



St George's Catholic Primary
School
Annual Special Educational Needs
and Disabilities Report 2022-2023

**Evaluating the effectiveness of St. George's Catholic
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.

Date of policy	September 2023
Date of last review	September 2022
Reviewed by	Local Governing Committee
Date of next review	September 2024

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.

'Over time, children make good progress and develop a secure grasp of basic skills in reading, writing and maths. By the end of Reception, the proportion of pupils reaching a good level of development is in line with that seen nationally.'

'Pupils, including the disadvantaged, continue to make good progress across Key Stage 1.'

'Current pupils are making good progress across Key Stage 2 and expectations are high.....There is little difference between the attainment of disadvantaged pupils and others in school.'

Ofsted 2017

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

Context 2022-2023:

- St. George's Catholic Primary School caters for pupils aged 3-11 years old
- There are 101 pupils on roll

- 29 pupils (28.7%) at St. Cuthbert's Catholic Primary school are identified as SEND

Key Stage	SEN Support	EHC Plan	Total
EYFS	2	0	2
Key Stage 1	9	2	11
Key Stage 2	14	2	16
Total	25	4	29

Primary Type of SEND Need	Number of Pupils	% of SEN Pupils	% of SEND Pupils on SEN Support	% of SEND Pupils on an EHC Plan
Physical Disability (PD)	2	7% (National: 2.6%)	8% (National: 2.3%)	0% (0) (National: 4.2%)
Speech, Language and Communication (SLCN)	6 (inc 1 ASD)	21% (National: 33.7%)	29% (National: 25.1%)	20% (National: 17.4%)
Cognition and Learning Difficulties (CL)	5	17% (National: 16.9%)	21% (National: 18.9%)	0% (National: 9.7%)
Severe Learning Difficulties (SLD)	0	0% (National: 0.5%)	0% (0) (National: 0.2%)	0% (2) (National: 9.5%)
Specific Learning Difficulties (SPLD)	3	10% (National: 9.1%)	13% (4) (National: 14.4%)	0% (National: 3.9%)
Social, Emotional and Mental Health (SEMH)	9	31% (National: 16.8%)	38% (National: 20.0%)	60% (National: 15.0%)

Number on roll	101
% of pupils with SEND:	28.7% (National: 16%)

% of pupils with SEN support:	23.7% (National: 13.5%)
% Boys on SEN support:	20% (20) (National: 15%)
% Girls on SEN support:	9% (9) (National: 8%)
% of pupils with an EHC plan:	4% (4) (National: 2.3%)
% Boys with an EHC plan:	4% (4) (National: 4.4%)
% Girls with an EHC Plan:	0% (0) (National: 1.7%)

Pupils on SEND Register:	29
% Pupil Premium:	66% (17) (National: 28%)
% EAL	10.3% (3) (National 15%)
% Girls:	34.4% (9) (National 48.9%)
% Boys:	69% (20) (National 51.1%)

Primary Needs:

- Social, Emotional and Mental Health (SEMH) is the highest primary need at St. George's (31%). Supporting pupils with Social, Emotional and Mental Health needs is a high priority. We aim to identify and support pupils and families requiring additional support early and seek further support from a range of external agencies. This support is tailored to individual needs and always centred on recommendations from external agencies such as counselling, Educational Psychology and CYPS.
- 17.07% of pupils with SEND have Speech, Language and Communication (SLCN) difficulties. We make many referrals to Speech and Language Therapy, particularly in Early Years and Key Stage 1, and Staff work closely with Speech and Language therapists in order to work towards individual targets through specialist interventions. Many children with SLCN difficulties make good progress in EYFS and KS1 and are removed from SEN support in KS2.
- Cognition and Learning Difficulties (CL) is the next primary need at St. George's (17%). Any children working below age related expectations that teachers have concerns about complete a General Screen in school. This provides a comprehensive profile, helping to determine whether

pupils may have MLD and where their difficulties may lie. Support and provision can then be put in place. Expert insight or assessment can be sought.

- At the time of writing, 1 child in school had a diagnosis of ASD (Within the SLCN group) School provides TA support in lessons, as well as small group support and interventions. Strategies to support any neuro-divergent pupils, such as visual timetables and PECs are embedded within the classroom environment. Staff are also trained in delivering specialist interventions for children with autism such as Box Time, 'now and then' boards. We base our support on recommendations from external agencies such as the EEAST, Speech and Language Therapy and SENDOS.

- 10% of pupils with SEND have Specific Learning Difficulties (Dyslexia). We administer dyslexia screens and assessments in school in order to determine whether further investigation and intervention is required. Appropriate and different provision is put in place and we also seek further support from external agencies such as SENTASS as required. Staff benefit from annual training and drop-in sessions.

School Summer 2023 Data

Year 1 (6 ch)	Reading	Writing	Maths	GPS
WTS + SEND	4	5	4	
WTS + SEND%	67%	83%	67%	
EXP+ SEND	2	1	2	
EXP+ SEND%	33%	33%	33%	

Year 2 (3 ch)	Reading	Writing	Maths	GPS
WTS + SEND	2	3	3	
WTS + SEND%	67%	50%	67%	
EXP+ SEND	3	1	3	
EXP+ SEND%	50%	33%	33%	

Year 3 (6 ch)	Reading	Writing	Maths	GPS
WTS + SEND	5	5	5	
WTS + SEND%	83%	83%	83%	
EXP+ SEND	0	0	0	
EXP+ SEND%	0	0	0	

Year 4 (4 ch)	Reading	Writing	Maths	GPS
WTS + SEND	4	4	4	4
WTS + SEND%	100%	100%	100%	100%
EXP+ SEND	0	0	0	0
EXP+ SEND%	0	0	0	0

Year 5 (3 ch)	Reading	Writing	Maths	GPS
WTS + SEND	3	3	2	3
WTS + SEND%	100%	100%	67%	100%
EXP+ SEND	0	0	0	0
EXP+ SEND%	0	0	0	0

Year 6 (2 ch)	Reading	Writing	Maths	GPS
WTS + SEND	1	1	1	1
WTS + SEND%	50%	50%	50%	50%
EXP+ SEND	1	1	1	1
EXP+ SEND%	50%	50%	50%	50%

Progress Summary July 23

Year **Reading** **Writing** **Maths** **GPS**

Year 1 (5)

EXP+ SEND number	3	5	3	
EXP+ SEND%	60	100	60	

Year 2 (1)

EXP+ SEND number	1	1	1	
EXP+ SEND%	100	100	100	

Year 3 (5)

EXP+ SEND number	5	5	5	5
EXP+ SEND%	100	100	100	100

Year 4 (5)

EXP+ SEND number	5	5	4	5
EXP+ SEND%	100	100	80	100

Year 5 (4)

EXP+ SEND number	4	4	4	4
EXP+ SEND%	100	100	100	100

Year 6 (2)

EXP+ SEND number	2	2	2	2
EXP+ SEND%	100	100	100	100

Totals (22)

EXP+ SEND number	20	22	19	16
EXP+ SEND%	91	100	86	100

Next Steps:

- Continue to prioritise and increase the profile of mental health and wellbeing to support the Social, Emotional and Mental Health Needs of all pupils.
- Ensure all children are accessing a rich, broad and balanced curriculum with quality first teaching.
- Ensure 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. (Tier 1)
- 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) (Tier 1, moving to Tier 2).
- Continue to provide additional and different provision to support pupils with SEND and ensure that they make progress (Tier 1 and 2)

Attendance Information for Pupils with SEND 2022 - 2023:

	SEND SUPPORT	SEND EHCP	All Pupils
N (1)	96%	-	96%
R (1)	95%	-	92%
Year 1 (6)	87.2%	98.0%	94%
Year 2 (3)	95.0%	95.0%	92%
Year 3 (6)	84.5%	-	96%
Year 4 (4)	86.0%	-	92%
Year 5 (3)	93.0%	-	92%
Year 6 (2)	-	-	92%

Next Steps:

- Continue to monitor absence closely through daily phone calls, text messages, parent meetings, absence letters and attendance contracts.
- 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 from outside agencies (CYPS, Educational Psychology, SENDIASS) where needed.
- SENCO and school staff to continue to work together with external agencies such as CYPS, School Health and medical professionals wherever necessary.

Exclusions:

There have been no exclusions for any pupils (SEND or non-SEND) in the academic year 2022-2023.

Special School moves:

In summer term 2 SEN children, both with EHCP's moved on to special school placements.

Outcome of Interventions:

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

Next steps:

- Interventions and Pupil Centred Plans will continue to be monitored termly to ensure they support children in achieving their targets.
- Continue to embed SEND monitoring systems across school throughout the year
- Continue to involve SEND governor in the monitoring of SEND 2023-2034
- 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.

Working with outside agencies:

In the academic year 2022-2023, the staff of St. George's worked closely with a number of professionals. This included; Speech and Language therapy, CYPS, Educational Psychology, EEAST and SENTASS. This provided staff with the knowledge and strategies to support pupils and ensured that the needs of children with SEND were successfully met. The SENCO attended half-termly meetings with the School Improvement Service (SIS) Team. These meetings enabled the SENCO to keep up to date with key SEN developments in the Local Authority and nationally and to ensure inclusive provision by developing excellent established practise.

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.
- Work closely with specialist staff from Hadrian school to provide specialist support for pupils with Severe Learning Difficulties (SLD).
- SEND budget will be used to continue to purchase specialist professional services from the Local Authority and privately:

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.

Parent/ Carer Views Next Steps:

Complete parent/carer view survey for pupils 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)

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

If you would like further information please contact our SENCO Catriona Powell, on 0191 2675677.

Review date: September 2024