic groups, including those who do not have English as their first language is high (41%). There is a rising number of pupils with SEN (19% on SEN support) and with EHCP (6%). At St Michael's we are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), receive their right to a high quality and accessible curriculum. Children's all-round development is paramount to us and we endeavour to provide children with a wide range of experiences and opportunities so that they experience success and are well equipped for the future.

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.

Number of Pupils with SEN 2024-25	
Total of pupils on roll (including Nursery)	210
Number of SEN pupils in school	41
Number of pupils with an EHCP	12
Number of pupils in receipt of EYFS Inclusion funding	0
% of SEN pupils	19.5%

Percentage of SEND population per age phase			
	Number of Children with SEND	Number of children per phase	% of pupils with SEND in phase
EYFS	8	50	16%

KS1	16	56	29%
LKS2	8	60	13%
UKS2	9	60	15%

% of Primary Area of Need									
SEN Primary Area of Need	% of SEN population	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Cognition & Learning	17%	0	0	1	0	1	1	1	3
Communication & Interaction	66%	2	5	7	6	4	2	0	1
Social, Emotional and/or Mental Health (SEMH)	15%	0	0	1	1	0	0	2	2
Sensory/Physical Need	2%	0	1	0	0	0	0	0	0

Data and Outcomes for Pupils with SEND

		% of SEND pupils achieving expected standards
EYFS		43%
Y1 Phonics Screening Check		44%
KS1		Reading: 29% Writing: 29% Mathematics: 29%
KS2		Reading: 67% Writing: 33%

	Mathematics: 50%
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Children with Special Educational Needs and Disabilities at St Michael's School are supported to reach the highest standard they possibly can. This is made possible through careful and thoughtful provision for children with Special Educational Needs. Regular monitoring and pupil progress meetings support the assessment and next steps for pupils with Special Educational Needs and Disabilities. All SEN pupils have targets set on their individual SEN Support plans. These are reviewed termly in a formal meeting with the school SENCO or at a parent's evening.

Next Steps

Continue to monitor the provision of SEND pupils and the SENCO to continue to monitor pupils SEN support plan termly to ensure that advice and recommendations are being used and that targets that are being set are challenging yet achievable.

Attendance

The overall attendance at St Michael's Catholic Primary School for the academic year 2024-2025 was 94%

The attendance for pupils with SEND in 2024-2025 was 89%

The attendance for pupils with an Education Health and Care Plan for 2024-2025 was 87%

There were no fixed term exclusions last academic year.

Next steps:

Ensure that attendance for pupils with SEND is included within a pupil's SEN Support Plan. The SENCO, attendance officer and school attendance lead will continue to support pupils with SEND to improve their attendance.

Staff Training and Expertise

The deployment of staff is regularly reviewed to ensure that the support and staff expertise is matched to the need in the year group, ensuring the maximum impact and progress for SEN pupils.

- All staff have had training led by the SENDOS service on supporting Dyslexia children in the classroom.
- Annual Safeguarding Training
- Designated Safeguarding Lead Refresher
- PACE training led by the SEMH team
- Zones of Regulation training led by the Educational Psychologist
- Emotional Coaching training led by the Educational Psychologist
- Prevent Training
- ShREC training led by BBCET speech and language service
- All staff have had training on the SEND Mainstream Guidance
- All staff have received Lexia training
- Staff have had 1:1 drop in sessions with educational psychologists and SENDOS team.
- A number of staff have worked alongside Speech and Language therapists, Occupational Therapists and Educational psychologists to develop strategies.

Next Steps:

- Regular SEN training sessions will continue to be incorporated into the staff CPD schedule during the academic year of 2025-2026.
- The SENCO will make sure that individual staff have appropriate CPD when needed
- The impact of the SEND Mainstream Guidance Document will be monitored through classroom monitoring and discussions with staff.

Working with outside agencies

- Educational Psychology
- Road Centre Counselling
- Speech and Language Therapy
- The Specific Language Impairment Team
- School Health
- Occupational Therapy
- Physiotherapy
- Community Paediatrics
- School Health
- SEMH team
- SENDOS Service
- Newcastle and Gateshead Children and Young People's Service (CYPS)
- Local Authority SEN School Improvement Service

Next Steps:

- To continue to work closely with all services to support pupils and improve quality first teaching through training and recommendations.

Pupils Views

Pupils are consulted throughout the target setting process and are aware of their individual targets.

Pupils are encouraged to have a voice in school and they know who the adults are that they can pass on worries or concerns to. Classrooms have 'worry boxes' for children to privately ask for help when needed. There is an ethos where children feel comfortable and are encouraged to talk to their peers and staff.

Next Steps:

- To encourage the attendance of pupils at their review meetings, in particular Annual reviews so they can be involved in discussions.

Parents/Carers Views

St Michael's values the important role in parent partnership and in their child's education. Parents/carers are always informed when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained to them. Parents are informed about the Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service. This service provides information, advice and support at any stage of a child or young person's education, and provides an Independent Supporter for families in the process of getting an Education Health and Care Plan. Parents are fully involved in the review process.

Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carer time to prepare. We collect the views of parents and carers in a variety of ways. These include the following:

- Parents' Evenings
- Coffee Mornings
- Questionnaires (School and Local Authority)
- Social Media (Facebook)

Next Steps

Repeat the parent questionnaire in February to obtain more parent voice.

Newcastle Local Offer

Please follow the link below to access the Newcastle Local Offer for further information on services linked to SEN and Disability in Newcastle.

<https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/localoffer.page?localofferchannel=0>