



SEND Report to Governors September 2025 – January 2026



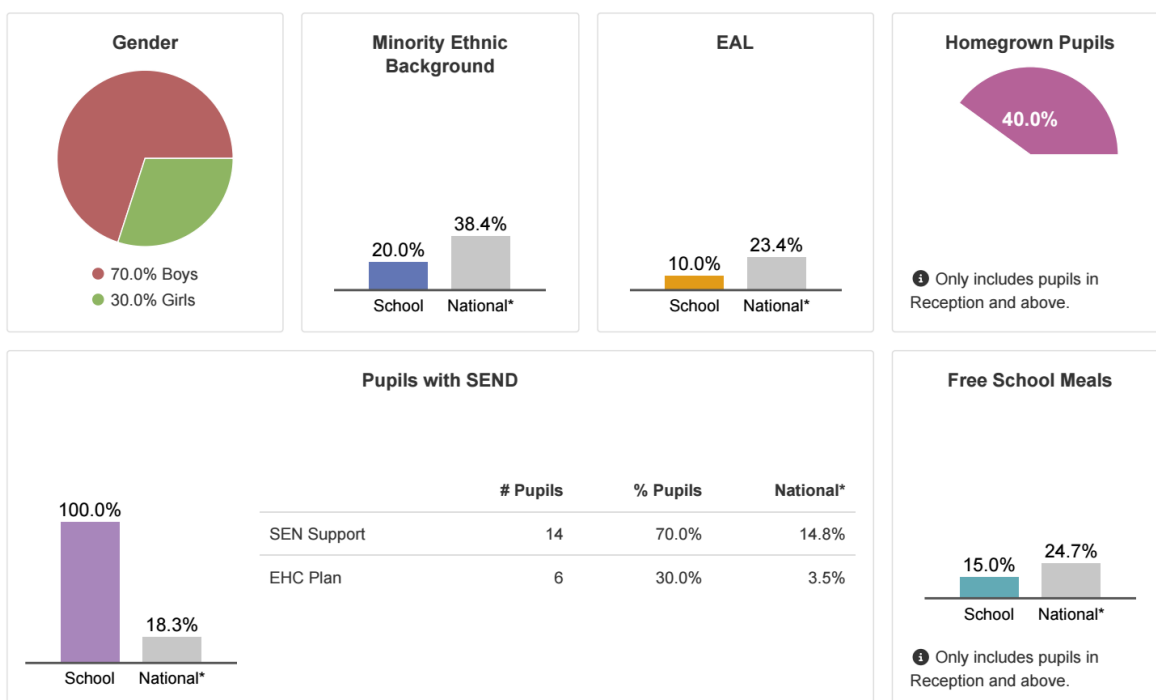
1. Introduction

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.

During autumn term 1 and 2

- One EHP student remained in Reception
- One high needs reception student has been observed by the SENSS team and is receiving additional support outside the classroom on a reduced timetable with planned supported reintegration opportunities. Early profile reviews are scheduled to gather evidence for an EHCP assessment.
- One high needs student with SEN has received support from the Behaviour support team and is receiving additional support outside of the classroom with opportunities to reintegrate. Early learning plan reviews are taking place to gather evidence for a possible EHCP application
- The Mental Health support team (MHST) has provided staff and parent training along with a whole school assembly.
- The school now has a link support worker from the MHST and the SENDCo has taken lead role for Mental Health Support. One family has taken the offer of early support from this team and this model may develop.

2. Profile of pupils with SEND – January 2026



	Education Health Care Plan - EHCP	SEND support	Total on SEND register
Foundation	1	1	2
Year 1	1	1	2
Year 2	1	2	3
Year 3	1	2	3
Year 4	0	4	4
Year 5	0	2	2
Year 6	2	2	4
Total	6	14	20

There are 89 children on roll, of which 20 are on the SEND register 6 with Education Health Care plans (EHC), 14 on SEN support, 15.9% above the national of 14.8% EHC 6.8% above the national of 3.5%. .

The DfE Special education needs publication, June 2025 stated:

Over 1.7 million pupils in England have special educational needs (SEN)

This is an increase of 93,700 (5.6%) pupils since 2024. 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 the trend of increases since 2016.

- The percentage of pupils with an EHC plan has increased to 5.3%, from 4.8% in 2024.
- The percentage of pupils with SEN support (no EHC plan) has increased to 14.2%, from 13.6% in 2024.

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.





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 – January 2026

SEND needs across classes

	Year Groups								
	Pupils	Boys	Girls	EAL	Summer Born	Free School Meals	SEN Support	EHC Plan	Absence Rate
Reception	2	2	0	0	1	0	1	1	14.9%
Year 1	2	2	0	0	0	0	1	1	2.3%
Year 2	3	1	2	1	2	1	2	1	3.7%
Year 3	2	1	1	0	0	0	2	0	8.6%
Year 4	5	4	1	1	2	1	4	1	2.4%
Year 5	2	1	1	0	1	1	2	0	3.3%
Year 6	4	3	1	0	2	0	2	2	2.0%

Range of SEND

SEND Specific Needs	
	# Pupils
Social, Emotional and Mental Health	7 
Speech, Language and Communication Needs	7 
Autistic Spectrum Disorder	6 
Specific Learning Difficulty	4 

Teachers continue to use OCC descriptors to assist with identification of needs and complete individual education plans for each student identified on the SEND register. A review of the SEND OCC descriptors is planned for term 4, one student is planned to be taken off the register and one to be placed on the register this term.

We are continuing to develop INSIGHT as our online database and to plan and monitor progress for students with additional needs. This tool generates our learning plans (Pupil Profiles) and collates assessment data and provision mapping. The SENCO has met twice with Grace Challans from ODST and learning plans have been brought in line with other ODST schools in terms of format. Teachers are now writing and reviewing learning plans with clearer descriptions of barriers to learning and specific and measurable targets, some of which have been developing with external advice. There is further training required on the use of Insight for learning plans in order to develop its use in reviewing targets and working with planned interventions as well as new assessment markers such as writing speed, reading fluency and vocabulary scores.






20% of the children identified on the school's SEN register have specific learning difficulties related to their cognition, 33% for both Autism and 35% for SEMH. ADHD is a feature commonly associated with Autism and relates to two of our students. Issues around attention and focus are related to our SEMH category and classroom adaptations have been put in place for those students presenting with ADHD type barriers to learning. These adaptations may be individualised reward charts, movement breaks and adapted working areas. They are used in addition to Zones of Regulation to inform behaviour management and explicitly teach pupils how to manage their big emotions and develop their own sense of agency as well as ensuring barriers around ADHD are not treated as poor behaviour. Pupils experiencing more challenges with regulation will receive individual support around zones of regulation and healthy thinking, and external professional support has been sought where necessary. Teachers continue to use the Strengths and Difficulties Questionnaire (SDQ) to screen and monitor pupils who find emotions difficult. We are planning to use other measures such as the British Picture Vocabulary Scale and York Assessment of Reading and Comprehension to investigate cognitive barriers which may be presenting as behaviour.

Advice and support for teachers and teaching assistants from the SENSS Communication and Interaction (C&I) Team has continued, we have had visits interim both SENSS, Speech and language therapy the Behaviour and Inclusion officer.

The SENCo has supported classroom observations and individual advice. Assessment reports and recommendations have been shared with parents.

4. Ethnicity of pupils on the SEND register – 2025-2026

Ethnicities

	# Pupils	% Pupils
White - British	15 	75.0%
Any Other White Background	2 	10.0%
Black - African	1 	5.0%
White - English	1 	5.0%
White and Black African	1 	5.0%

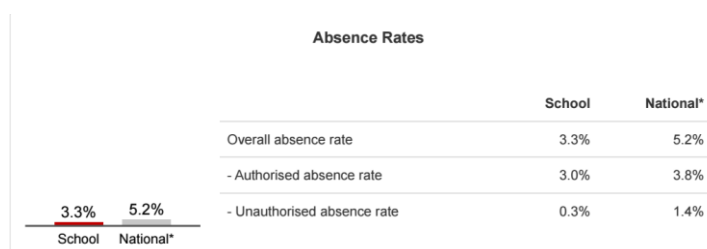
5. Monitoring

The SENCo completed one learning walk in term 1 and has reviewed provision mapping and learning plans with the ODST advisor. Provision maps have been replaced with intervention records which intend to record actual attendance, along with impact measures for interventions. Some students are presenting with higher level needs which require specific out of class support. To assist, the SENCO has made observations and supported students away from their class group for one morning. External professional advice has been sought from the behaviour support team and from SENSS Communication interaction team to advise on how to support. Team teach training has been scheduled to support pupils on a reintegration plan and those requiring extended out of class support from teaching assistants.

6. Exclusions

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

7. Attendance



Attendance for the SEND cohort is generally good with absence rates well below the national average.

8. 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 last term from our advisor and one from our Behaviour and inclusion officer. Our designated C&I advisory teacher met with the SENDCo in Term 2 and discussed planning for a high needs' student.

The NHS Speech and Language Therapy (SALT) service continues to support the school and there has been one visit to observe a student in Robins and devise a programme of support which is delivered three times a week by an experienced Learning Support Assistant. Teachers apply teaching strategies from SALT reports which are then delivered in small groups or individual work with teaching assistants.

We are working with the Mental Health Support team, and our link Worker has set training for the whole school, parents and led a whole school assembly on Mental Health. The Mental Health Support team offer bespoke support for parents which has been offered out to our families with some positive engagement.

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 The SENDCo as attended SEND Conference and met virtually with Grace Challans twice last term to develop provision mapping and learning plans. The SENDCo has one scheduled meeting with Grace this term and will be attending the February 12th ODST SEND Conference.

9. Assessment data, January 2026

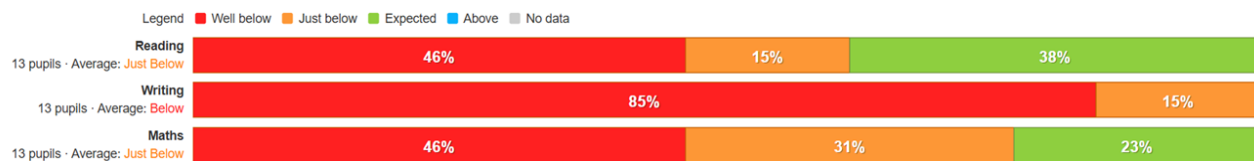
Assessment data for children with SEND by Year groups:

Overall Students with SEND are performing better with maths than last year, the data has identified gaps in reading between SEND on Non-SEND with better performance in number work this year and outperforming students without SEND for Maths in Bluebirds Class and reception year 1.

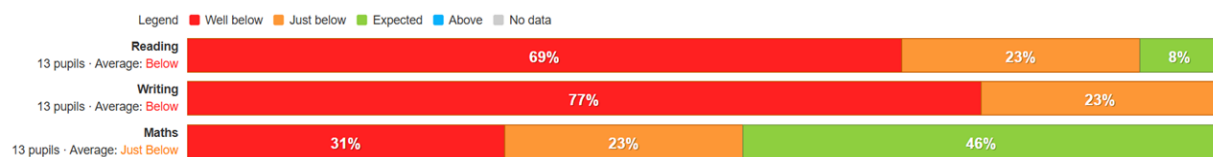
SEND Report January 2026

		2025-2026						
		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		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
Reading	All Pupils	69%	31%	50%	54%	67%	44%	47%
	Boys	70%	38%	67%	71%	63%	33%	40%
	Girls	67%	20%	25%	33%	71%	67%	60%
	Pupil Premium	100%		0%	67%	50%	0%	100%
	Not Pupil Premium	67%	31%	56%	50%	69%	50%	38%
	Pupils with SEND	50%	50%	0%	0%	20%	0%	0%
	Pupils without SEND	73%	27%	71%	64%	90%	57%	64%
Writing	All Pupils	54%	0%	20%	31%	20%	11%	27%
	Boys	50%	0%	33%	29%	13%	0%	20%
	Girls	67%	0%	0%	33%	29%	33%	40%
	Pupil Premium	100%		0%	0%	0%	0%	0%
	Not Pupil Premium	50%	0%	22%	40%	23%	13%	31%
	Pupils with SEND	0%	0%	0%	0%	0%	0%	0%
	Pupils without SEND	64%	0%	29%	36%	30%	14%	36%
Maths	All Pupils	85%	23%	50%	69%	73%	33%	40%
	Boys	80%	25%	67%	71%	100%	33%	50%
	Girls	100%	20%	25%	67%	43%	33%	20%
	Pupil Premium	100%		0%	33%	0%	0%	50%
	Not Pupil Premium	83%	23%	56%	80%	85%	38%	38%
	Pupils with SEND	100%	50%	0%	100%	80%	0%	0%
	Pupils without SEND	82%	18%	71%	64%	70%	43%	55%

Dec 2024



Dec 2025



To address gaps in reading in year 1, the teacher uses guided reading and targeted questioning. One high needs student is being educated outside the classroom with a focus on emotional regulation and is not yet reading to access formal teaching. Targeted support and monitoring are in place for this student. All students are supported for daily reading. In year 2 a student with an EHCP is supported with Speech and language support. A student with an ECHP for Speech language in Year 3 continues to have significant gaps in reading along with one student at school support who is presenting with significant difficulties in maintaining sustained attention and receives individual work at a bespoke workstation. In year 4 one student with SEND is working just below and overall pupils are responding well to support with one student assessed by the SENDCo as having literacy difficulties and reviewing intervention as part of a group of four students.

In year 5 one student who is presenting with significant literacy difficulties has been assessed by the SENDCo and is receiving one to one support for phonics.

Two students with EHCPs in year 6 improved their reading fluency and are now receiving support to improve their comprehension skills. Additional adult support is available for the students working well below inclusive EHCP and school support students. All students are making good progress towards working at expected levels.

J Stewart SENDCo