

Special Educational Needs (SEN) Report – DRAFT – To be agreed by Governors

St. Margaret's Collier Street CoE Primary School

July 2026

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

1. Contact details:

The SENCo's name is: Emma Findlay

The SEN Governor is: Catherine Jones

Both can be contacted at the school on:

Phone: 01892 730264

Email: office@collier-street.kent.sch.uk

The most recent Governors visit to the school was in June 2026 and the focus of the visit was vulnerable groups of children at our school (SEN and PP); this included a 'book look'.

2. SEN Support in our school

Year Group	SEN Support	EHC Plan
Reception	0.8%	0
Year 1	1.6 %	0
Year 2	4.8%	0
Year 3	2.4%	0
Year 4	4.8%	0
Year 5	3.2%	1.6%
Year 6	4.8%	0
Total	22.4%	1.6%
Total SEN	24.0%	

The national average for incidence of students with SEN Support in primary schools is 14.2%.

At St. Margaret's we are above this average with 22.4%.

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: September 2025.

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

3. 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	1.6%	0	0	0
Year 2	2.4%	1.6%	0.8%	0
Year 3	1.6%	0.8%	0	0
Year 4	2.4%	0.8%	1.6%	0
Year 5	0.8%	2.4%	1.6%	0
Year 6	0.8%	2.4%	1.6%	0
Total	10.4%	8.0%	5.6%	0%

Please note, the table above shows the Primary SEN Need Type. In our school our main areas of need continue to be Cognition and Learning and Communication and Interaction, however the number of children with SEMH needs is increasing.

We have continued to use Mainstream Core Standards and 5 a Day for Collier Street to support children with additional needs. 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. All children are involved in daily phonics/spelling session across the school, this enables all children to access phonics sessions appropriate to their own level. Furthermore, with interventions we also use; Nessy Reading and Spelling, Little Wandle Catch Up, Precision Teaching and Reading Recovery.

For children with Communication and Interaction difficulties we also use the mainstream core standards to ensure that strategies are in place to support these children, these include: visual timetable to indicate changes in the day and time of day, visual rules to embed

expected behaviours, emphasis on keywords in instructions, instructions in order, calling children's name first, 10 second thinking rule and language support for new vocabulary. For children with SEMH difficulties we also use the mainstream core standards to ensure that strategies are in place to support these children. 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.

Please see our Adapting the Curriculum document in the SEND area of the school website for further information.

We have built upon previous visits from education specialists, specifically within the last year we have liaised with:

- Link SALT – SALT surgeries with staff and observations of individuals
- Link Educational Psychologist – School Based Reviews with staff to discuss individual children's needs and developing The Nest
- Link STLS Team – STLS and Inclusion Advisor surgeries, on site discussions with staff how to best support cohorts of children, including Early Years cohort and advice on setting up The Nest
- ADHD Education Specialist – learning walk looking at how well we support children with ADHD and parent network session (supporting your child with ADHD at home)
- SALT Practitioner – Colourful Semantics training for teachers and teaching assistants

Feedback has been positive with action points shared with staff and governors, and either actioned or included on the School Plan. Comments of note include:

- ADHD Education Specialist (March 26)
 - o *Classrooms are well organised and calm.*
 - o *Behaviour for learning was very good throughout the 4 classes.*
 - o *Visuals time tables were being used in all classrooms.*
 - o *Emotional regulation tools were evident in classrooms.*
 - o *Adults were directed and successfully supporting children in their learning throughout the school.*
 - o *Fiddle tools, raised desks and adjusted seating were available to every class. There were lots of children used them successfully to support their concentration and focus.*
- Link Specialist Teacher (Jan 26)

- o *School are very proactive in their approach and seek support and guidance from outside agencies including counselling services, STLS visual and hearing impairment team and Speech & Language Therapy team.*
- o *Colourful Semantics and Zones of Regulation is securely embedded across the school.*
- SIAMS (November 2025)
 - o *'Aspirational and caring staff ensure pupils, including those considered vulnerable, are enabled to grow and bear fruit. Time, resources and a deep feeling of responsibility create an inclusive learning environment that is supportive and developmental.*
 - o *The school is passionate about the removal of educational barriers and committed to an inclusive approach. As a result, the curriculum meets the needs of pupils considered vulnerable well.'*
 - o *Leaders and staff are committed to the nurture of pupils, especially those considered vulnerable and champion families deemed disadvantaged.*

We have also had support for individual pupils from private Speech and Language Therapists and a private 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 the following:

- Sensory 1st Aid bags are available in each classroom, with resources to support children who may be hypersensitive or hyposensitive to sensory information. Sensory tools are also available across the school, for example ear defenders are available for all in the hall; an outside agency has commented that this is best practice as it normalises this provision for all.
- A dedicated Nurture group continues to be run by trained staff (Nurture UK) and support children in both KS1 and KS2 groups and has been shown to have a very positive impact; using Boxall Profiles and feedback from children:
 - o *I like Nurture because we do fun stuff like affirmation jars. Like you get a jar and you pick some names of some kind things and you put it in the jar and then you take it home. If you are angry when you come back from school, you pick one and you look at it and then you feel calm. (KS1)*
 - o *I feel like Nurture is really fun and you get a check in and you feel really calm and you don't feel stressed and you feel ready. (KS2)*
- We continue to fund a private child counsellor for 4 sessions a week.

4. Funding provided to the school for SEN – this is the SEN Notional Fund and Communities of Schools Funding

The school receives £82,831 SEN notional fund and has been successful with a number of applications from Communities of Schools for £14,681. 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 Funding from Communities of Schools is used to partially fund a TA to working in The Nest, as well as purchasing a SALT screening tool and online literacy support programmes.

Additional to these we have also received funding through the Inclusive Mainstream Fund, this will be reported on in the next academic year.

5. The outcomes achieved by last leaving group of pupils with SEN (both 2025 and 2026)

	Reading	Writing	Maths
Year 6 (SATS May 2025)	4/5: achieved standard Av scaled score: 103.4 1/5 achieved score of 110 (Exceeding)	3/5: achieved standard SPAG: 3/5 achieved standard Av scaled score: 101.6	4/5: achieved standard Av 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.

	Reading	Writing	Maths
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Year 6 (SATS May 2026)	4/6: achieved standard Av scaled score: 105.5 2/6 achieved score above 110 (Exceeding)	3/6: achieved standard SPAG: Av scaled score: 104.8 5/6 achieved standard	4/6: achieved standard Av scaled score: 103.3
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This data is for children who took part in the SATs tests in 2026. This shows that most 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 exceeding. With SPAG most pupils with SEN Support achieved the expected standard, and once again 1 pupil was exceeding. Writing continues to be an area of focus generally for the school, including pupils with dyslexia. Half of our pupils with SEN Support achieved expected in writing; this included pupils with dyslexia and is an improvement on data in 2024.

6. 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	2/2		1/2		2/2	2/2
Year 2	5/6	2/6	3/6		3/6	1/6
Year 3	2/3		2/3		1/3	
Year 4	6/6	2/6	5/6	4/6	4/6	3/6
Year 5	6/6		4/6	1/6	4/6	1/6

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 or referrals to other external services, such as paediatrician) and requests for assessments for EHCNAs have been, or are about to be made.

7. Attendance of pupils with SEN

	% attendance for last academic year (to July 26)	
Children with	School	National
No SEN support	95.6	91.1
SEN support	95.1	
EHCP	89.4	

This shows that there is very little difference in attendance between pupils with SEN support and pupils with 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. Most groups of pupils are attending more than the national average.

8. 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)

9. (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.

10. 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.

This year a Parent Network has developed; this is a platform for parents to discuss parental concerns where school staff and outside professionals can offer signposting and training for parents. There is an agreement that the group is run based on the principles of; being non-judgemental, shared responsibility and confidential. This year the sessions have either focussed on network sessions or support from outside professionals looking at:

- How to support your child's speech and language at home (SALT advice)
- Managing BIG emotions (Child counsellor)
- Supporting children with ADHD at home (ADHD Education Specialist)

Parental feedback from these sessions has included the following:

- 100% parents attending agreed that their child receives the 'right support to enable them to learn well' and would recommend our school to others.
- *Strengths of the school - Looking and implementing what my child needs.*
- *Strengths - Outdoor space is fabulous, break out groups and forest school.*
- *I really appreciate all the support my children are receiving here, thank you.*
- *This session was so amazing, hearing it from the child's point of view with an experienced child professional.*

In one of the earlier sessions, when asked how our school can support parents further, the responses included:

- o link with other parents who have similar struggles*
- o more resources please, more sessions*

Hence, we set up our Parent Network.

Previous 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.'

11. 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.

12. 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 needing additional support 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
• Speech Link • Language Link • NELI • Speech and Language Therapy (SALT) • Social Skills groups • Colourful Semantics • SALT recommended resources e.g. Mr. Goodguess/Reading Between the Lines (Inference skills)	• 1:1 Reading • Little Wandle: Catch Up & Keep Up • Precision Teaching • Reading, Writing or Maths Booster Group • Times Tables Group • Bespoke Curriculums • 1st Class at Number • Nessy Numbersense	• Social Skills groups • Counselling • Mentoring • Key Adult Approach • Zones of Regulation /Feelings check in • Nurture Groups • Drawing & Talking	• BEAM (Balance, Education and Movement Programme) • Fine Motor Skills (Dough Disco and Clever Fingers) • Handwriting (Kinetic Letters, Write Dance, Speed Up Handwriting and Write From the Start) • Touch Typing (BBC Dance Mat) • Sensory Circuits

13. Training

Training	Uses in school and impact
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	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. TA has taken on more SEND assessments with guidance from SENCO (reading age, spelling age, Speech and Language Link). Also contributed to planning and setting up The Nest.
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.
Sept '25 – Brom com reminder	TAs able to access and use Bromcom
Nov '25 and May '26 – Colourful Semantics by Lily Wallis (SALT Practitioner)	All staff trained in how to use colourful semantics; used video from The Pod and face to face training with expert. Impact can be seen in interventions as well as whole class (working walls, questions around board, word banks for ch to access and build sentences,

	key question words on staff lanyards)
Jan '26 - First Aid training	Staff trained as required
Jan and June '26 – Playground games by Hayley Tyler (PASS)	Staff trained in principles behind why staying active at playtime so important. Playground now zoned, with time table for activities (used by ch and adults). Shed being used to store playground resources (not sharing with PE).
February '26 – Drawing and Talking	2 staff trained in Drawing and Talking – 12 week block needed to provide intervention, timetable issues meant not been able to implement this academic year. To be relaunched in Sept. '26 with dedicated timetable slot.
May '26 – Special Arrangements Briefing for 11+	SENCO aware of procedures to apply for special arrangements for 11+
June '26 – Supporting Pupils who are minimally speaking in school (Katherine Robertson, SALT)	2 staff attended, strategies familiar and reinforced from when supporting previous student. Strategies to be used to support new YR in Sept '26.
June '26 – We love SENCOs Conference	SENCO attended. More informed in OFSTED expectations for SEND and starting to understand how to safely use AI in role. Panel discussions also thought provoking in light of changes in SEND
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). SEN Top Tips shared at Staff Meetings and TA/SENCO meetings, these include: • sharing links to videos about Zones of Regulation • tips on how to use widget • hand model of the brain (flip the lid) • myth busting, using cognitive neuroscience in practice, being evidence based • SEND reforms and how this might look in school
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) - o TAs more secure with using manipulatives and the CPA Approach (Concrete, Pictorial, Abstract) - o 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 – staff aware of things to be aware of with change of leadership (e.g. feeling of uncertainty and how this can present in peers). • How to use Dojos – TAs now able to award in line with behaviour policy. • Behaviour Policy – launched and discussed with all TAs so that they are aware of changes and how this impacts their role. Policy being followed consistently (e.g. using vocabulary 'reflection time'). • Special arrangements for Yr 6 SATs. • Sharing of knowledge between TAs – 1 TA taught another how to run intervention (Lego Therapy) and targets were met for child on PPLan. • Colourful Semantics • Safeguarding updates • Transition – sharing information about children's needs and successful strategies
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: • 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, this has increased since the formation of the PRG (professional resource group) • 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.

Training for parents	• Supporting your child with phonics • Drop in SALT discussion • Managing BIG Emotions • Parent network • Supporting a child with ADHD • Signposting to Family Hub and sessions at outreach schools (5 Acre Wood)
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14. Actions for next academic year to improve provision further for pupils with SEN

- With the implementation of The SEN White Paper and continued changes in systems and procedures Nationally and in Kent, we will:
 - o Continue to access support and develop relationships with Communities of School and Professional Resource Group (e.g. joint training sessions have been run this year)
 - o Develop our Inclusion Hub (The Nest)
 - o Consider best use of the Inclusive Mainstream Fund and report on this
 - o Access government recommended training as it becomes available
- OFSTED action point will continue to be focussed on:

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 previous comments from the School Improvement Partner, as well as other external professionals above.

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
EHCNA	Education, Health and Care Needs Assessment
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