St Charles

SEND Report

Advent 2 2026

SENCo Name: **Kelly Satchwell**	**Headteacher:** **Felicity Knight**
SEND Governor: **Fran Hyde**	**Other SEND Roles**

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.

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: 135	**School**		**National %**	**Comments**
	No.	**%**		
SEND Support	18	13.33%	14.8%	Just below national average
EHCP	5	3.7%	6%	Below National Average
Combined	23	20.74%	20.8%	Just below national average
On WATCH / Monitoring	4	2.96%		

SEND Data – Year groups.

Pupils on roll: 135	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Year group no.	20	20	20	19	21	11	24
SEND no.	3	1	4	8	3	1	6
EHCP no.	0	0	0	1	1	0	3
Total no.	3	1	4	8	3	1	6
Total %	15%	5%	20%	42.11%	14.29%	9.09%	25%

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	17	17	9	14
	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.

SEN Need	No. of Students	% of SEN Students with this Need	% of Students with this Need
SEN Support, No Specialist Assessment	1	4.17%	0.74%
Severe Learning Difficulty	1	4.17%	0.74%
Moderate Learning Difficulty	1	4.17%	0.74%
Speech, Language and Communication Ne...	6	25%	4.44%
Specific Learning Difficulty	2	8.33%	1.48%
Social, Emotional & Mental Health	10	41.67%	7.41%
Autistic Spectrum Disorder	5	20.83%	3.7%
Cerebral palsy	1	4.17%	0.74%
Attachment disorder	1	4.17%	0.74%
Fine and gross motor skill difficulty	1	4.17%	0.74%
Hearing Impairment	1	4.17%	0.74%
Attention Deficit (Hyperactivity) Disorder	4	16.67%	2.96%
Dyslexia	3	12.5%	2.22%

Exclusions / Suspensions

Year Group	SEND	EHCP	Other	Comments on data
R				
1				
2	**1**			
3	**5**			**1 child**
4				
5	**1**			
6				
Totals	**7**			

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

No children are currently on a part time timetable and no children are using alternative provision currently. Attendance across SEND pupils is strong. There are a group of children from the travelling community with SEND needs that is below National Average.

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. Fiddle toys and foot fiddles for children with ADHD. IT used for children with physical difficulties – fine motor skills. 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.

- Number stacks
- Toe by Toe (Dyslexia)
- Nessy (Dyslexia)
- Phonics intervention
- ELSA (Emotional support)
- Widget
- Zones of Regulation

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
- Successful introduction of SEND parent afternoons
- Friends of SEND group.

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
- Target Tracker 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
- Oakfield Hub
- Forest School Support Hub
- Derbyshire Physical Impairment Team
- Derbyshire Physio (NHS)
- Leicestershire Physio (NHS)
- Derbyshire Visual impairment team
- SENA
- Social Services
- Virtual School

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

Training / CPD	Term	Details
Training on Attachment Disorder	Advent	Trust SENDCO and Edcational Psychologist led
Inclusion in the classroom	Advent	Led by KS – Teaching and TA staff -INSET
SEDCO Network meetings	3 per year throughout the year	Trust SENDCOs and Educational Psychologist
Zones of Regulation training	Advent	Teaching staff , led by Autism Outreach
SMART Targets	Lent	Teaching staff, led by KS
Team teach Training	Advent and Lent	Head teacher, SLT, Class 1 and 2 TA's and teachers. We will be training more staff in this throughout the year
NASENCO qualification 2023-2025 Kelly Satchwell	NASENCO qualification 2023-2025 Kelly Satchwell	NASENCO qualification 2023-2025 Kelly Satchwell
Supervision Training	Advent	MAT Led – Kelly Satchwell
Widget Training	Advent	Led by KS – Teaching staff
Understand the SEND child	November 2026	Led by KS
Sensory Circuits	Spring 2026	Outside agency tbc

Whole School Summary

Areas of Strength
Identification of need is starting earlier which enables children to get the support

they need, and put them on the appropriate pathway.
Staff working with leaders to ensure provision is correct so children can be successful in school.
Zones of regulation has been implemented across the school in the last year – staff have received staff training.
St Charles is becoming more well known for SEND provision – parents arecontacting school about this.
SEND coffee morning was a big success and parents were really happy with the event.
A range of Adaptations for need across all classes.

Areas for Development:

1. Staff training – looking at SEND books with all staff and discussing effective adaptations. Use the writing framework audit to support this.
2. Look into draw and talk therapy as an alternative to ELSA for younger children or those with SEND.
3. To implement Widget throughout the school as an adaptation for SEND learners

Other:

-