**Special Educational Needs (SEN) Report**

**St. Margaret’s Collier Street CoE Primary School**

**July 2025**

This report provides the evaluation of the SEN Information Report (3a).

1. Contact details:

The SENCo’s name is: Emma Findlay

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The most recent Governor visit to the school was in April 2025 and the focus of the visit was to discuss a recent visit by the School Improvement Advisor focussing on SEND, as well as the current SEN needs and provision.

1. SEN Support in our school

|  |  |  |
| --- | --- | --- |
| Year Group | SEN Support | EHC Plan |
| Reception | 0.8% | 0 |
| Year 1 | 2.4 % | 0 |
| Year 2 | 1.6% | 0 |
| Year 3 | 4.8% | 0 |
| Year 4 | 3.2% | 0.8% |
| Year 5 | 4.0% | 0 |
| Year 6 | 4.0% | 0.8% |
| Total | 19.2% | 1.6% |
| Total SEN | 20.8% |

The national average for incidence of students with SEN Support in primary schools is 12.6%. At St. Margaret’s we are above this average with 19.2%.

The national average for incidence of students with EHCP in primary schools is 2.2%. At St. Margaret’s we are below this average with 1.6%.

National data: March 2023.

Please note pupil premium information is available on our school website.

1. Primary SEN Need Type in our school

|  |  |
| --- | --- |
|  | SEN Need Type |
|  | Communication & Interaction | Cognition & Learning | Social, Emotional & Mental Health Difficulties | Sensory and/or Physical Needs  |
| Reception | 0.8% | 0 | 0 | 0 |
| Year 1 | 2.4% | 0 | 0 | 0 |
| Year 2 | 1.6% | 0 | 0 | 0 |
| Year 3 | 2.4% | 0.8% | 1.6% | 0 |
| Year 4 | 0.8% | 2.4% | 0 | 0 |
| Year 5 | 0.8% | 1.6% | 1.6 % | 0 |
| Year 6 | 0.8% | 2.4% | 0.8% | 0 |
| Total | 9.6% | 7.2% | 4.0% | 0% |

Please note, the table above shows the Primary SEN Need Type. In our school our main areas of need are Cognition and Learning and Communication and Interaction.

We have continued to develop our support for children with dyslexia this year. All children are now involved in daily phonics/spelling session across the school, this enables all children to access phonics sessions appropriate to their own level. We follow the mainstream core standards to ensure that strategies are in place to support children with literacy difficulties, these include:chunking, use of ICT, ACE spelling dictionaries, word mats, marking for content, extra editing time. Furthermore with interventions we also use; Nessy Reading and Spelling, Little Wandle Catch Up, Precision Teaching and Reading Recovery.

We have received support from a specialist teacher for Cognition and Learning, including training for KS2 Teaching Assistants in using an Alphabet Arc.

We embedded training from Stacy Appleby, education Specialist with the SALT team, about ‘Communication Friendly Classrooms’ by agreeing to use consistent visual timetables, de-cluttering around the interactive whiteboard and using an Active Listening Poster. We have built upon previous visits from education specialists, Stacy Appleby, Helen Algar (Inclusion Advisor) with additional visits from our SALT Link Therapist (Donna Taylor), our LIFT group Educational Psychologist (Sylvie Furling) and our School Improvement Advisor (Karen Slade). Feedback has been positive with action points shared with staff and governors, and either actionned or included on the School Plan.

For example, all staff have attended training focussing on ‘Creating an Inclusive Classroom’ (from The Education People). As a result of this, and looking at the EEF ‘5 a Day’ we agreed as a staff to choose 5 effective strategies to be used daily in our school. These were commented upon by the School Improvement Advisor:

*The EEF ‘Five a Day’ approach has recently been introduced to all staff and continues to be monitored by the SENCO for implementation and impact. The ‘Five’ have been personalised to the school with all staff agreeing on them together; support staff also have them feature as an appraisal target. This has had a positive impact on the successful implementation across the school and many were seen in use to support the learning in Key Stage 1 and 2 during the visit.*

*The SENCO has adopted a Plan/Do/Review approach to the leading and monitoring of ‘Five a Day’ and MCSs plus other adaptive teaching practices that have been shared. This approach is impacting positively on provision to date.*

We have also had support for individual pupils from the Specialist Teaching and Learning Service, (specifically in the areas of Cognition &Learning, Communication & Interaction), private Speech and Language Therapists and a Dyslexia Specialist.

Also many of our children with SEN Support have secondary needs, such as Social, Emotional and Mental Health Difficulties and/or Sensory and/or Physical Needs. We have supported these needs further this year by developing the following:

* Staff have made reasonable adjustments and adaptations with mainstream core standards. Staff understand that all behaviour is communication and implement strategies such as; using a key person approach, giving an allocated time to talk, quieter areas to calm, rest breaks.
* Training for all staff on sensory processing. Sensory bags are now available in each classroom, with resources to support children who may be hypersensitive or hyposensitive to sensory information.
* A dedicated Nurture group has been set up, with staff trained either by Nurture UK or in Theraplay. This has been run for both KS1 and KS2 groups and has been shown to have a very positive impact; using Boxall Profiles and feedback from children:
	+ *I have loved being at Nurture because it is sooooooooo much fun. I also loved to watermelon and doing mindfulness. I also like colouring. I like being at Nurture because it makes me calm and happy. (KS2)*
	+ *Nurture group makes me feel calm and it makes to help my body relax! (KS1)*
	+ *I like Nurture because it helps me to be calm and relaxed and I love doing Lego challenges and my favourite part is being in Nurture. (KS1)*
* We continue to fund a private child counsellor for 4 sessions a week.
1. Funding provided to the school for SEN – this is the SEN Notional Fund and any High Needs Funding

The school receives £74,441 SEN notional fund and has been successful with a number of applications for High Needs Funding totalling £28,538.  The SEN Notional Fund is used to provide additional TA Support in class, staff to run interventions, licences for specialist computer programmes, specialist resources and to employ a mainly non-class based part time SENCo. The High Needs Funding is used to fund 1:1 and small group support for 4 pupils.

1. The outcomes achieved by last leaving group of pupils with SEN (both 2024 and 2025)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Reading | Writing | Maths |
| Year 6 (SATS May 2024) | 6/6: achieved standardAv scaled score: 1082/6 achieved score of 110 (Exceeding) | 2/6: achieved standardSPAG:Av scaled score: 1024/6 achieved standard | 4/6: achieved standardAv scaled score: 101 |

This data is for children who took part in the SATs tests in 2024. This shows that all pupils with SEN Support achieved the expected standard in Reading, some were exceeding. Most pupils with SEN Support achieved the expected standard in Maths, 1 pupil was 1 mark away from achieving expected. With SPAG most pupils with SEN Support achieved the expected standard, and once again 1 pupil was 1 mark away from achieving expected. Writing was an area of difficulty for a few of our pupils with some achieving 'expected'. Writing was a whole school focus in 2024/25.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Reading | Writing | Maths |
| Year 6 (SATS May 2025) | 4/5: achieved standardAv scaled score: 103.41/5 achieved score of 110 (Exceeding) | 3/5: achieved standardSPAG:3/5 achieved standard Av scaled score: 101.6 | 4/5: achieved standardAv scaled score: 102.8 |

This data is for children who took part in the SATs tests in 2025. This shows that most pupils with SEN Support achieved the expected standard in Reading; 1 pupil was 2 marks away from achieving expected and 1 pupil achieved greater depth. Most pupils with SEN Support achieved the expected standard in Maths; 1 pupil was 4 marks away from achieving expected. With SPAG most pupils with SEN Support achieved the expected standard, and once again 1 pupil was 1 mark away from achieving expected. Writing had been an area of focus generally for the school, including pupils with dyslexia. Most of our pupils with SEN Support achieved expected in writing, and this included pupils with dyslexia.

1. Progress data for current pupils

The table below shows the number of children with SEN who have made expected progress or above expected progress this academic year.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Reading** | **Writing** | **Maths** |
|  | Expected progress | Above expected progress | Expected progress | Above expected progress | Expected progress | Above expected progress |
| **Year R** | 1/1 |  | 1/1 |  | 1/1 |  |
| **Year 1** | 3/3 | 1/3 | 3/3 | 1/3 | 2/3 | 1/3 |
| **Year 2** | 2/2 | 1/2 | 2/2 |  | 2/2 | 1/2 |
| **Year 3**  | 3/6 | 1/6 | 2/6 | 1/6 | 6/6 | 2/6 |
| **Year 4** | 2/4 | 1/4 | 2/4 | 1/4 | 2/4 |  |
| **Year 5** | 5/5 | 3/5 | 4/5 | 1/5 | 5/5 | 1/5 |

This table shows that in most areas of learning, children with SEN are making at least expected progress in the last academic year. Some children with SEN are making more than expected progress and hence gaps are closing in some areas.

Where this is not the case additional observations and interventions have been put in place (e.g. LIFT, STLS, paediatrician and/or High Needs Funding provision) and requests for assessments for EHCP have been or are about to be made.

1. Attendance of pupils with SEN

|  |  |
| --- | --- |
|  | **% attendance for last academic year (to June 25)** |
| **Children with** | **School** | **National** |
| **No SEN support** | 94.9 | 91.1 |
| **SEN support**  | 96.4 |
| **EHCP** | 98.3 |

This shows that pupils with SEN support attend school slightly more than pupils receiving No SEN support. Please note, there is currently no national data available for attendance of pupils with SEN, hence it is not possible to compare this currently. However, all groups of pupils are attending more than the national average.

1. Exclusions occurring in the last 12 months.
* Number suspensions (0% pupils with SEN / 0% pupils with no SEN).
* Number permanent exclusions (0% pupils with SEN / 0% pupils with no SEN)
1. (Secondary) Destinations of pupils with SEN.

Pupils with SEN, or those who have previously received SEN Support, have made transitions to a wide range of secondary schools; mainstream and schools with Specialist Resource Provision (SRP). Appropriate additional support, above the transition package offered to all pupils, has been in place; this has included conducting Annual Reviews with the child, parents and staff from both schools meeting, additional visits to the secondary school with our school staff and secondary school staff visiting our school, online meetings with Secondary SENCos and all of Year 6 taking part in the Maidstone Year 6/7 Transition Project.

1. Result of last satisfaction survey of parents of pupils with SEN

At the Annual Review meetings for children with EHCPs parents have indicated that they are happy with the support their child receives. Parental questionnaires have indicated that 100% of all parents who responded agree that the school is good at providing extra learning support when required (March 25).

When asked ‘What is working well?’ a parent of a child with SEN replied with:

*‘Strong 1:1 relationship with a trusted, well-respected adult who has taken the time to truly get to know x and who understands her triggers, emotions and what makes her 'tick'. This is very important for her feelings of safety, confidence and ability to participate fully in school life. Staff support, the right environment and various coping strategies have enabled x to exhibit less uncontrolled behaviours and better manage her emotions. Reading, writing and numeracy interventions have greatly improved her skills and made a real difference to her capabilities and achievements.’*

1. An update of the improvements made to the school through the Accessibility Plan and evaluation of the Equality Objective

Information available on website, please see Equality Objectives within Policies and Accessibility Action Plan.

1. Interventions used by the school to support pupils with SEN

A wide range of interventions are used to support both children with SEN and those who are identified as struggling in specific areas. The table below outlines the interventions used by need type.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Communication and Interaction | Cognition and Learning | Social, Emotional and Mental Health | Physical and Sensory |
| Interventions | * Speech Link
* Language Link
* Speech and Language Therapy (SALT)
* Social Skills groups
 | * 1:1 Reading
* Little Wandle Catch Up
* Precision Teaching
* Reading Booster
* Writing Booster
* Maths Booster
* Times Tables
* Bespoke Curriculums
* Learning Breaks
* 1st Class at Number
* Numbersense
 | * Social Skills groups
* Counselling
* Mentoring
* Key Adult Approach
* Zones of Regulation /Feelings check in
* Boxall Profile
* Nurture Groups
 | * BEAM (Balance, Education and Movement Programme)
* Fine Motor Skills (Dough Disco and Clever Fingers)
* Handwriting (Write Dance, Speed Up Handwriting and Write From the Start)
* Sensory Circuits
 |

1. Training

|  |  |
| --- | --- |
| Training | Uses in school and impact |
| September ’24 and ongoing – TA/SENCO meetings | These have responded to needs within the school and have focussed on:* SEND updates – TAs are aware of changes in Kent with SEND, e.g. changes to High Needs Funding
* Using Bromcom – TAs now able to login, access registers and log incidents (safeguarding and behaviour)
* The Pod, Sensory Processing Differences – All TAs aware of the 8 senses, how the body can process the sensory information, and how children can be over or under responsive to this information. 2 x TAs organised resources for sensory bags in each classroom – children now have access to suitable resources and staff aware of how they can be used. Staff have reported that these resources have had a positive impact on children, including when a child is dys-regulated
* Maths White Rose Short Topic videos (SIP)
	+ TAs more secure with using manipulatives and the CPA Approach (Concrete, Pictoral, Abstract)
	+ TAs now watch short videos before class starts a new topic, this helps to recognise common errors which children experience
* Creating an Inclusive Classroom – TAs are aware of changes nationally with SEND, suitable strategies to support children’s learning, including ‘5 a day for Collier Street’ and use these when supporting learning.
* Prevent – TAs undertook training and are aware of how to refer
* Coping with change – The Process of Transition by John Fisher (2012) was shared by Educational Psychologist with the well being group and cascaded to TAs to support with changes.
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| Sept ’23 to Jan ‘25 – Nurture UK, including Boxall training | 2 teachers have undertaken the Nurture UK training for schools; systems have been implemented and evaluated (see Self Assessment Form).All teachers have completed Boxall training and can now use Boxall Online to complete assessments; these have been used for SEN assessments as well as supporting the transition at the end of the year.1 TA has been trained in how to set up and run a Nurture group, this started in September. 2 Nurture groups have run, with good impact in Boxall scores and positive comments from parents and children (see Nurture Group Impact documents & Section 3 above). A third group is currently being run, focussing on transition between classes. |
| Sept ’24 – TEACCH Approach  | 2 x TAs trained. This technique has been used to develop a KS1 child’s independent learning. |
| Oct ’24 – Interactive Interventions Workshop | 1 TA in Early Years attended this course focussing on supporting children working at a developmentally younger stage than expected. They are using strategies with a child with speech and language difficulties, especially shoebox activities and using developmentally appropriate toys. |
| Nov ’24 – Creating an Inclusive Classroom | All staff and SEND Governor are aware of changes nationally with SEND, suitable strategies to support all children’s learning (e.g. EEF), including ‘5 a day for Collier Street’. These are used daily (see SIP Record of Visit)  |
| Mar ’25 – Working Memory | SENCO joined LIFT Group 5 staff for training from Educational Psychologist. SENCO now able to complete Working Memory Rating Scale. |
| Mar – July ’25 – Communities of Schools | SENCO and HT attended KCC training and Weald 2 meetings. SENCO now more aware of how meetings will run and what support will be available. More information will be available in Sept ’25. |
| May ’25 – Special Arrangements Briefing for 11+ | SENCO aware of procedures to apply for special arrangements for 11+ |
| May ’25 – Alphabet Arc | 5 KS2 TAs trained by Specialist C&L Teacher in how to use an Alphabet Arc, now being used in spelling groups or as support in class.  |
| April ’25 - [Specialist TA Programme - Level 5 Specialist Teaching Assistant Qualification](https://www.nationaleducation.college/programme/specialist-teaching-assistant-programme)  | This course is designed for those Support Staff looking to specialise and gain knowledge in either SEND (1 TA being trained). TA has developed a leaflet around child development which can be shared with parents in YR. In September TA will be taking on more SEND assessments with guidance from SENCO.  |
| June ’25 – This Is Me | SENCO attended training on new referral process for Community Paediatrics, which now includes a piece of community work supporting families before a formal referral. SENCO due to complete a This Is Me meeting with parents in July. |
| Throughout the year | Kent Countywide SEND Conference, STLS and SEN Countywide Forum - SENCo aware of national and local changes with regards to SEN (e.g. updates on how to run an Annual Review and new online form/documentation).  |
| Liaison with outside agencies | We have continued to use our best endeavours to employ the support of outside agencies to work with our children with SEN: * High Needs Funding Applications
* Statutory Assessments for EHCP
* In Year Reviews and Annual Reviews for Pupils with EHCP’s
* Reviewing personalised plans for pupils with HNF and a high level of need
* Liaising with a range of professionals, for example; STLS, SEND Inclusion Advisor, KCC, SALT, Dyslexia specialist teachers, Occupational Therapist and Educational Psychologists
* Attending LIFT meetings and SENCo surgeries
* Consultations with teachers and specialist teachers and sharing information with parents
* Local SENCo meetings – with SENCos from collaboration of schools meeting to share resources/expertise.
 |

Planned for this academic year:

* Ongoing – regular TA/SENCO meetings, following up on training and solution focussed discussions.
* Possible training in Developing Independence in Children (for TAs, run by Link Educational Psychologist)
1. Actions that will be included in the next school development plan to improve provision further for pupils with SEN
* This will continue to be focussed on the OFSTED action point and included in the school plan:

Plans and support for pupils with SEND focus on reading and mathematics and do not sufficiently consider the help or curriculum adaptation that is required in other subjects. As a result, pupils with SEND do not learn as well as they could across the whole curriculum. Leaders should ensure that the effective provision for pupils with SEND in reading and mathematics is replicated for all subjects.

Please see comments from the School Improvement Partner above. We will continue to be embedding ‘5 a day for Collier Street’ next year.

* With changes in systems and procedures in Kent, we will focussing on ensuring that process are embedded effectively so that children receive support from external services (Communities of Schools, SALT Balance System and This Is Me).

Glossary of terms used:

|  |  |
| --- | --- |
| APS | Average Points Score |
| ASC | Autistic Spectrum Condition |
| BEAM | Balance, Education and Movement Programme |
| CT | Class Teacher |
| EAL | English as an Additional Language |
| EEF | Education Endowment Fund |
| EHCP | Education, Health and Care Plan |
| HNF | High Needs Funding |
| ITACC | Integrated Therapy and Care Co-ordination Service (Physiotherapists and Occupational Therapists) |
| KS1 and KS2 | Key Stage 1 and Key Stage 2 |
| LIFT | Local Inclusion Forum Team |
| QFT | Quality First Teaching |
| SALT | Speech and Language Therapist |
| SAT | Statutory Assessment Tests |
| SENCo | Special Educational Needs Co-ordinator |
| SES | Single Equality Scheme |
| SMART | Specific, Measurable, Attainable, Relevant and Timely |
| TA | Teaching Assistant |
| TEACCH | Treatment and Education of Autistic and Communication Handicapped Children |