



Annual SEND Report to Governors

September 2025

Mrs Hewerdine – Headteacher
Mrs H Sykes - SENDCo

Our School Profile

Over the past five years St Peter and St Paul Academy has seen a significant increase in the number of students on the SEND register. We currently have 180 students on the school SEND register, this represents 30% of the whole school cohort. National average is 19.6% (this breaks down into approximately 14.2% receiving SEN Support (without an EHC plan) and 5.3% with an Education, Health and Care (EHC) plan – This is based on data for 2024-2025 as new data has not yet been published.

The number of students with an Education, Health and Care Plan (EHCP) is currently 49. This represents 8.16% of the school and is above the national average which currently sits at 5.3% for secondary school students.

We also have significant number of students who are on SEN Support, 131 pupils in total, 21.8% of the school cohort. Again, this is above the national average which is 14.2%.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	No. of Students	% of Students	National Average
SEN Support	28	24	32	17	21	6	3	131	21.8	14.2
EHCP	14	7	8	10	9	0	1	49	8.16	5.3
All SEN	42	31	40	27	30	6	4	180	30	19.6

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	No. of Students	% of Students
Male	67	48	56	45	65	6	13	300	50%
Female	45	61	59	55	45	17	18	300	50%

Breakdown of Student's Needs

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Communication and Interaction	7	2	4	7	12	0	2	34
Cognitive and Learning	16	14	15	5	12	1	0	63
Social Emotional and Mental Health	5	9	8	9	4	2	0	37
Sensory and Physical Needs	5	2	4	1	0	1	2	15
Primary SEN Need					No. of Students			
Physical Disability					4			
Other Difficulty/Disability					5			
Moderate Learning Difficulty					39			
Specific Learning Difficulty					30			
Vision Impairment					5			
Speech, Language and Communication Needs					15			
Social, Emotional & Mental Health					42			
SEN Support, No Specialist Assessment					2			
Autistic Spectrum Disorder					34			
Hearing Impairment					1			
Attention Deficit (Hyperactivity) Disorder (Primary need)					5			
Dyslexia (Primary Need only. Formal Assessment only – not including traits)					6			

(Data accurate as from September 17.09.2025)

Current Position within SEND

SSPP receives a high volume of consultations each year from local authority caseworkers, each working with a small group of children and young people (CYP) across the district. During the consultation process, we are provided with an Education, Health and Care Plan (EHCP)—which is often out of date—and asked to comment on whether we can meet the outlined outcomes.

We have three possible responses:

1. The setting should not be named in the final EHCP because it is unsuitable for the child or young person's age, ability, aptitude, or special educational needs.
2. The setting should not be named because attendance would be incompatible with the efficient education of others, or with the efficient use of resources.
3. The setting can be named in the final EHCP for this child or young person.

In some cases, even if we respond that we cannot meet the EHCP outcomes, the local authority directs us to admit the child when it is a matter of parental preference. As a result, by Easter 2025, SSPP had been instructed to admit an unprecedented number of EHCP students into Year 7 for September 2025—19 in total. Despite several meetings with the local authority, where both individual cases and our limited resources were discussed, we were still required to accept a large intake. In September, 14 students with EHCPs joined SSPP.

To respond to this challenge, we have implemented the following actions:

- The local authority has agreed that all consultations and placement directions will be overseen by Katie Marsden, Head of Service.
- Caseworkers will visit SSPP to better understand the school's physical layout and resources, helping them support parents in making informed choices.
- A SEND Action Plan has been developed to address key concerns.
- Recruitment of additional Teaching Assistant (TA) support.
- A staff training programme to strengthen SEND provision.
- Parent information sessions and enhanced transition arrangements.

In other year groups we also have a high level of need, Year 8 cohort started with a low number of EHCP, however, this number grew as primary Needs Assessment were granted EHCPs in the first term so we now have 7 EHCPs in this year group. We also have a high level of need in Year 11 – with 10 students with EHCPs.

In terms of staffing changes, 2 TA's left in Summer to pursue changes in career and further studying and we were successful in recruiting three new TA's that started in September. We have dedicated year group teams, where possible, which means we have:

Year 7 – 4 Teaching Assistants that support 14 EHCP across 4 classes.

Year 8 – 3 Teaching Assistants that support 7 EHCPs across 2 classes (1 class having 6 EHCPs)

Year 9 – Various Teaching Assistants (due to working hours and cross year group restrictions) support 8 EHCP's across 3 classes

Year 10 – 3 Teaching Assistants that support 4 classes (8EHCPs) depending on options and sets.

Year 11 - Various Teaching Assistants (due to working hours and cross year group restrictions) that support 7 EHCPs in school.

We have a small number of children awaiting a Specialist setting or attending dual registered alternative provision – ACORN. We have a small number of children who we are pursuing reassessment / panel decision to move to a setting more suitable and we have secured detailed reports for the Educational Psychologist to strengthen our perspective.

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. When the child has an EHCP, where possible, we have attended annual reviews and visited the SENCo at the Primary Setting to ensure a smooth transition.

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 collections, 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.

As part of our work with the Specialist Teacher Team, we have carried out a self-identification questionnaire to allow Year 9 students and parents to self-refer if they feel that their child requires support.

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.

The SENDCo and Deputy SENDCo regularly meets with the Headteacher as the current Line Manager. We also attend OLOL Trust led SENCo network meetings, and we have both attended training through the SEND HUB.

Progress made by Students with SEND

	2020	2021	2022	2023	2024	2025
Attainment 8:	4.9	4.3	3.9	3.3	3.7	3.8
Whole Cohort	(86 pupils)	(89 pupils)	(66 pupils)	(106 pupils)	(109 pupils)	(105 pupils)
Attainment 8:	3.3	3.4	E 1.6 (4 pupils)	E 2.8 (5 Pupils)	E: 2.1 (8 pupils)	E: 2.4 (7 pupils)
SEN	(11 pupils; 3E, 18K)	(20 pupils; 2E, 18K)	K 3.6 (13 pupils)	K 3.0 (27 Pupils)	K: 3.6 (20 pupils)	K: 3.6 (22 pupils)
Attainment 8:	WC: 5.1	WC: 4.2	WC: 4.5	WC: 3.7	WC: 4.3	WC: 4.3
English	SEND: 3.2	SEND: 4.2	SEND: 3.6	E: 3.5 K: 3.6	E: 2.6 K: 4.2	E: 3.4 K: 3.2
Attainment 8:	WC: 4.6	WC: 4.2	WC: 3.4	WC: 3.1	WC: 3.5	WC: 3.5
Maths	SEND: 2.9	SEND: 4.0	SEND: 2.6	E: 2.4 K: 2.8	E: 1.9 K: 3.6	E: 2.1 K: 2.0
Attainment 8:	WC: 4.8	WC: 4.1	WC: 3.9	WC: 3.1	WC: 3.4	WC: 3.7
EBACC	SEND: 3.1	SEND: 3.4	SEND: 3.1	E: 2.5 K: 2.8	E: 2.0 K: 3.4	E: 2.0 K: 2.3
Attainment 8:	WC: 5.1	WC: 4.7	WC: 3.9	WC: 3.3	WC: 3.6	WC: 3.7
OPEN	SEND: 3.7	SEND: 4.3	SEND: 3.3	E: 2.8	E: 1.9	E: 2.2

				K: 3.1	K: 3.5	K: 2.6
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Key Stage 5 – August 2025

Average 'A Level' Value Added Statistics		
	Final Grade	Number of pupils
SEN Code E	+0.27	2
SEN Code K	-0.27	5
SEN Code N	-0.22	17

2024/25 (E = 41, K = 122)			2023/24 (E = 48, K = 125)			2022/23 (E = 38, K = 110)		
	No of exclusions	No of students	No of days	No of exclusions	No of students	No of days	No of exclusions	No of students
K	91	23 18.8%	154	107	25 20.0%	226	68	20 18.1%
E	23	6 14.6%	37	44	11 22.9%	95.5	20	5 13.1%
N	100	38	154				191	57

SEND Funding

The Headteacher and SENDCo 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 September 2025, **49 pupils** have an EHCP. The funding we should receive from Lincolnshire County Council is £696,497.33 – This includes some back dated funding from Post 16 students as the funding calculations runs from April to April 2026. The allocated hours are as below:

Year Group	EHCP Hours that need in class support	Hours provided by TA's
Year 7	337.5 per week need covering	630.5 hours per week across all year groups That is a weekly shortfall of 479.5 hours per week under current staffing.
Year 8	155 per week need covering	
Year 9	202.5 per week need covering	
Year 10	215 per week need covering	
Year 11	175 per week need covering plus 25 for post 16 student	
Total	1110 per week need covering	

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. There is also a LA review of spending and SEND allocation, we have a meeting scheduled for October 2025 which may clarify the funding moving forward.

We currently employ **19 Teaching Assistants, 1 x HLTA and 1 Deputy SENCO with teaching Commitment and SENCO with teaching commitments**. We were successful in appointing 3 new TA's who replaced 2 TA's who left in the summer term. The HLTA funding is due to finish in July 2026.

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 hours 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	1 x 32.5 hours per week
1 Deputy SENCO	24.5 hours per week
SENCO	28.5 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 2025

Emotional Literacy Support (ELSA) led by ELSA Teaching Assistant

Morph Mastery – trained HLTA

Paired Reading by 6th Form and Literacy Coordinator

Numeracy intervention by HLTA

Emotional Wellbeing Mentors

Anger Management delivered through Pastoral

Support for Young Carers by student Support Manager

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 and essential resources to support pupils.

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 delivered academic year 2024-2025

- 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 FLICK Training
- Morph Mastery (HLTA) – 10 week course by Educational Psychology
- Lego Therapy for 4 Teaching Assistants delivered by Educational Psychology Team
- Emotion Coaching for 4 Teaching Assistants delivered by Educational Psychology Team
- First Aid Training for 3 new TA's
- Team Teach for positive handling – 3 TA plus 1 member of SLT
- TYPE 1 Diabetes Training for 3 teachers plus 1 member of support staff
- PEG feeding training by CF Nurse for 3 Tas plus Deputy SENDCo
- Whole school training provided by Working Together Team – Supporting Children with Autism – October 2024.

In house training delivered academic Year 2024-2025

- SEND team meet with daily morning briefing and after school 3 times per week – this allows important information to be discussed and actioned.
- Whole staff INSETs delivered by SLT on Questioning, Safe guarding updates. Teaching Assistants are now attending CPD with time given back in lieu.
- Feedback to teachers and teaching assistants following programme of Learning Walks
- SENDCo delivered TA training on Scaffolding in lessons based on Education Endowment recommendations and followed by a second session by CPD - SLT lead.
- 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 – 36 hours per year. The educational psychologist's time is used for assessment of students with significant learning or emotional, behavioural or mental health problems, training for staff. We also request reports to support with changing settings or supports EHA.
- 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)
- Guide Dogs for the Blind Charity – working with the visually impaired.

