



# Annual Special Educational Needs and Disabilities (SEND) Report 2024 - 2025

Evaluating the effectiveness of  
St. George's Primary School's provision for pupils  
with SEND.

*St George's Mission Statement  
Inspired by Gospel Values  
And called to the fullness of life.  
To learn and grow through faith, love, and laughter.  
To be the best we can,  
Showing Christ's love in all we  
do.*

<b>Date of report</b>	<b>September 2025</b>
<b>Date of last review</b>	<b>September 2024</b>
<b>Reviewed by</b>	<b>Local Governing Committee</b>
<b>Date of next report</b>	<b>September 2026</b>

# **St. George's' Catholic primary School Annual**

## **SEND Report 2024-2025**

**St George's is a very happy and welcoming place, where the needs of all of our children are central to our educational philosophy. We aim to provide an environment where all pupils feel safe and can flourish by responding to individuals in ways which take into account their varied life experiences and particular needs.**

**As a Catholic school, we aim to develop the social, cultural, intellectual, aesthetic, physical, moral and spiritual attributes of each and every child in our care. St. George's is committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood. The pursuit of excellence is at the heart of our Catholic school and forms an integral part of the education we offer which enables all pupils to develop their talents to their full potential as a unique person made in God's image.**

*"Pupils thrive at St George's Primary School. They are happy and kept safe. The culture of the school is built on kindness. The school has been on a journey of rapid change over the last 18 months. Leaders, staff and pupils recognise these changes. They are extremely proud of their school."*

*"Leaders and staff have high expectations of the behaviour and attitudes of all pupils. Behaviour in classrooms and around the school is exemplary. Pupils understand and demonstrate what is expected of them. They learn how to be resilient and tolerant and to respect each other."*

*"Classrooms are calm and focused places to learn. The school rewards pupils' positive work and attitudes in different ways. Pupils talk enthusiastically about voting for activities in 'Golden Time' as a reward. There are a variety of leadership roles available for pupils. Pupils say they enjoy leading assemblies as it gives them confidence. They are enthusiastic about their learning beyond the classroom, such as school visits and trips. Pupils spoke enthusiastically about a trip to Kielder and the activities they took part in, such as the zip wire. Various after-school activities help pupils socialise beyond the school day."*

*"Leaders, trustees and local governors have high aspirations for all pupils, including pupils with special educational needs and/or disabilities (SEND). They are united in their drive and ambition for pupils to flourish and develop confidence to achieve whatever they set their minds to."*

**This report reflects how St. George’s Catholic Primary School has used SEN funding to meet pupils’ needs.**

**Context 2024-2025:**

- St. George’s Catholic Primary School caters for pupils aged 3-11 years old ○

There are 98 pupils on roll

- 27 pupils (27.5%) at St. George’s Catholic Primary school are identified as SEND

Key Stage	SEN Support	EHC Plan	Total
EYFS	5	0	5
Key Stage 1	3	1	4
Key Stage 2	14	4	18
<b>Total</b>	<b>24</b>	<b>5</b>	<b>27</b>

Primary Type of SEND Need	Number of Pupils	% of SEN Pupils	% of SEND Pupils on SEN Support	% of SEN pupils with EHCP
Cognition and Learning Difficulties	2	7.4% (national 16.9%)	8.3	0
C&L Specific Learning Difficulties	1	3.7% (national 9.1%)	4.2	0
C&L Severe Learning Difficulties	0	0% (national 0.5%)	0	0
Communication and Interaction: Autism	4	14.8% (national 9.8%)	16.6	33
C&I :Speech & language	8	29.6% (national 33.7%)	33.3	33
Social Emotional and Mental Health	10	27% (national 16.8%)	41.7	0
Sensory/Physical	2	7.4% (national 2.6%)	8.3	33

<b>Number on roll</b>	98
<b>% of pupils with SEND:</b>	27.5% (National: 19.5%)
<b>% of pupils with SEN support:</b>	24.4% (National: 14.2%)
<b>% Boys on SEN support:</b>	16.3% (16)
<b>% Girls on SEN support:</b>	11.2% (11)
<b>% of pupils with an EHC plan:</b>	5.1% (5) (National: 5.3%)
<b>% Boys with an EHC plan:</b>	4.08% (4)

<b>% Girls with an EHC Plan:</b>	1.02% (1)
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<b>Pupils on SEND Register:</b>	27
<b>% Pupil Premium:</b>	40.7% (11) (National: 25.7%)
<b>% EAL</b>	11.1% (3) (National 15.6%)
<b>% Girls:</b>	40.7% (11) (National 36.03%)
<b>% Boys:</b>	59.2% (16) (National 63.96%)

### **Attendance 2024-2025**

	SEND SUPPORT	SEND EHCP	NON SEND
Nursery	n/a	n/a	n/a
Reception	<b>98%</b>	n/a	<b>93.8%</b>
Y1	<b>94.8</b>	<b>97.6</b>	<b>95.1</b>
Y2	98.3	n/a	98
Y3	91.4	96.2	96.5
Y4	91.7	n/a	94.5
Y5	92	75.7	96
Y6	87.5	n/a	94.7
ALL	92.2	91.4	95.6

### **Exclusions:**

There have been no exclusions for any pupils (SEND or non-SEND) in the academic year 2024-2025.

### **Next Steps:**

- Continue to monitor absence through daily phone calls, text messages, parent meetings, absence letters and attendance contracts.
- Further monitoring attendance & lateness of pupils with SEND in order to identify any additional difficulties in which pupils with SEND and their families may be facing. Particularly monitor pupils with SEMH at risk of developing school-based avoidance.
- Early identification of those pupils at risk of long term emotionally based school refusal and onward referral for specialist advice and support.
- Continue to refer families for additional support through Early Help and from outside agencies (CYPS, Educational Psychology, SENDOS) where needed.

- SENCO and school staff to continue to work together with external agencies such as CYPS, School Health and medical professionals wherever necessary.
- Work closely with the Newcastle SEMH Inclusion Service to continue to develop resources and provision.

**School Data – 2024-2025:**

**Data – EYFS and KS1:**

The following data highlights the percentage of pupils meeting Age Related Expectations in Attainment at the end of each year in EYFS and KS1.

**Attainment**

% of children meeting age related expectations

	Nursery (3)		Reception (2)		Year 1 (2)		Year 2 (1)	
	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
Reading	20	50	0	75	0	100	0	85
Writing	20	50	0	75	0	100	0	85
GPS					0	100	0	85
Maths	20	50	0	75	0	100	0	85

The following data highlights the percentage of pupils making expected or greater than expected progress in each year in EYFS and KS1.

**Progress**

% of children meeting expected or greater than expected progress

	Nursery (3)		Reception (2)		Year 1 (2)		Year 2 (1)	
	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
Reading	25	100	100	95	100	92	44	79
Writing	25	100	100	95	50	92	22	89
GPS					100	56	100	95
Maths	25	94	100	100	0	92	56	79

Not assessed

**Children Passing Year 1 Phonics Screen:**

0% SEND : 100% Non SEND

**Children meeting Early learning Goals in EYFS:**

0% SEND : 75% Non SEND

**Data – KS2:**

The following data highlights the percentage of pupils meeting Age Related Expectations in Attainment at the end of each year in KS2.

**Attainment**

% of children meeting age related expectations

	Year 3 (7)		Year 4 (3)		Year 5 (5)		Year 6 (5)	
	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
Reading	<b>14</b>	<b>86</b>	<b>66</b>	<b>88</b>	<b>40</b>	<b>82</b>	<b>20</b>	<b>90</b>
Writing	<b>0</b>	<b>71</b>	<b>66</b>	<b>75</b>	<b>40</b>	<b>73</b>	<b>20</b>	<b>90</b>
GPS	<b>0</b>	<b>71</b>	<b>66</b>	<b>75</b>	<b>40</b>	<b>73</b>	<b>40</b>	<b>100</b>
Maths	<b>14</b>	<b>86</b>	<b>66</b>	<b>75</b>	<b>40</b>	<b>82</b>	<b>40</b>	<b>90</b>

The following data highlights the percentage of pupils making expected or greater than expected progress in each year in KS2.

**Progress**

% of children meeting expected or greater than expected progress

	Year 3 (7)		Year 4 (3)		Year 5 (5)		Year 6 (5)	
	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
Reading	<b>33</b>	<b>45</b>	<b>100</b>	<b>81</b>	<b>88</b>	<b>53</b>	<b>88</b>	<b>90</b>
Writing	<b>17</b>	<b>50</b>	<b>100</b>	<b>81</b>	<b>100</b>	<b>63</b>	<b>63</b>	<b>90</b>
GPS	<b>43</b>	<b>68</b>	<b>88</b>	<b>100</b>	<b>100</b>	<b>37</b>	<b>88</b>	<b>95</b>
Maths	<b>43</b>	<b>64</b>	<b>100</b>	<b>81</b>	<b>88</b>	<b>26</b>	<b>75</b>	<b>81</b>

**Next Steps:**

- Ensure all children are accessing a rich, broad and balanced curriculum and that learning outcomes are strong in all areas ensuring children are ready at all phases for the next stage of their development.
- Continue to provide targeted support (T/TA) in lessons and small group intervention work in Phonics, Reading, Writing and Maths.
- Continue to carry out general screens on those pupils under-achieving and, if appropriate, refer to external agencies (e.g. SEND Outreach, Educational Psychology Service).
- Introduce Maths screening to target those pupils under-achieving in Maths.
- Introduce Wellcomm Speech and Language screening to identify and target pupils for intervention and, if appropriate, refer to Speech and Language therapy.
- Continue to provide additional and different provision to support pupils with SEND and ensure that they make progress

### **Year 6 Transition**

Children with SEND transitioned to 5 different mainstream secondary schools.

Transition support included;

- Conversations with SENCo from each school to discuss children on SEND register. • Conversations alongside our Year six team with other relevant secondary staff (e.g: pastoral leads, heads of year) to discuss vulnerable children
- Conversations with parents and SENCo of the new school to discuss transition and support needs
- Transition Pupil Passport completed with Specialist Teacher Communication and Interaction, SENDOS
- 1:1 transition support sessions through SEMH Inclusion Service

### **Provision:**

All children across school access Wave 1 provision as part of inclusive quality first teaching; making adjustments to everyday classroom practise to ensure all children are able to access all lessons.

#### **Communication & Interaction**

Modelling of skills  
Clarify, display and refer back to new/difficult vocabulary  
Pupil's name and eye contact established before giving instructions  
Clear and simple instructions, breaking down longer instructions and giving one at a time  
Check for understanding  
Time given for processing and responding  
Repetition and reinforcement of skills including worked examples  
Differentiated questioning / modelling/ explaining  
Increased visual aids e.g. Visual timetables, visual cues and prompts  
Support for key words / subject specific vocab  
Learning through talk and discussion  
Key vocabulary displayed/available  
Language of choice  
Expectations made explicit  
Preparation for change (including of activity or lesson)

#### **Cognition & Learning**

High levels of challenge and expectation  
Differentiated curriculum planning and engaging activities  
Modelling of skills  
Clarify, display and refer back to new/difficult vocabulary  
Pre-teaching key concepts  
Clear and simple instructions, breaking down longer instructions and giving one at a time  
Check for understanding  
Visual prompts and cues  
Time given for processing and responding  
Repetition and reinforcement of skills including worked examples  
Formative assessment / effective feedback  
Differentiated questioning / modelling/ explaining  
Increased visual aids e.g. Visual timetables, visual cues and prompts  
Use of writing frames  
1:1 and group reading  
Guided writing  
Record ideas in different ways (speak/scribe)  
Use of support materials and resources e.g. Numicon.  
Provision of table top resources to promote independence and ensure that learning is multi-sensory and practical.

### Sensory & Physical

Flexible teaching arrangements  
Staff aware of implications of physical impairment  
Increased visual aids e.g. Visual timetables, visual cues and prompts  
Motor skills development in EY  
Improved accessibility of building  
Check for understanding  
Time given for processing  
Regular opportunity for movement / movement breaks

### Social, Emotional & Mental Health

Clear whole school behaviour for learning policy  
Whole school reward and sanctions systems  
PSHE focused work  
Formative assessment / effective feedback  
Development of metacognitive skills  
Flexible and creative use of rewards and consequences e.g. 'catch them being good'  
Praise effort as well as outcome  
Identify and build on preferred learning styles  
Positive language to re-direct, reinforce expectations e.g. use of others as role models  
Specific feedback  
Consistency Preparation for change (including of staffing)

Children who have additional needs access a wide range of Wave 2 interventions (small group provision to enable children to work at Age Related Expectations or above). A small number of children access Wave 3 (highly personalised) interventions.

<b>2024-2025 Interventions</b>	
Social, Emotional and Mental Health	1:1 Counselling sessions (Kalmer Counselling) Tier 1 support – Rainbows, ELSA, Lego Therapy 1:1 Three Houses Recognising Emotions
Cognition and Learning	Additional Phonics (Y1 – Y3) Colourful Semantics Memory and Processing Phonological Awareness Reading Eggs / Reading Eggspress Lightning Squad

Speech, Language and Communication	1:1 Speech and Language Talk Boost Box Time Socially Speaking
Physical Difficulties	Write from the Start / Write Start Teoderescu handwriting programme 1:1 OT sessions

The impact of interventions is reviewed termly and shared with parents at review meetings/parent's evenings.

**Next steps:**

- Continue to schedule time each term for the SENCO, class teachers and teaching assistants to discuss the needs and progress of the children with SEND in order to effectively plan support and interventions.
- Continue detailed tracking to identify pupils for relevant interventions and to monitor progress of SEND pupils.
- Ongoing training through Bishop Bewick Catholic Education Trust Network Meetings about maximizing the impact of teaching assistants (MITA Project).

**Working with outside agencies:**

In the academic year 2024-2025, St. George's had SLAs with the following:

- Newcastle School Effectiveness SEND Team, who offer support to SENCOs to keep them up to date with key SEND developments in the Local Authority and nationally and to ensure inclusive provision by developing excellent established practise.
- An independent Educational Psychologist, Becky Glover.

The staff of St. George's also worked closely with:

- Bishop Bewick Catholic Education Trust SENCOs – half-termly network meetings and CPD.
- Special Educational Needs and Disabilities Outreach Service (SENDOS) who provide support for Specific Learning Difficulties (Dyslexia and Dyscalculia), Speech and Language, Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Early Years specialist support.
- SEMH Inclusion Service
- Speech and Language therapy (SALT)
- Children and Young People's Services (CYPS)
- School Health

- Children in Care Team / Virtual School

### **Next Steps:**

- On-going continuing professional development (CPD) in relation to the needs of the pupils for all staff. Continue to call on specialist training, advice and support from external agencies to ensure that staff feel confident in their knowledge and implementation of strategies to support pupils with additional needs.
- Access external support and specialist advice using the SEND Outreach Service through the SEN Advice and Support Allocation Panel.
- SEND budget will be used to continue to purchase specialist professional services from the Local Authority and privately:  Newcastle School Improvement Service  
 School Educational Psychologist

**Other services will be purchased as needs are identified.**

### **Pupils Views:**

The views of all pupils are valued. Pupils with SEN are supported to be involved in decision making and to be able to express any concerns. All pupils are aware of their individual targets and their views are included in their Person-Centred Plans which are reviewed and updated on a termly basis.

SEND pupil voice is also gathered through subject-specific pupil conferencing when halftermly work scrutinies take place.

### **Parent/ Carer Views:**

Parent views are collected via parent surveys and through review meetings. Parents are encouraged to contact the SENCO or SEND team with any concerns they have.

### **Key areas for development and progress for SEND:**

- Continue to prioritise mental health and wellbeing to support the Social, Emotional and Mental Health Needs of all pupils.
- Early identification of need- with a particular focus on Early Years
- Ensure that all teachers feel confident to deliver high quality teaching in the classroom to enable all children with SEND to access the curriculum
- Ensure all subject leaders are able to explain how children with SEND are able to access and make progress within their subject area.

- Additional screeners for Maths and Speech, Language and Communication (Wellcomm) to identify pupils for additional support and intervention and, if appropriate, referral to external agencies (e.g. Speech and Language Therapy, SEND Outreach, Educational Psychology Service).
- Embed partnership work with the SENCO at St. Cuthbert's and with other SENCOs within the trust to share good practice & explore key priorities.
- SENCO to continue to work closely with subject leaders to ensure accurate knowledge and awareness of learners with SEND in terms of curriculum intent and implementation – how it is adapted, designed or developed for learners with SEND.

### **The Local Offer for children with Special Educational Needs and/or Disabilities**

Newcastle City Council has a 'local offer' of information and guidance for pupils with SEN or disabilities, their families and those who support them. This sets out the services and provision available in Newcastle and the surrounding area for children and young people from 0 to 25 years of age who have Special Educational Needs and/or Disabilities (SEND).

More information on the Local Offer can be found at: Newcastle Support Directory ([www.newcastlesupportdirectory.org.uk](http://www.newcastlesupportdirectory.org.uk))

Please follow this link if you would like more information about the [Newcastle Local Offer](#).

If you would like further information please contact our acting SENCO, Helen Douglass, on 0191 2675677