

Annual Report to Governors September 2025



At St Anne's Catholic Primary School we have a graduated approach to SEN, ensuring early identification of needs and a continuum of support for children in order to enable them to make progress. Please refer to our SEN Policy, which outlines the purpose, nature and management of special educational needs within our school.

St Anne's Primary School prides itself on being an inclusive school, committed to the education of the whole child. We are always seeking new and creative ways of engaging children in learning experiences that motivate and entice children to deepen their understanding and develop a lifelong love of learning.

- We provide a broad and balanced curriculum with creative contexts providing the stimulus to engage all children in quality experiences. We strive to achieve high academic standards for all children and believe this is best achieved through teaching which is engaging, innovative and personalised to children's needs.
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SEND School Profile

- At present The present (01.09.24) SEND pupils make up 6% of the whole school population.

	Sep 2024	Sep 2025
SEN Support	9	6
Statement/EHC	0 (1 waiting)	1

SEND Profile per Year Sep 2025

	N	Rec	1	2	3	4	5	6
SEN Support	0	1	0	1	0	2	1	1
Statement/EHC	0	0	0	0	1	0	0	0

Identifying Special Educational Needs

Children's needs may be categorised into four bands areas, these include:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

Early identification

We believe that early identification of special educational needs, whether it is social, emotional, physical, communication or a specific learning difficulty, is crucial to the wellbeing of all of our children. To support, in our early intervention we:

1. Carry out home visits for all Nursery and Reception pupils
2. Attend transfer reviews for all pupils with SEND transferring to us
3. Provide the appropriate intervention, eg, small group support provided by a TA for all pupils as appropriate, under the guidance of SENCo

These allow us to meet the parents and give us the opportunity to discuss the child's strengths and needs. This allows for any additional resources, interventions or referrals to be made quickly.

Identification

Children's special educational needs may be identified in a number of ways including:

- Through admission interview/home visit;
- Expression of parental concern;
- Records from previous setting;
- Teacher or support staff concern;
- Observations/Assessments (half termly);
- Data analysis

Provision

Any child identified on the SEND register receives additional support.

Teachers write an individual education plan (IEP) which clearly identifies the child's area of need, current barriers, targets linked to their next steps in learning and suggested activities. IEPs are then used to plan intervention sessions throughout the week. These may be led by a TA or Teacher.

Interventions are recorded on the class intervention timetable/provision map which outline any support in addition to quality first teaching which is needed for pupils within the class. Stringent records are kept and these are monitored half termly by SENCo.

IEPs are considered working documents but are formally reviewed each half term.

IEPs are shared with parents at each review and Parents/Carers are invited to meet with the class teacher to review their child's learning, celebrate their successes.

For further information, please see the School Local Offer on the SEN section of the school website.

Attainment and Progress of SEND Pupils 24-25

EYFS (Age related)

	Number of Pupils	Maths	Reading	Writing
Any SEN	0			
EHCP	0			
SEN Support	0			

KS1

Year 1 Phonics Test

	No of Pupils	Passed
Any SEN	1	100%
EHCP	0	
SEN Support	1	100%

Year 2

	No of Pupils	Age-related attainment		
		Reading	Writing	Maths
Any SEN	1			
EHCP	1	0%	0%	0%
SEN Support	0			

KS2

Year 6

	No of Pupils	Age-related attainment		
		Reading EXP	Writing EXP	Maths EXP
Any SEN	3	100%	100%	100%
EHCP	0			
SEN Support	3	100%	100%	100%

1 Pupil achieved GDS in all areas at Y6

SEND Budget

High needs EHCP support 2024-2025 was £9,000

High needs EHCP support for 2025-2026 is £15,000

There is one pupil in school where an EHCP maybe applied for, pupil in 25/26 in Year Reception.

There is another pupil in Y6 where an application may also be made.

This money is spent on supporting individual pupils with an EHCP through:

- 1:1 TA support
- Specialist resources and professionals
- CPD for TAs supporting individual needs.

The school budget, received from Walsall LA, includes money for supporting children with SEND. This money is spent on:

- TA hours to support pupils with SEND
- CPD for all staff
- Resources
- Support and advice from outside agencies: Ed Psychologists, Chatterbox, CAT Team, and North Star Federation

The training needs of all staff are identified through:

- Audit of staff strengths and areas to be developed
- Identification of specific needs for individuals and how staff need to be trained to support the pupil
- Key objectives on the School Development Plan that may need addressing through training.

Key priorities for 25-26

1. Ensure pupils make good-outstanding progress from their starting points
2. Ensure pupils are receiving high quality SEND support
3. Ensure accurate tracking and monitoring systems are in place to maximise the progress of SEND, this will be overseen by SENCO.

