St Charles

SEND Report to Governors

Advent 2025

SENCo Name: Kelly-Marie Satchwell	Headteacher: Felicity Knight
SEND Governor: Christopher Ingamells	Other SEND Roles

SENCO's Role:
The SENCo is responsible for the day-to-day operation of the school's SEN policy. The SENCo will co-ordinate additional support for pupils with SEND and liaise with their parents, teachers and other professionals who are involved with them. The SENCo will gather evidence and apply for funding, EHCP's Top up funding where necessary and ensure that they are being met. The SENCo has protected time to ensure that these roles are fulfilled for 4 hours a week and is able to take extra time when necessary.

SEND Ethos/Philosophy
Here at St Charles, we believe inclusion is central to the well-being of the children in our care. We aim to ensure all our pupils make the best possible progress in school regardless of their specific needs. St. Charles' School offers a friendly, family atmosphere based on Catholic principles backed by good teaching and discipline. Education has an important role to play in reinforcing inclusion within our community. Our stakeholders, the parish and wider community have a vital role in helping us to achieve inclusion within our school which in turn impacts on the community.

SEND Data – Whole School

Pupils on roll: 156	School		National %	Comments
	No.	%		
SEND only	23	12%	13%	Below national
EHCP only	5	2.5%	2%	above national
Combined	28	14.5%	15%	Below national
On WATCH / Monitoring	5	2.5%	N/A	N/A

Comments on data:

SEND Data – Year groups.

Pupils on roll:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Year group no.							
SEND no.							
EHCP no.							
Total no.							
Total %	%	%	%	%	%	%	%

Comments on data:

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	14	11	14	6
	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 chn identified with having social difficulties and mental health such as anxiety/self-esteem/confidence	These may include chn with significant hearing, vision or physical impairments.

Comments on data:

Area of Need – SEN Need across the school

SEN Need	No. of Students	% of SEN Students with this Need	% of Students with this Need
Attention Deficit (Hyperactivity) Disorder	4	13.79%	2.72%
Attachment disorder	3	10.34%	2.04%
Autistic Spectrum Disorder	2	6.9%	1.36%
Dyslexia	2	6.9%	1.36%
Moderate Learning Difficulty	17	58.62%	11.56%
Other Difficulty/Disability	2	6.9%	1.36%
Other medical condition (e.g. epilepsy, asth…	1	3.45%	0.68%
Sensory processing disorder	1	3.45%	0.68%
SEN Support, No Specialist Assessment	2	6.9%	1.36%
Social, Emotional & Mental Health	10	34.48%	6.8%
Speech, Language and Communication Ne…	11	37.93%	7.48%

Comments on Data:

Exclusions / Suspensions

Year Group	SEND	EHCP	Other	Comments on data
R				
1				
2				
3				

4				
5				
6				
Totals				

Details about Alternative Provision, Phased Timetables, Attendance concerns relating to pupils with SEND:
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How does the school identify SEND?
- **Teacher observations of the child. Parent discussions. Outside agencies involvement where necessary eg Educational Psychologist, Speech and language team, inclusion team. We have a wealth of assessments we can use alongside academic year, BOXALLS, SCARED documents, dyslexia screening.**

What adaptions are made to the curriculum and/or learning environment?
- **Children have personalised Pupil Passports which have strategies and adaptations that need to be in place for that child to be successful. Adaptations of the curriculum and learning environment will look different according to the needs of the child. Some examples are; physical needs, different chairs and tables have been ordered to ensure children are able to sit safely and in the correct sitting position. Buff Paper books and overlays for children with Dyslexia. Staggered start times to the day with children with severe EMSH needs, using the adults appropriately to support the child.**

What types of Support / Intervention are in place?
We have a range of interventions in school.
- **Power of 1 (maths)**
- **Power of 2 (maths)**
- **Toe by Toe (Dyslexia)**
- **Nessy (Dyslexia)**
- **Phonics intervention**
- **ELSA (Emotional support)**

How does the school engage with parents of SEND pupils?
Mrs Satchwell is available to speak over the phone or in a face to face meeting with parents and this is made aware regularly.
- **All parents in the school know that Mrs Satchwell is available to speak to about SEN needs and this has been taken up by numerous parents, including those not currently on the register.**
- **Extra Parents evenings to meet and discuss pupil passports**
- **Teachers are available at the end of each day to speak to.**
- **Home communication books for some SEN pupils are used**
- **SLT and SENDCO have phone and face to face meeting to discuss needs and behaviours of children**

What systems are in place for monitoring and tracking SEND progress?
Initial concerns forms to be filled in by class teacher,
Permission forms to be signed by parents
Pupil passports for all of those children on the SEN register
Provision mapping of interventions to identify progress
Arbor is used by SLT and SENCO to identify gaps in learning
EHCP'S

Support timetable in place for the children with EHCPs or additional funding.
Behaviour tracking logs
CPOMS

What agencies has the school involved?
- **EYFS Inclusion team**
- **School Nurse**
- **Educational Psychologist**
- **SALT Team**
- **GP**
- **Occupational health**
- **Behaviour support**

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

Training / CPD	Term	Details
Understanding Autism	Advent 2023	All staff attended to gain a better understanding of ASD.

Whole School Summary

Areas of Strength
1.SEND provision including pupil passports is supportive of learners and is helping staff to develop their provision further.
2. The provision mapping covers the full mapping of intervention in school which is useful in terms of the overall SENCO monitoring. For the children with the EHCPS, there are very clear steps on the actual TT and this has had a significant impact.
3.Parent and Outside agency relationships
Areas for Development:
1. Monitoring possible curriculum gaps for SEND learners.
 2.Continuing to build the holistic classroom based support model.
3. To continue to build on the knowledge and understanding of SEN needs with support staff
Other:
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