



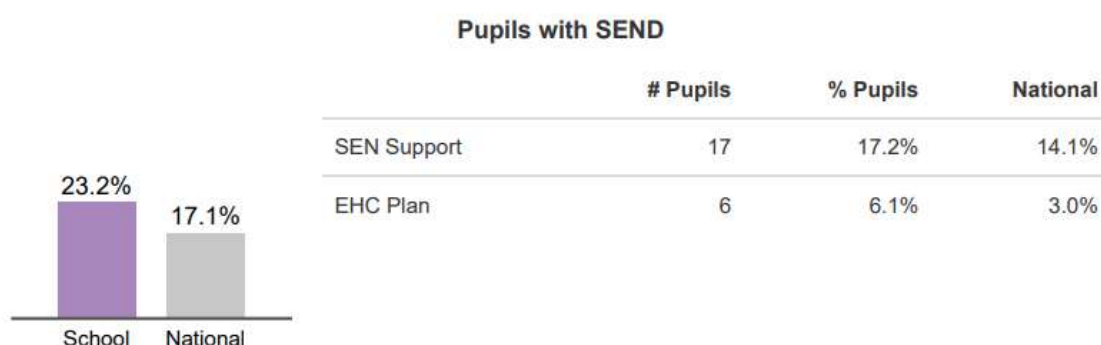
SEND Report to Governors September 2024 – October 2025



1. Introduction

At St Laurence CE Primary School, we recognise that all children have a right to a broad, balanced relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential. We recognise that children are individuals, that each one has their own educational needs particular to them. Equally, the school recognises that some children have additional needs that require intervention and support to enable them to make progress develop and reach their full potential.

2. Profile of pupils with SEND – November 2024



	Education Health Care Plan - EHCP	SEND support	Total on SEND register
Foundation	2	0	2
Year 1	1	2	2
Year 2	1	2	4
Year 3	0	3	3
Year 4	0	3	3
Year 5	1	4	5
Year 6	1	3	4
Total	6	17	23

* We have one child in Yr5 who has an EHC plan in the process of being written.

In November 2024, there are 96 children on roll, of which 23 are on the SEND register 6 with Education Health Care plans (EHC), 17 on SEN support, 18% EHC 6%, 24% SEN overall. The national average for primary schools SEN support is 13.6% and EHC 3% (Department of Education 2023). The National average for primary children supported through an EHC Plan is 3% whereas we now have 6%.

The DfE Special education needs publication, June 2024 stated:

Over 1.6 million pupils in England have special educational needs (SEN)

An increase of 101,000 from 2023. This includes the number of pupils with an education, health and care (EHC) plan and the number of pupils with SEN support, both of which continue a trend of increases since 2016.

The percentage of pupils with an EHC plan has increased to 4.8%, from 4.3% in 2023.

The percentage of pupils with SEN (SEN support) but no EHC plan has increased to 13.6%, from 13.0% in 2023.

The most common type of need for those with an EHC plan is autistic spectrum disorder and for those with SEN support is speech, language and communication needs.

During autumn:

- Two Foundation students with an ECHP started with us
- One Year 5 student has an agreement to write a plan, which is in process.
- One year 3 student has a recent diagnosis for ASD

The school also has a list of children not on the SEND register who are being closely monitored by their class teachers and SENCo for identified additional needs. Some of these children will receive some additional support.

3. Areas of need – November 2024

Teachers use the OCC descriptors to assist with identification of needs and complete individual education plans for each student identified on the SEND register. We are currently using INSIGHT as our online database and to plan and monitor progress for students with additional needs.

	Cognition and Learning – including specific learning difficulties	Communication & interaction - including Speech Language and Autism	Social, Emotional & Mental Health	Hearing & Visual Impairment	Physical Disability
F/KS1	3	6	5	0	0
KS2	8	8	7	1	0
Total	14	14	12	0	0
% (needs co-occurring)	60	60	52%	4%	-

4. Gender of pupils on the SEND register – November 2024

	Boys (2023)	Boys (2024)	Girls (2023)	Girls (2024)
F/KS1	2	4	2	4
KS2	8	9	3	6
Total	10	13	5	10
%	66.67%	56.5%	33.33%	43.4%

5. SEND Specific needs across the SEND register*

Boys	Cognition and Learning – including specific learning difficulties	Communication & interaction including Speech Language and Autism	Social, Emotional & Mental Health	Hearing & Visual Impairment	Physical Disability
Total	8	9	7	0	0
%	61	69	53	-	-

Girls	Cognition and Learning – including specific learning difficulties	Communication & interaction including Speech Language and Autism	Social, Emotional & Mental Health	Hearing & Visual Impairment	Physical Disability
Total	7	5	3	1	0
%	70	50	30	10	-
*Pupils may be identified as having primary and secondary needs, all categories noted were counted here					

Over half of the children identified on the school's SEN register have specific learning difficulties needs related to their cognition. Half of the girls on the register and over half of the boys are identified as having communication and interaction needs, including an increase in diagnoses of Autism. There is a higher proportion of boys identified as having Social, Emotional, and Mental Health (SEMH) needs than girls and an overall increase compared to last year.

We are now using Zones of Regulation to inform behaviour management and explicitly teach pupils how to manage their big emotions and develop their own sense of agency. Pupils experiencing more challenges with regulation will receive individual support around zones of regulation and healthy thinking. Teachers have begun to use the Strengths and Difficulties Questionnaire (SDQ) to screen and monitor pupils who find emotions difficult.





Advice and support for teachers and teaching assistants from the SENSS Communication and Interaction (C&I) Team has continued to be very helpful. This term, our advisor made one visit, and another visit was postponed due to the advisor being on leave. Our designated C&I advisor met with the SENDCo and discussed training opportunities related to Autism and new diagnoses.

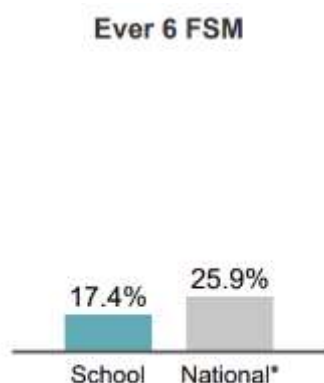
The NHS Speech and Language Therapy (SALT) service continues to support the school. There was one visit to observe an EHCP student in reception and advise the teacher of the Owls class. Teachers are applying teaching strategies from SALT reports, which are then delivered in small groups or individual work with teaching assistants.

Over half the children in the school on the SEN register have specific learning difficulties or have additional needs with their cognition and learning. Half of the girls on the register and over half of the boys are identified as having communication interaction needs inclusive of an increase in diagnosis of ASD. There is higher proportion of boys identified as having Social Emotional and Mental Health (SEMH) needs than girls. We are now using Zones of Regulation to inform behaviour management and explicitly to teach pupils how to manage their big emotions and develop their own sense of agency. Pupils experiencing more challenges with regulation will receive individual support around zones of regulation and healthy thinking. Teachers have begun to use the Strengths and Difficulties Questionnaire (SDQ) to screen and monitor pupils who find emotions difficult.

The SENCo has supported classroom observations and individual advice. Diagnostic assessments interventions have been carried out by teachers and TA s. Assessment reports and recommendations have been shared with parents. Online-based interventions for maths and touch-typing used for targeted pupils have been made available for home learning.

6. Ethnicity of pupils on the SEND register – 2023-

Ethnicities		
	# Pupils	% Pupils
White - British	16 	69.6%
Any Other White Background	3 	13.0%
Not Set	3 	13.0%
Black - African	1 	4.3%

2024**7. Other vulnerable groups on SEND register – 2024-2025****8. Monitoring**

Monitoring will be carried out in term 3 and look at specific children with EHCPs and Section F of their plan being met. Annual reviews have been planned for the year; two will be completed in Term 2.

9. Exclusions

There have been no fixed term exclusions in Term 1 or 2

10. Attendance

Reception, Pupils with SEND	99.5%	Group	2023	2024
Year 1, Pupils with SEND	96.7%	SEND	97.6%	96.7%
Year 2, Pupils with SEND	93.7%	FSM	92%	97.1%
Year 3, Pupils with SEND	97.4%	Pupil Premium	92%	97.1%
Year 4, Pupils with SEND	97.2%	EAL	98%	97.2%
Year 5, Pupils with SEND	99.6%	Forces	98%	
Year 6, Pupils with SEND	94.5%			
National	95.4%			
Local Authority	95.5%			

11. Outside Agencies

Advice and support for teachers and TAs from SENSS Communication and Interaction (C&I) Team has continued to be very helpful with one visit this term from our advisor and one visit postponed as advisor on leave. Our designated C&I advisory teacher met with the SENDCo in Term 1 and discussed training opportunities around Autism and new diagnoses.

The NHS Speech and Language Therapy (SALT) service continues to support the school and there has been one visit to observe an EHCP student in reception and advise the teacher of Owls class teacher. Teachers apply teaching strategies from SALT reports which are then delivered in small groups or individual work with teaching assistants.

Our Communication Interaction advisor supports two students with EHCP and one with a recent diagnosis of ASD. The Speech and Language Therapy service support one student in Year 2. This support has included visiting the pupil, assessing progress, setting new outcomes and sending the school resources and activities to support teachers and TAs working towards outcomes. We have had a locum Educational Psychologist appointed by OCC to assist in the writing of an new EHCP, a meeting virtual meeting with family, Teacher and SENCo took place in term 2.

The school continues to work closely with ODST SEN and Safeguarding Advisor, Grace Challans who has delivered training to the teaching assistant team and delivered whole school inset for SEND.

12. Assessment data, November 2024

Assessment data for children with SEND by Year groups:

		2024-2025							
		Reception		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Autumn 1	Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2
		% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
Reading	All Pupils	80%	47%	45%	43%	64%	85%	27%	43%
	Boys	73%	45%	43%	43%	88%	83%	30%	40%
	Girls	100%	50%	50%	43%	33%	86%	20%	44%
	Pupil Premium				0%			0%	0%
	Not Pupil Premium	80%	47%	45%	46%	64%	85%	29%	50%
	Pupils with SEND	50%	50%	0%	0%	50%	100%	0%	0%
	Pupils without SEND	85%	46%	56%	55%	70%	80%	40%	60%
Writing	All Pupils		33%	0%	21%	14%	54%	13%	21%
	Boys		27%	0%	0%	13%	17%	20%	0%
	Girls		50%	0%	43%	17%	86%	0%	33%
	Pupil Premium				0%			0%	0%
	Not Pupil Premium		33%	0%	23%	14%	54%	14%	25%
	Pupils with SEND		0%	0%	0%	0%	33%	0%	0%
	Pupils without SEND		38%	0%	27%	20%	60%	20%	30%
Maths	All Pupils	67%	67%	0%	50%	43%	46%	40%	21%
	Boys	64%	64%	0%	43%	75%	50%	50%	20%
	Girls	75%	75%	0%	57%	0%	43%	20%	22%
	Pupil Premium				0%			100%	0%
	Not Pupil Premium	67%	67%	0%	54%	43%	46%	36%	25%
	Pupils with SEND	50%	50%	0%	33%	25%	0%	0%	0%
	Pupils without SEND	69%	69%	0%	55%	50%	60%	60%	30%