



St Peter & St Paul

Catholic Voluntary Academy
Pro Petro Paulo Patria

Annual SEND Report to Governors

Our School Profile

Over the past four years St Peter and St Paul Academy has seen a significant increase in the number of students on the SEND register. We currently have 176 students on the school SEND register, this represents 28.14% of the whole school cohort. National average is 17.3%.

The number of students with an Education, Health and Care Plan (EHCP) is currently 43. This represents 8.11% of the school and is above the national average which currently sits at 2.4% for secondary school students.

We also have significant number of students who are on SEN support, 133 students in total, 20.03% of the school cohort. Again, this is above the national average.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	No of Students	% of Students	National Average
SEN Support	24	33	24	21	22	3	6	133	21.8	13.6
EHCP	7	10	8	8	7	1	2	43	7.04	4.8
All SEN	31	43	32	29	29	4	8	176	28.84	18.4

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	No of Students	% of Students
Male	48	55	45	47	48	13	11	267	44
Female	63	61	60	62	57	18	18	339	55.9

Breakdown of Students' Needs

SEN Need	No of Students	% of SEN Students
Physical Disability	2	1.3%
Other Difficulty/Disability	9	5.11%
Moderate Learning Difficulty	35	19.88%
Specific Learning Difficulty	24	13.63%
Vision Impairment	4	2.6%
Speech, Language and Communication Needs	12	6.81%
Social, Emotional and Mental Health	38	21.6%
SEN Support, No Specialist Assessment	2	1.3%
Autistic Spectrum Disorder	38	21.6%
Hearing Impairment	3	1.7%
Attention Deficit (Hyperactivity) Disorder	15	8.5%
Dyslexia	4	2.6%

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Communication and Interaction	5	14	8	13	10	2	3	55
Cognitive and Learning	14	19	10	11	8	0	2	64
Social Emotional and Mental Health	8	10	15	4	8	0	2	47
Sensory and Physical Needs	3	1	0	1	2	2	1	10

Current Position within SEND

We have seen an increased number of new Year 7 students who have had Educational Health Care Needs Assessments completed during Year 6 – this means that draft EHCP have been granted after the transition and places have been allocated. We were consulted on a small number of children with EHCP, 3 in total joined us in September and we planned for these 3 students in terms of staffing and classes. There are now an additional 4 children with EHCP within Year 7, totalling 7 children. We are consulted through the normal procedure with the local authority, but this proves harder to prove we cannot meet the EHCP provision when the child is already on roll, have siblings and / or are parental choice.

We have also seen a pattern of children arriving mid-term, whereby they are on the waiting list and allocated a place and then it is discovered that they have an EHCP in the draft stage and the normal consultation process has not been followed. We are later consulted but the child has already transitioned to our school.

There are an increased number of students who present as needing a Specialist setting (6 students in total) who are either awaiting a placement having named a Specialist setting on their EHCP; in the process of being assessed for a specialist setting; or we are in the process of gathering evidence ready to request a change of setting. These students are currently on roll, some are not attending. Places at specialist settings are extremely rare and limited and this has a knock-on effect when we cannot meet the needs of these children and this puts additional pressure on the school

SEND Review July 2021

An independent review of Special Educational Needs and Disability (SEND) provision at the school in July 2021 confirmed that St Peter and St Paul Catholic Academy continues to provide an inclusive education for SEND students enabling equality of opportunity and high achievement for all students, regardless of specific need or disability.

Areas of strength identified during the review

- ☐ There is strong leadership from the SENDCo. Evident in observation of the SENDCo during the review and in comments from staff and parents.
- ☐ SENDCo is well supported by the SEND Team and School Leadership.
- ☐ Consistency in responses about SEND across the school; leaders, teaching staff, TAs, parents, pupils, governors.
- ☐ Calm, positive feeling around school and in lessons. The behaviour of pupils was excellent.
- ☐ SENDCo has a clear view of SEND provision and how to develop this. Evident in current action plan and plan to develop in 21/22.
- ☐ Work on SEND with stakeholders including governance and parents.
- ☐ SEND Systems are cohesive. Staff know and use them.
- ☐ The school offer to support pupils with SEND is strong, both interventions and in class.
- ☐ The Student Support Hub is a real success – well thought through, effective and with plans to develop further.

Areas to develop identified during the review.

- ☐ Monitoring of SEND Champions work with departments to ensure consistency.
- ☐ Consider when to move to specific, targeted SEN focused CPD for groups and individuals.
- ☐ Ensure the needs of pupils on SEN Support are as well-known as those with EHCPs.
- ☐ Consider CPD needs of TAs to ensure confidence to support in all subjects they are asked to.
- ☐ Consider communication system between Student Support and teaching staff for pupils who use Student Support exclusively for a particular subject.
- ☐ Carry out strategic review of SEN register to ensure confidence in figures.

Identifying pupils with SEND

Students are identified at primary school level and the information is then transferred to St Peter and St Paul through transition meetings. This is further supported by visits by the students to St Peter and St Paul.

If a student has not been identified by the primary school and we are concerned about their progress after they have started with us or after data drops, we complete an analysis to identify if this is specific to one subject or across the board. This includes observations, work scrutiny and requesting specific information from teachers about any concerns and the intervention they have in place for them. We contact parents/carers to discuss our concerns and seek their input.

On the staff intranet there is a proforma for teachers to fill out if they have a concern about a student's lack of progress – this would be considered alongside all other relevant information, and a plan of action agreed between the SEND team, student, parents/carers and staff.

Working with outside agencies can sometimes lead to the identification of a student in need of a greater level of intervention. For example, working with the OT team, early help and many other agencies we have regular contact with. Partnership working is vital in understanding the student's context inside and outside of the academy. This level of working is a priority at SSPP.

Analysis of Quality of Student Profiles

A pupil passport is written for every student on the SEND Register. Passports outline their strengths and needs, are outcomes based and provide strategies for teachers and teaching assistants to support these outcomes. Each passport is reviewed three times each year on average.

We continue to work with the Local Authority on applying for EHC for pupils with specific needs. We have also been working with the Local Authority on finding appropriate settings for pupils with needs which are significantly challenging and for whom the mainstream setting is not appropriate. We have been successful with gaining two placements in the last academic year.

The SENDCo regularly meets with the Headteacher and the link governor (this has been more challenging this academic year due to circumstances)

Progress made by Students with SEND

Key Stage 5 – August 2024

Average 'A Level' Value Added Statistics		
	Final Grade	Number of Students
SEN Code E	-	0
SEN Code K	-0.13	3
SEN Code N	-0.68	13

Key Stage 5 – August 2023

Average 'A Level' Value Added Statistics		
	Final Grade	Number of Students
SEN Code E	-	0
SEN Code K	-0.7	2
SEN Code N	-0.9	29

Key Stage 5 – August 2022

Average 'A Level' Value Added Statistics		
	Final Grade	Number of Students
SEN Code E	+1.35	1
SEN Code K	-	0
SEN Code N	-0.50	24

Key Stage 5 – August 2021

Average 'A Level' Value Added Statistics		
	Final Grade	Number of Students
SEN Code E	-	0
SEN Code K	0.71	1
SEN Code N	1.29	26

Key Stage 4 – Attainment Data

	2020	2021	2022	2023	2024
Attainment 8: Whole Cohort	4.9 (86 students)	4.3 (89 students)	3.9 (66 students)	3.3 (106 students)	3.7 (109 students)
Attainment 8: SEN	3.3 (11 students; 3E, 18K)	3.4 (20 students; 2E, 18K)	E: 1.6 (4 students) K: 3.6 (13 students)	E: 2.8 (5 students) K: 3.0 (27 students)	E: 2.1 (8 students) K: 3.6 (20 students)
Attainment 8: English	WC: 5.1 SEND: 3.2	WC: 4.2 SEND: 4.2	WC: 4.5 SEND: 3.6	WC: 3.7 E: 3.5 K: 3.6	WC: 4.3 E: 2.6 K: 4.2
Attainment 8: Maths	WC: 4.6 SEND: 2.9	WC: 4.2 SEND: 4.0	WC: 3.4 SEND: 2.6	WC: 3.1 E: 2.4 K: 2.8	WC: 3.5 E: 1.9 K: 3.6
Attainment 8: EBACC	WC: 4.8 SEND: 3.1	WC: 4.1 SEND: 3.4	WC: 3.9 SEND: 3.1	WC: 3.1 E: 2.5 K: 2.8	WC: 3.4 E: 2.0 K: 3.4
Attainment 8: OPEN	WC: 5.1 SEND: 3.7	WC: 4.7 SEND: 4.3	WC: 3.9 SEND: 3.3	WC: 3.3 E: 2.8 K: 3.1	WC: 3.6 E: 1.9 K: 3.5

	2023/24 (E = 48, K = 125)			2022/23 (E = 38, K = 110)			2021/2022 (E = 38, K = 111)		
	No of exclusions	No of students	No of days	No of exclusions	No of students	No of days	No of exclusions	No of students	No of days
K	107	25 20.0%	226	68	20 18.1%	152	52	16 14.4%	125.5
E	44	11 22.9%	95.5	20	5 13.1%	50	31	5 13.1%	66
N	131	41	259.5	191	57	400.5	108	31	257.5

SEND Funding

The SENCO and Headteacher are in charge of how the SEND funding is allocated and spent. A significant amount of the funding is spent on resources and staff.

As of April 2024, **49 pupils** have an EHCP which equates to **1205.25 hours per week**. The funding we should receive annual from Lincolnshire County Council is **£640,359.13**.

More recent funding information is expected, however, there are some discrepancies with the County Council and we are still awaiting final figures as we have had some anomalies that need to be investigated. We are seeing EHCP being allocated without funding information attached or provided and we then have to request this information which takes time. There are some EHCP which appear to have no funding attached and this is also not clear at point of consultation or when they come on roll.

We currently employ **20 Teaching Assistants, HLTA** and **1 Deputy SENCO with teaching Commitment and SENCO with teaching commitments**. We are currently recruiting **three** additional TA. We were successful in appointing 2 new TA's who replaced 4 staff members who left in the summer term, they are due to start in November. We will begin a new recruitment cycle for the additional three positions in due course.

The HLTA position is a new position filled internally by a Teaching Assistant, this post is linked to Numeracy and Literacy and fulfils the role of targeted interventions with small groups of children within KS3 predominately.

Staff	Hours
12 Full Time Teaching Assistants	32.5 per week
8 Part Time Teaching Assistants	6 x 19.5 hours per week 2 x 26 hours per week
1 Higher Level Teaching Assistant	1x 32.5 hours per week
1 Deputy Senco	19.5 hours per week
SENCO	25.5 hours per week

SEND Funding is also spent on targeted intervention. This is when a child needs additional support with reading, learning to spell or some subject specific guidance, one to one or small group intervention is offered. Interventions are delivered during form times, so students do not miss their timetabled lessons.

Targeted Interventions September 2024

- Emotional Literacy Support (ELSA) led by ELSA Teaching Assistant
- Fresh Start Literacy Programme
- Toe by Toe
- Paired Reading
- Numeracy intervention
- Memory Skills
- Emotional Wellbeing Mentors
- Anger Management
- Support for Young Careers
- Faith in Families – talking therapy for students

Where pupils with SEND are also eligible for the pupil premium, pupil premium funding is also used to fund additional interventions, resources and extracurricular activities. Within the last year, pupil premium funding has been used to support;

- Educational Psychologist Assessments
- Sensory Assessment
- Intervention resources / staffing

Staff Development

The school employs a mixture of external and internal training to ensure that staff have the necessary skills to be able to support our SEND students.

External Training

- SENCos continues to attend Local Authority and Regional Training Agency sessions to keep up to date with Code of Practice;
- TA have attended a range of online courses by external agencies.
- TA training by the educational psychologist
- First Aid Training
- Epipen and Diabetes Training – School Nurses
- Whole school training on ‘trauma based approach’ and ‘de-escalation’
- Whole school training provided by Working Together Team – Supporting Children with Autism – October 2024.

In house training

- SEND team meet twice per half term for SEND department meetings to share effective practice;
- Whole staff INSETs delivered by SENCos on topics including ‘Closing the Gap, ‘Deployment of Teaching Assistants in lessons’, Attachment Disorder, Dyslexia, ASD, ADHD.
- Feedback to teachers and teaching assistants following programme of Learning Walks
- A bespoke SEND delivery this academic year which has been a part of the whole school CPD programme.

Work with External Agencies

We are fortunate to be able to work in a range of external agencies to support your child if needed:

- Educational Psychologist – 10 days’ support per year. The educational psychologist’s time is used for students with significant learning or emotional, behavioural or mental health problems, training for staff and support for parents through the Parents’ Forum
- Specialist Teaching Team – assessments for learning difficulties (including the identification of dyslexia) Assessment for exam access arrangements
- Working Together Team – supporting students with ASD and Language & Communication difficulties;
- NHS Speech & Language Therapy – support students with minor or significant difficulties with speech;
- Teacher of the Deaf – supports students with profound or partial hearing impairments;

- NHS Children's Therapy Team (Occupational Therapy & Physiotherapy) – support for students requiring occupational therapy and physiotherapy
- Children's Social Care Team – supporting students with family difficulties;
- Child and Adolescent Mental Health Service (CAMHS) – for students with mental health difficulties;
- Here 4 You Team - for students with emotional wellbeing needs
- Visual Impairment Service – supporting students who have visual difficulties, partial or no vision;
- Physical Disability Support Service – for students who have some degree of physical disability.
- Community paediatricians
- Early Help Support (to support with issues impacting on your child and the family where needs cannot be met through school based resources)
- Mo Watson – trained councillor for LAC Children.
- Guide Dogs for the Blind Charity – working with the visually impaired.