



Special Educational Needs and Disabilities (SEND) Annual Report to Governors and Parents 2024-25

July 25

SEN, Vulnerable Learners and our Catholic Mission

At St Joseph's our aim is to support all of our children holistically, addressing SEND needs and any additional vulnerabilities with commitment, integrity and professional pedagogy. Catholicism affirms the dignity and equal worth of every person and Religious teaching, sacramental life, and pastoral practice all provide bases for inclusion, while Clifton Diocesan directives and school policies translate those principles into provision and procedures.

We consider vulnerability as any child who sits within one or more of the following areas of need:

- Special Educational Need and/ Disability (SEND), including those with medical needs
- English as an Additional Language (EAL)
- Pupil Premium or Early Years Pupil Premium (PP and EYPP)
- Looked After Children (LAC)
- Service families
- Families receiving support from the Social Care team, so Child in Need or Child Protection
- Persistence Absence

It is important to state that just because a child falls into a vulnerable category does not necessarily mean they have additional needs in the classroom; however, holistic knowledge of a child's background allows us to respond quickly if we can see they are not thriving and achieving their potential.

Ways in which our Catholic principles have underpinned our vulnerable learner support in this academic year, and will continue to do so as we go into the new term in September, are:

Through School Values and Virtues – Love and Kindness, Serving and Giving, Resilience, Peace, Aspiration, Curiosity and Respect

- Our seven school values and virtues give a clear focus and direction to the spiritual and holistic development of our children, across the school year and throughout all curriculum and pastoral activities.
- The values and virtues are closely linked to the teachings of Jesus and allow us a point of reference, particularly when looking at behaviour management and support across the school. We can use our virtues as a common and consistent language in and around school to talk to children about behaviour choices, personal accountability, rights and responsibilities. We can use them to set

aspirations for our children and to set the expectation that needs and vulnerabilities do not have to be a barrier to success, and to good behaviour and participation.

Through Prayer and Liturgy

- Prayer and Liturgy is an integral and consistent part of the school day that children can rely on and come to expect. Gatherings of pupils, staff, leaders and parents – in whatever form this may be – are daily and follow a common structure of Gather, Word, Respond and Mission. This greatly supports inclusivity for our children with Social Communication needs (Autistic Spectrum Disorders), trauma based, attachment or ADHD needs where a high level of predictability and routine are important in their ability to regulate emotions and remain engaged in school life.
- We ensure an appropriate level of repetition, for example of our current School Virtue, through Prayer and Liturgy, to reinforce this link to the scripture or mission that is being discussed and to give those who need it ample processing time to internalise this 'Golden Thread'.
- This same 'Golden Thread' is also woven into RE lessons, Mass and all other Catholic endeavours so that children are encouraged and reminded to 'live' the Value or Virtue that the whole school is currently focusing on.
- As above, adults will also search for those spontaneous moments which support, remind and encourage our children to live according to our Values and Virtues. Examples of this might be where there is conflict on the playground, when we are out and about in the Parish, supporting local charities or in performing Stewardship activities in school.
- We have a child who needs support with communication and sometimes this can be through signing key words. In our whole school worships we greet each other at the start with signing, to normalise this form of communication and to promote inclusivity. The children really enjoy signing and are eager to learn more, so we will be bringing in a Sign of the Week. This will be introduced in a Friday Celebration Assembly for the following week and reinforced with displays around the school.

Through Catholic Social Teaching (CST)

The seven principles of CST can be directly applied to our support of our vulnerable learner cohort and underpin all that we aspire to. For example:

- Life and Dignity of the Human Person – remembering at all times that each child is equal and deserves equality of provision and access to education, regardless of their need. That every child is made in the image of God. It is our mission to meet the child where they are and not to expect them to meet us where we are, as that place may not be accessible to them. We strive never to make a child feel less but to support them in achieving and showing off their very best efforts with dignity and pride.
- Option for the Poor reminds us of God's love for the most vulnerable in our society and we strive to replicate this within our school and community.

Through Adapted Religious Education Teaching and Learning

- The language used in RE lessons, concepts and tasks is adapted to ensure understanding at an accessible level for all learners – teaching will always be supported by visual representations, symbols and diagrams to develop understanding. Adapted and simplified texts of scripture passages may also be used.
- Teaching and exploration of concepts may include activities such as role play, hot seating or drama to allow children to express themselves in a range of ways.
- Resources for 'Holy' small world play are used to support children to experience Bible stories, develop wonder and explore questions in a practical, hands on way that does not rely on literacy skills for access.
- Children continue to have access to their normal SEN resources throughout all curriculum subjects to support learning, engagement and effective recording. These may include writing frames, SMART Pens, Talking Tins, topic and key word banks, ear defenders and many more resources!

Assessment and Monitoring

- The Dignity of Work and Participation, CST principle; we aim that our curriculum and holistic provision enables a child to develop the knowledge and skills necessary to ultimately live an independent and fruitful life, with every chance of being able to succeed in a job, whatever that may look like for them. We value and commend a child's efforts to participate and try their best beyond attainment, and this is noted in their end of year reports.
- Assessment and monitoring arrangements will take into account a child's needs and their individual starting point so that judgements are ipsative, rather than in comparison to an across the board 'norm' that is not meaningful for that child.

Family Participation

- Family and the Catholic ethos are deeply interconnected. School, as the Catholic Church, views family as a fundamental, foundational unit of society and a central part of God's plan. Core Gospel values like mercy, justice, compassion, and solidarity, all aimed at fostering human dignity and community in alignment with Christ's teachings. The family is where core Gospel values such as compassion and mercy, solidarity and justice, are lived, learned, and passed down, creating a microcosm of the universal family of God.
- At school, we recognise that the family unit can look very different for different children, perhaps a child is Looked After by grandparents or foster carers, has a split family or a single parent. Sometimes a child's home life adds to the complexity of their vulnerability so we support all universally, without prejudice or bias and ensure that the right support is available through the right agencies. We also ensure that our first efforts in addressing persistent absence are open minded and with the aim of identifying barriers to school attendance and supporting children back in to school, with the help of the Education Welfare Officer and Teams.

SEND School Profile 2024-25

St Joseph's is a fully inclusive school and we support a relatively high number of pupils with additional needs in a wide range of areas. The level of need spans those just needing some adapted teaching and learning strategies to those with Education, Health and Care Plans (EHCPs – Wiltshire 'My Plans') requiring one on one adult support to enable them to access classroom learning.

Analysis of the SEND Register – 24 children

| | R | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | % of school population (NOR 78) |
|-------------|---|-----|-----|-----|-----|-----|-----|---------------------------------|
| SEN Support | 0 | 2 | 1 | 3 | 6 | 4 | 5 | 21 (26.9%) |
| EHCP | 2 | 0 | 0 | 0 | 1 | 0 | 0 | 3 (3.8%) |
| Total | 2 | 2 | 1 | 3 | 7 | 4 | 5 | 24 (30.7%) |

The most recent published census data – January 2025 - indicates that nationally the percentage of pupils on SEN Support in primary schools is 14.2% and pupils with an EHCP is 5.3%. St Joseph's has significantly higher numbers of SEN Support at 26.9%.

We have 8 girls on the SEN register and 16 boys. There are 15 boys on SEN Support and 6 girls. The number of boys on SEN support is in line with the national average (National 61.2%, St Joseph's 71.4%) and girls are below (National 39.8%, St Joseph's 28.6%)

Education Health and Care Plans (EHCPs)

We currently have 3 pupils with EHCPs; 2 girls and 1 boy. We are below the national EHCP rate of 5.3% at 3.8%. This is predicted to rise above national average in the next academic year as we will be applying for 3 more EHCPs (*Update Sept 25 – one is now under assessment; one is in the pre assessment stage with the LA and we are working on the third application)

In May we celebrated a huge success with a Year 2 child who had his EHCP ceased due to the incredible progress made within his areas of need. He is now supported fully with normal classroom provision and QFT, and in September will make the transition back into his chronological year group, Year 4.

Two children with an EHCP are on Lower Band 2 funding (£5907) and one child has been awarded Upper Band 2 funding after we requested an uplift (£7833).

Support for children with EHCPs consists in the main of: one on one adult support from a class TA where needed, Speech and Language advice and support and targeted SLT intervention from a specialist TA, adapted teaching and learning and specialist resources such as SMART Pens.

Primary need within our school

| Category of Need | Includes | Number | Main Need on EHCP | % of SEN Register |
|-------------------------------------|--|--------|-------------------|-------------------|
| Cognition and Learning | Moderate learning needs and SpLDs, such as Dyslexia, Dyscalculia and Dyspraxia | 9 | - | 37.5% |
| Communication and Interaction | Autism, Speech and Language | 10 | 3 | 41.7% |
| Social, Emotional and Mental Health | ADHD, Anxiety, Trauma Related | 4 | - | 16.7% |
| Physical and Sensory | Hearing and Visual Impairment, Medical Needs | 1 | - | 4.2% |

The above is based on primary need, but many of our children have a coexisting secondary need which also impacts on learning. Regarding primary need, 8 children have a formal diagnosis (ASD, ADHD, Dyslexia) whilst 4 others are on the Neurodevelopmental Pathway awaiting assessment (ASD and ADHD).

National data source:

[Special educational needs in England, Academic year 2024/25 - Explore education statistics - GOV.UK](#)

SEN Staffing

Sharon Carpenter was SENCo for this academic year, for one day a week. This increased to two days a week in Term 6 due to workload requiring additional time. Paul Bacon supports with the SENCo role.

There is not currently a named SEN governor.

Hanna Webb continues to run the school's ELSA provision and Terry Jones is our Parent Support Adviser. We have one TA who has an area of expertise in Speech and Language.

External Agencies

We refer to a wide range of external agencies for advice and support. Current agencies supporting our pupils include:

Educational Psychologist – Victoria Bellamy
SEMH Inclusion Advisory Teacher – Katie Burton
Ethnic Minority and Traveller Service – Roz Serle
SSENS team – Maria de Yeo, Rachel Williams, Kat Marshall
School nursing team
Community Paediatrics
Speech and Language Therapy – Lola Cockburn
On your mind – HCRG Care Group

Staff Training and CPD

A wide range of SEN focused training has been carried out this year.

SENCo Sharon Carpenter has attended the following training/events over the year:

- 'Reviewing your SEND Register', LA
- Termly SENCo Network F2F and online meetings
- Wiltshire Inclusion Conference 2025 'Building Relationships'
- Changes to Autism and ADHD support and Referral for B&NES and Wilts, HCRG
- 'SEND Myths, Law and Funding', Garry Freeman

Mainstream Inclusion Support Advisors (MISAs) facilitated whole staff TD day training on identifying and delivering Ordinary Provision Available to All (OPAL)

MISA Annie Costello joined Sharon Carpenter to carry out learning walks around school focused on developing inclusive classroom environments.

Becky Just attended 'Supporting Children's Emotional Development and Self-Regulation in FS 2 and Early Years', LA

Victoria Bellamy, Educational Psychologist, has facilitated a supportive and collaborative piece of work on supporting all children with SEN in the classroom.

Victoria, and also Rachel Williams and Maria Yeo Dickinson (SSENS Team) have run Solution Surgeries for groups and individual children to support teachers with advice and strategies for the classroom.

Katie Burton, SEMH Inclusion Advisory Teacher ran 1:1 support surgeries in Term 5 for each teacher

Sharon Carpenter and Paul Bacon have delivered staff training on a range of SEN themes in School Improvement Meetings (SIMS), including recognising QFT provision and writing SMART targets for ISPs

Identifying, Supporting and Assessing Pupils with SEND

Children's needs are identified through a range of methods at St Joseph's. Class teachers and the SENCo use their professional understanding of children's development and learning, alongside parental concerns, any

relevant correspondence from outside agencies and progress data to identify children that may need additional support. Support for a child is then co-ordinated as a graduated response to identified needs in accordance with the SEN Code of Practice. Children may be placed on our SEN Register and have an Individual Support Plan written for them. This is then reviewed with teachers and parents 3 times per year, in line with key assessment points.

In line with the Code of Practice and Local Authority aims, we do not require a child to have a diagnosis for support to become available to them. We support based on how that child's needs present in class and are responsive, rather than reactive.

The SENCo has access to a range of school based assessment materials, such as IDL Dyslexia and Dyscalculia screener and the Wesford phonological skills assessment and intervention programme. It is always explained to parents that school cannot test and diagnose a condition – where a diagnosis might be appropriate we refer on to the right agency and support with evidence.

Other school based assessments are:

- Compulsory SATs (Y6) and Optional assessments in other year groups
- Year 1 Phonics Check
- Independent 'big writes', key words and phonic checks
- Salford Sentence Reading Test and Parallel Spelling Test
- Dyslexia Screener (for children who present with difficulties in years 3-6)
- 3 x a year Pupil Progress Meetings between class teachers and the senior/middle leadership team.
- Relevant cognitive and/or social/emotional/behavioural assessments carried out by outside support agencies such as Educational Psychology and Speech and Language Therapists

We also use the Wiltshire Graduated Response to SEND Support (GRSS) framework to help us identify, assess and record the needs of children requiring SEN support, as appropriate.

Progress and Attainment

KS 2 SATs Results

| Pupils | GPS | | | READING | | | WRITING | | MATHS | | |
|-----------------|---------------|------------|------------|---------------|------------|------------|----------|------------|--------------|------------|------------|
| | Scaled Score | EXS | GDS | Scaled Score | EXS | GDS | | | Scaled Score | EXS | GDS |
| Child A | 92 | 0 | 0 | 92 | 0 | 0 | WT | 0 | 95 | 0 | 0 |
| Child B | 99 | 0 | 0 | 92 | 0 | 0 | WT | 0 | 97 | 0 | 0 |
| Child C | 96 | 0 | 0 | 99 | 0 | 0 | WT | 0 | 86 | 0 | 0 |
| Child D | 120 | 1 | 1 | 111 | 1 | 1 | EXS | 1 | 110 | 1 | 1 |
| Child E | 92 | 0 | 0 | 94 | 0 | 0 | WT | 0 | 83 | 0 | 0 |
| Averages | 102.43 | 64% | 14% | 103.14 | 64% | 29% | 5 | 50% | 99.50 | 57% | 21% |

- All children in Year 6 on the SEN register participated in all SATs papers, which, with a range of adaptations, were made accessible for all level of need. Adaptations included additional time and sitting the papers in another, smaller room with an adult.
- It can be seen that Child D achieved a Greater Depth equivalent score in all 4 areas of assessment
- Other children achieved very close to the 100 scaled score for Expected standard, as highlighted above
- Overall, although these are statistically small numbers, 20% of our SEN cohort achieved Expected or above standard. This is only slightly below the National Average for this academic year which was 24%

- We feel that a more representative measure of our SEN cohort's achievement for this year was the progress they made across the year, in sitting past SATs papers, as below:

| | | GPS | | | READING | | | MATHS | | |
|---------|-----------------|--------|--------|-----------------|---------|--------|-----------------|--------|--------|-----------------|
| Pupils | SEN Need | Term 1 | Term 3 | Actual – Term 5 | Term 1 | Term 3 | Actual – Term 5 | Term 1 | Term 3 | Actual – Term 5 |
| Child A | Dyslexia | 83 | 88 | 92 | 83 | 89 | 95 | 89 | 89 | 95 |
| Child B | Cognition | 92 | 94 | 99 | 82 | 99 | 99 | 89 | 93 | 97 |
| Child C | Cognition | 92 | 94 | 96 | 97 | 97 | 99 | 80 | 82 | 86 |
| Child D | ASD | 106 | 112 | 120 | 110 | 105 | 111 | 102 | 93 | 110 |
| Child E | ASD / Cognition | 82 | 87 | 92 | 98 | 86 | 94 | 80 | 82 | 83 |

- It can be seen above that bar one child in one area, all of our SEN cohort made positive progress from Term 1 to Term 5 and sitting the actual SATs papers. They achieved an average of 7.6 scaled points progress across the year. This progress was steady and consistent.

SEND Budget and Spending

Delegated funding: all mainstream schools receive funding that includes a notional SEN budget. From this, schools are expected to allocate £6000 per pupil when that child requires provision which is 'additional to and different from' that of other pupils the same age. Schools can then apply for High Needs 'Top Up' funding – normally allocated through an Education, Health and Care Plan – to supplement this. This money is spent on staffing so that children have the adult support they need in the classroom. Funding received for our 3 EHCP children is detailed above.

School uses its own SEN budget allocation to buy in interventions and resources to support children. This year our SEN budget has been used to purchase:

- Clicker software – school wide license
- 2 x SMART Pens for key children
- 2 x Dyslexia spelling dictionaries
- 1 x weighted blanked
- Resources to make an 'SEN box' for each classroom, including: Theraputty, fiddle toys, Talking Tins, sand timers, pencil grips, writing slopes, ear defenders, left handed pens, spring loaded scissors, reading rulers, mood fans, chew buddies

Next Steps for SEND at St Joseph's

- To continue to be diligent around our identification of children with SEN and robust in our reasoning
- To consolidate work on OPAL and SMART targets to ensure that support for children in the classroom is appropriate to need and focused on areas that need to be improved upon in order for the child to make progress
- Sharon Carpenter is planning an assessment pack to be carried out with any child where there is a level of concern on entry to KS 2 to ensure barriers to learning are identified for support (where needs are not already known)
- To develop provision planning to ensure a graduated response to needs can be well evidenced for referrals