

St Mary's Catholic Primary School

Annual Information Report on the Implementation of the Special Educational Needs (SEND) Policy and Disability Equality Scheme **June 2026**

Admissions for pupils with disabilities with an EHC Plan:

The school has a responsibility to admit pupils with disabilities and at St Mary's we work very hard to ensure best care and inclusion of pupils with EHC Plans as valued members of the school community.

However, over the past few years, the school has received numerous admissions consultations from GCC SEND Casework (and has been required to provide detailed reports) for pupils with an EHCP but with *such complex needs* that a Specialist setting is clearly *wholly appropriate* to support their best progress and enable them to flourish, and for whom attendance in a mainstream classroom (even with many adjustments) would be detrimental, both to their appropriate access to learning and to their well-being. This demand is largely due to the lack of places in Specialist settings and lack of sufficient Specialist settings generally and is a particular issue both locally and nationally.

The School's work with families, children and a range of agencies to sustain the learning, development and well-being of individual pupils with Special Educational Needs and Disabilities (SEND), including those who may face challenging circumstances, is deeply embedded at all levels.

Key Staff:

- Head Teacher – Mr Liam Jordan
- Special Educational Needs (SEND) Governor – Mrs Helen Marcus / Mr Richard Wallace
- Special Educational Needs and Disabilities Co-ordinator (SENDCo) – Miss Janet Marie Payne (0.6 contract)

Policies:

All policies include explicit references to disability equality and SEND. The School carried out a Single Equality survey (that includes disability access) to inform priorities for the Accessibility Plan (updated January 2026).

The SEND Policy was updated in February 2026 and has been reviewed by staff and Governors, and approved by the Governing Board.

The Policy is in line with the latest Special Educational Needs and Disabilities (SEND) Code of Practice (2015), as a direct result of changes in the Law (i.e. Section 3 of the new Children and Families Act March 2014). An outline of these changes and their consequences (new SEND Code of Practice first draft 2014) was first presented to a meeting of the Curriculum Governors by the SENDCO on 16.9.14.

Number of pupils on SEND register over last 3 years*:

Numbers on the SEND register may fluctuate from Term to Term.

**There was a steep rise in pupils on the SEND register in Autumn Term 2023-4; this trend has continued (mirroring National trends), with a sharper rise in pupils entering the school with more complex needs (requiring My Plan+/EHCP), resulting in greater increase in requirements for referrals to external Services and funding. In the last 2 years, some pupils with acute needs have required dedicated support, which the School has to provide until they have moved along the lengthy Graduated Pathway of Support to request an EHC Plan.*

	2023-4 (Autumn) Sept 2023	2023-4 (Spring) Jan 2024	2023-4 (Summer) July 2024	2024-5 (Autumn) Sept 2024	2024-5 (Spring) April 2025	2024-5 (Summer) July 2025	2025-6 (Autumn) Sept 2025	2025-6 (Summer) July 2026
My Plan (SEN Support)	13	18 & 1 <i>pending</i>	<i>19 reduced to 16 by end July, due to progress made</i>	18	13 <i>2 more projected for May 2025</i>	15	16	15
My Plan + (SEN Support)	5	8	11	13	17 <i>Projected 18</i>	18	16	15* <i>3 more pupils needing EHCP</i>
Education & Health Care Plan (EHCP)	2	2	2	2	2 <i>But 2 more statutory requests submitted T4 2025 & 3 more required within next academic year</i>	2 <i>But 2 further EHCPs were in place for start of Y7 (delayed due to LA difficulties accessing EP Services – locums used)</i>	2 <i>4 new statutory requests for EHC Plans made by school in Aut-Spring (accepted)</i>	6 <i>4 EHCPs in place by April 2026, one of which was agreed for Specialist setting (awaiting placement & in AP)</i>
TOTAL	20	28 <i>(29)</i>	29	33	32	35	34	36
% of school	9%	12.6% <i>(projected 13%)</i>	13% <i>(226 pupils on roll)</i>	15% <i>(227 pupils on roll)</i>	15% <i>(220 pupils on roll) Projected 15.5% May '25</i>	16% <i>(222 pupils on roll)</i>	15.4%% <i>(221 pupils on roll)</i>	16.3% <i>(221 pupils on roll)</i>

The **SEND register is updated each long-Term** following termly reviews of pupils with SEND. The SENDCo works with School Office staff to ensure data on the SEND register is accurate for Census returns over the school year in January, May and October.

Numbers on the SEND register has risen markedly since Autumn Term of 2023-4 in both numbers and especially in the rise in the greater number of pupils with higher-level or complexity of need.

This is especially reflected in the rise in pupils requiring an EHC Plan (2 additional pupils (in Y6 in 2024-5) and 4 further pupils (during 2025-6)– totalling 6 more EHCPs granted. Of these pupils, 2 have now moved to Y7, so EHCPs currently (June 2026) stand at 6 for the school (2.7% of all pupils). However, 3 more statutory requests are needed during 2026-7, so projected rise (allowing for 2 pupils with EHC Plans leaving in Y6) is projected to rise next year to 3.2%. One pupil with an EHCP leaving Y6 is going to Specialist Provision at KS3, whilst an EYFS pupil (currently in AP) is also awaiting a Specialist placement. *see data range at the head of each academic year above*****

This mirrors the national meteoric rise in pupils with SEND over the past few years.

National trends :January 2024:

(Data below is taken from latest Department for Education and National Association for Special Educational Needs (NASEN) national headline data from January 2024 census):

- **Over 1.6 million (1,673,205) pupils in England are now identified as having SEND (an increase of over 101,000 from 2023 and from 87,000 from 2022).**
- **A total of 18.4% of children in England have some kind of educational need. Overall SEN percentage is up from 17.3% in 2023 and 16.6% in 2022. This includes the number of pupils with an education and health care plan (EHCP) and the number of pupils at SEN support (on a My Plan or My Plan+), both of which *continue a trend of increases since 2016*.**
- **The *percentage of pupils with an EHC Plan has increased from 4.3% in 2023 to 4.8%.***
- **The *most common type of need for those with an EHC plan continues to be autistic spectrum disorder, and for those at SEN support (pupils on a My Plan or My Plan+) is speech, language and communication needs.***
- **The *primary need identified for one in four pupils is speech, language and communication needs (25.6%). This is followed by social, emotional and mental health needs (22.3%) and then moderate learning difficulty (15.8%)***
- **The *percentage of pupils with SEN (SEN support) but no EHC plan has increased to 13.6%, from 13.0% in 2023 (rising further from 12.6% in 2022).***
- ***There's been a 7.1% increase in the number of children on SEN Support who have no noted type of assessed need***
- ***Whilst still more prevalent in boys than girls, the proportion of pupils with SEN that are male has been decreasing in recent years, and January 2024 data now shows an increase in the number of girls on SEN Support and having an EHCP in comparison with the boys. (72.0% of pupils with an EHC plan are male, and 62.0% of pupils with SEN support are male).***
- **The *number of pupils with SEND on free school meals remains disproportionate to the population: 42.2% of those with an EHCP and 38.3% of those with SEN Support are eligible for free school meals, in comparison to only 21.4% of pupils without SEN. Highest prevalence for free school meals are in Irish Traveller and next the Gypsy Roma group.***
- **The *increase in the numbers of pupils with SEN attending alternative provision continues to be high, with 24.2% having an EHCP and 58.1% receiving SEN Support. This may reflect the lack of sufficient Specialist provision.***
- **SEN continues to be identified as most prevalent in the Irish Traveller ethnic group, with **25.9% of pupils recorded as Traveller of Irish heritage with SEN support in 2024**, and a further 7.3% had an EHC plan. Traveller of Irish heritage and white Gypsy or Roma pupils also continue to have the highest rates of overall and persistent absence**

Follow link here to the Department for Education [the full data on SEND in schools](#) taken from the [January 2024 census](#).

National trends: January 2025 (and comparison with St Mary's)

(Data below is taken from latest Department for Education) national headline data from January 2025 census). Figures continue the trend of increases since 2016.

- **Over 1.7 million (1,766,894) pupils in England are now identified as having SEND*: 19.6% of all pupils **This includes the number of pupils with EHC Plans and those at SEND Support (My Plan or My Plan+)***
- **Of these pupils, @ 0.5 million: 482,640 have an EHC Plan (up by 11.1% since 2024) equating to 5.3% of all pupils (compared to 4.8% in 2024)
The numbers are significantly higher than last year (2024), particularly the rise in EHCPs, so that the increase in the number of pupils requiring an EHCP has doubled since 2016, with the largest increase in Primary schools (21,000 more pupils).**
- **@1.3 million: 1,284,924 are at SEN Support (My Plan or My Plan+) – up by 3.7% since 2024 equating to 14.2% of all pupils (compared to 13.6% in 2024).**

- *The most common type of need for those with an EHCP is Autistic Spectrum disorder. This is mirrored at St Mary's (SEND register June 2026), with all 6 pupils with EHC Plans either diagnosed with Autism or combined Autism/other disability or are on or being referred onto the CAAAS pathway (awaiting diagnosis).*
- *For those at SEN Support, the most common need is Speech, Language and Communication needs. This is mirrored at St Mary's (SEND register June 2026), with 8/36 pupils at SEN Support (38%) with SLCN. It is also reflected on the pre-SEN list of support (June 2026), with 7/21 (33.3%) with SLCN needs. Many dedicated SEND interventions increasingly focus on this area.*
- *Boys continue to constitute the majority of pupils with SEND (71.4% of children with EHC Plans and 61.2% at SEN Support (My Plan or My Plan+). However, this number is decreasing year on year. The greater number of boys identified with SEND is larger at St Mary's (data June 2026) with 25/36 (69%) boys compared to 11/36 (31%) girls.*
- *Of these children: 12 boys, compared to 3 girls have a My Plan and 10 boys (previously 11, but one pupil left at Easter) compared to 5 girls have a My Plan+*
- *Although the current number of EHCPs are equally split between 3 girls and 3 boys, 3 more boys at My Plan+ require an EHCP within the next academic year.*
- *The pre-SEN list (of 21 pupils) is more equally weighted and shows 12 boys (57%) and 9 girls (43%) (at June 2026)*
- *Children with EHC Plans are increasingly educated in mainstream settings, with 56.2% of pupils with EHCPs being educated in mainstream schools – a slight increase from the previous year, but up from 49% in 2015-16. This trend indicates that there is a significant number of children with EHCPs in mainstream settings compared to those in Specialist settings or Alternative Provision (AP). However, the analysis does not specifically address the likelihood of children being educated in mainstream settings due to the absence of sufficient Specialist schools or Alternative Provision (AP), or, indeed due to parental choice. At St Mary's, 3 pupils with EHCP (2 boys and one girl) have significant needs. The LA has agreed for one pupil that Specialist provision is appropriate, but no Specialist place is currently available or able to meet need. Moreover, funding within the current EHCP is not sufficient to cover ongoing AP costs in 2026-7, so this has triggered an interim annual review, and although the pupil is on roll at the school, he is currently only attending AP on reduced hours. The School now needs to liaise with his AP provider to support the request for funding and a ready Specialist placement.*
- *More schools are opening support units for pupils with SEND: there are now 449 schools in England with units (up from 392 in 2024). At St Mary's, this year 2025-6, a workroom has needed to be adapted to support pupils with complex and high-level needs. It is also used for pastoral support, but is not a SEN unit.*

Follow link here to the Department for Education <https://explore-education-statistics.service.gov.uk> and search for 'Academic Year 2024-5 Special Education needs'.

Details for fluctuation historically, and in numbers shown above is as follows:

The number of pupils with an Education and Health Care Plan (EHCP) have remained low and quite static for a few years, until academic year 2024-5, when the School actioned statutory requests for EHCP for two Y6 pupils (in place by Y7) and a further 4 statutory requests for EHC Plans (3 in KS1 and one in KS2) required in 2025-6 – all in place by April 2026.

The 2 existing pupils with an EHCP in KS2 are in receipt of funding *at least* equivalent to 13 hours of allocated support, which is typically dedicated to highly differentiated and integrated support within class as much as possible, with some withdrawal for other targeted interventions and/or lunchtime supervision for one pupil with combined medical needs. One of those pupils will be moving to Specialist provision at KS3. Of the 4 new EHCPs in place, one pupil is attending a 15-hour week placement at Alternative Provision (since 21.4.26); although a Specialist setting has been agreed, the pupil is awaiting a suitable placement for Y1. 2 other KS1 pupils with a new EHCP and a KS2 pupil are supported through dedicated support in school. 3 further statutory requests are pending for 2026-7.

The trend over time shows a gradual increase in the number of pupils with SEND in receipt of Pupil Premium: from 5/12 (42%) at September 2022, one of whom 1/12 (8%) was also a looked after child (LAC). However, numbers actually remained static from September 2021-September 2022 as numbers on the SEND register fell from 14 to 12 by September 2022. At January 2024, the number of pupils with SEND in receipt of Pupil Premium continued to marginally increase: 7/28 (25% of the SEND register), compared to 19/222 (8.5% of the school population). By May 2025 this dropped slightly to 6/32 (19%) compared to 18/220 (8%) of the school population. This percentage appears lower since 2022 only because of the sharp rise in numbers of pupils on the SEND.

Percentage of pupils in receipt of Pupil Premium on the SEND list from July 2025 to July 2026 have risen only marginally (July 2025 6/35: 17%; September 2025: 6/34: 18%; July 2026: 7/36: 19%).

The SEND register has a static number of pupils in receipt of Services Premium – just one pupil between July 2025- July 2026. During this time, only one Traveller pupil was listed and there were no LAC pupils from July 2025 – September 2026, with one on the list by July 2026. Numbers of pupils with EAL are also mainly consistent (5 in July 2025; 4 in September 2025 and 5 in July 2026). All pupils in receipt of Pupil Premium or Services Premium qualify for dedicated tutoring support at St Mary's.

In addition to the SEND register, the School also holds a non-statutory register of other pupils (at pre-SEN support as a cause of concern) who may, or who may not be, working within age-related expectations due, for example, to delayed development of speech and language, including listening and attention or memory difficulties and other cognition and learning, physical or SEMH needs which may affect their progress, and for whom extra support and intervention is also required.

In January 2024, there were 17/222 pupils (8% of the school population) at pre-SEND support, which was back to 2019 figure. Of these, 2/17 (12%) were in receipt of Pupil Premium, 5/17 pupils (29%) had EAL and there were no Traveller pupils (who had been taken off roll or moved to the SEND register).

In May 2025, there were 20/220 pupils on the pre-SEND list (9% of the school population). Of these, 3 pupils (15%) had EAL, 4/20 (25%) were in receipt of Pupil Premium, one a Traveller pupil (5%). There were no looked after pupils (LAC) or pupils in receipt of Services Premium on this list.

Between July 2025 – July 2026, numbers on the pre-SEN list dropped and rose again slightly: 17 (July 2025); 19 (September 2025) and 21 (July 2026). Of these, no pupils were LAC, Travellers or in receipt of Pupil Premium. Only 1 pupil had EAL and 4 pupils were in receipt of Pupil Premium throughout this time.

Social Emotional and Mental Health needs

Pupils with SEND requiring pastoral support for social, emotional and mental health needs (SEMH):

Trend over past 6 years has seen a rise in the number of pupils requiring both 'in house' pastoral support or external professional counselling. This is not exclusive to pupils with SEND.

Numbers typically fluctuate throughout the year, as pupils may need longer or just interim access, or are discharged, and new pupils are identified.

In January 2024, pupils requiring access to pastoral support continued to rise (since Covid lockdown) to 11/28 (39%) of pupils with SEND. May 2025 data shows 14/32 (44%) of pupils with SEND received pastoral support.

At June 2026, there are currently 25 pupils on the pastoral list in total – including non-SEND pupils (11.3% of the school population) reduced from 36/221 (16.2%) due to a need to streamline pastoral support due to staff capacity (the pastoral Lead is on maternity leave 2025-6 academic year), so it appears numbers have dropped slightly: 15/35 (43%) July 2025; 12/34 (35%) September 2025; 13/36 (36%) July 2026.

The School recognises that many pupils with Autism, or presenting with anxiety and experiencing emotional difficulties, require regular check ins and staffing in 2026-7 needs to continue to ensure provision to teach, reinforce and remind some pupils of the strategies they need to manage successfully. During 2025-6, ELSA interventions have not taken place, due to absence of Pastoral Lead, but would add additional value.

Pupils on pre-SEND list requiring pastoral support:

A rising number of pupils with social, emotional or mental health needs (SEMH) needs are also identified on the pre-SEND register; although the pastoral caseload continues to fluctuate according to pupil need. By January 2024, 2/17 pupils at pre-SEND support (12%) received pastoral support; in May 2025: 7/20 (35%); in July 2025: 5/17 (29%); in September 2025: 7/19 (37%) and by July 2026 8/21 (38%) of the pre-SEN list.

The School employs a dedicated pastoral lead (for 4.5 hours per week – *currently on maternity leave*) and another pastoral support TA (for 5 hours per week) to lead one-to-one sessions for pupils with SEMH needs and to liaise with parents and carers. Because of their other roles in the school (working at breakfast and after-school club, and as a dedicated SEND TA covering SEND interventions and offering dedicated SEND TA support for 2 pupils with EHC Plans, both staff have good working knowledge of the pupils. The pastoral lead and pastoral support worker work closely with teaching staff, Head Teacher (also lead DSL) and SENDCo.

The School works within a multi-agency context to support pupils and their families with SEMH needs, **working with a range of external NHS Health and Care professionals** such as Social Care, School Nursing Service (Community Paediatricians, Counselling Services (recently provided in school for identified pupils by Young Gloucestershire (Therapeutic Mentor) and counsellors from TIC+) The School also signposts/refers parents and carers to Parenting Courses, usually via Early Help referrals. Increasingly, the School values working also with privately commissioned Health Care professionals for a few identified pupils with higher level needs who require bespoke support (currently specialist Occupational Therapy for pupils with Neurodiversity and private Physiotherapy).

Since re-establishment of County Educational Psychology allocation to schools (September 2023), St Mary's now has a link County Educational Psychologist and has been able to use this allocation, mainly for pupil assessment and also some staff training (i.e. Emotional Coaching during 2023-4). *However*, during academic year 2024-5, our link EP and her replacement were both on extended maternity leave until the summer term and the EP Service had no capacity (reflecting the national shortage of Educational Psychologists currently) to allow the School its full allocation of meetings. As a result, the School has been offered two (out of seven possible) appointments only for 2024-5. This means a growing number of pupils are waiting for EP advice, which will have a knock-on effect in terms of specific support and some delay to statutory requests. This situation has improved somewhat during 2025-6, with allocation for 5 pupils.

All SEND and pre-SEN pupils are identified on the School's provision map for interventions, which also includes other vulnerable groups e.g. pupils with EAL and those in receipt of Pupil Premium and Services Premium, who are entitled to tutoring (at St Mary's) through this provision.

As well as pupils in receipt of Pupil Premium or Services Premium, those pupils in the lowest 20% within their cohort also qualify for targeted support and intervention programmes. Children are targeted for catch up tuition (informed by baseline assessments) in Literacy and Maths. In addition, *all other pupils* have access to same-day intervention for any difficulties they may encounter in their daily learning in English and Mathematics

Numbers of pupils with disabilities and medical needs within the school: Currently (*June 2026*), there are 5 pupils with varying medical needs on roll (another left the school at Easter), one of whom has an EHC Plan and one other pupil at SEND Support (My Plan+). This equates to 5/221: 2.3% of the whole school population and 2/36: 6% of the SEND register. In addition, a further 9/221 (4.1% of the school population) have food allergies, 2 of whom have epipens and one of whom also has diagnosed asthma. In total, *at June 2026* 13/220 pupils: 5.9% have asthma, 8 of whom require access to an inhaler in school. This register of pupils is distributed to all staff, and displayed in the staff room and school office.

Both pupils with EHC Plans have complex needs and diagnosed disabilities. One of the pupils has additional medical needs, whilst the other has asthma. In cases where a pupil has a medical condition such as Epilepsy, a Care Plan and appropriate risk assessment is in place; Specialist nursing staff lead annual training for key staff (latest held in September 2025). However, all staff keep abreast of CPD for medical conditions and key staff attend-virtual INSET annually for awareness of asthma, anaphylaxis and Epilepsy. Staff with designated responsibilities linked to a pupil’s care and/or personal care are listed on an Individual Care Plan.

SEND Standards over time (2022-3, 2023-4 & 2024-25)

>SEND standards statement 2022-23: Annual Evaluation Summary
(see also *Data Analysis Headlines / ARE & Progress Analysis docs*)

All SEND pupils by EHCP / SEN Support

% of pupil achieving age related expectations	SEND SEN Support (14)		SEND EHCP (3)	
	September 2022	July 2023	September 2022	July 2023
Reading	64	64	33	0
Writing	43	29	0	0
Maths	57	71	0	0

SEND pupils Years 1-6 (EHCP/SEN Support combined) (17 pupils)

Comparison of overall attainment from September 2022-July 2023 SEND PUPILS (17)

SEND (17 pupils Y1-Y6)				
	Years 1-6	Reading	Writing*	Maths
Sept. 22	%ARE+	59	35 EXS+	47
	%+ARE	24	0 GDS	18
July 2023	%ARE+	53	24 EXS+	59
	%+ARE	24	0 GDS	18
ARE+ Change		-6%	-11%	+12%
+ARE Change		=%	=%	=%

**Writing assessed as EXS (expected standard) and GDS (Greater Depth)*

>Across the academic year there was no increase in the % of SEND pupils working ABOVE Age-Related Expectations (+ARE) in Reading or maths and the % Writing GDS remains at 0% (from September 2022 baselines)

>In Reading and Writing the % of pupils working AT ARE has decreased (-6% Reading / -11% Writing).

>The % of pupils working AT ARE in maths has increased by 12%.

>The majority of pupils made expected progress with a significant proportion making accelerated progress (September 2022 to July 2023). The % making expected progress in maths was the strongest.

Reading: 65% expected / 24% accelerated. Writing: 71% / 6%. Maths: 94%/18%

>Attainment of the SEND Group is significantly below that of the non-SEND group for both % ARE and above ARE.

Reading: ARE+ SEND 53% v NON 94% (-41%), +ARE 24% v 52% (-28%).

Writing: EXS+ SEND 24% v NON 85% (-61%), GDS 0% v 18% (-44%).

Maths: ARE+ SEND 59% v NON 93% (-34%), +ARE 18% v 52% (-34%).

Pupil Premium (PP) group July 2023 (17 pupils)

Pupil Premium vs Non-Pupil Premium Groups										
	Pupil Count	Reading At or above ARE	Reading - Above ARE	Writing At or above ARE	Writing - Above ARE	Maths At or above ARE	Maths - Above ARE	RWM At or above ARE	RWM - Above ARE	
Pupil Premium	17 (100%)	76%	41%	65%	18%	71%	35%	65%	18%	Jul-23
Non-PP	173 (100%)	94%	57%	83%	18%	93%	58%	80%	16%	
Gaps		18%	16%	18%	0%	22%	23%	15%	-2%	
Pupil Premium	17 (100%)	76%	41%	59%	24%	65%	35%	59%	24%	Jul-22
Non-PP	173 (100%)	95%	53%	89%	37%	91%	52%	86%	30%	
Gaps		19%	12%	30%	13%	26%	17%	27%	6%	
Gaps change		-1%	4%	-12%	-13%	-4%	6%	-12%	-8%	Jul-22 to Jul-23

> Outcomes: Years 1-6 (17 pupils)-The PP group are achieving in-line / broadly in-line with the non-PP group in Writing (above ARE) and RWM (above ARE). Gaps remain (between PP and non-PP groups in reading (ARE+ & above ARE) and writing (ARE+). The most significant gaps are in Maths (ARE+ & above ARE).

-Gaps:-Between July 22 & July 23, PP and non-PP group gaps have narrowed in Writing ARE+ & above ARE (by 12% & 13%), Maths ARE+ (by 4%) and RWM ARE+ & above ARE (by 12% & 8%).-The gaps in Reading ARE+ have only marginally narrowed (-1%) and the gaps have increased in Reading above ARE (by 4%) and Maths above ARE (by 6%) (although the % for PP is static and the non-PP has increased, rather than any PP fall back).

>EYFSP (2 pupils): Both children achieved the expected standard in word comprehension, number and numerical patterns. 1 of 2 achieved the expected standard in writing and word reading. 1 of 2 pupils achieved GLD (50%) vs 76% of the non-PP group. The national average GLD figure was 69%

>Y1 Phonics (2 pupils): Both children achieved the PSC pass mark (100%). Average score was 35/40. Non-PP average score was 37. National average score TBC (80% achieved PSC pass mark).

>KS1 SATs (2 pupils): 1 of 2 pupils achieved the expected standard in reading but neither achieved the expected standard in writing or maths. Achievement was below the non-PP group (R96%, W76%, M96%) and below national average (R68%, W60%, M70%)

>Y4 MTC (1 pupil): The child achieved the MTC with a mark of 25/25. Non-PP average score was 23. National average score was 20.4. Attainment well above national average.

>KS2 SATs (3 pupils):

Pupil Premium	SATs Reading score	SATs GPS score	SATs Writing TA	SATs Maths score
Pupil A	116	120	GDS	118
Pupil B	112	110	EXS	109
Pupil C	111	114	GDS	112
PP Average	113	115	GDS	113
Non-PP	107	108	EXS	108
National	105	104	EXS	105

Read VA	Writ VA	Maths VA	GPS VA
2.3	2.7	4.0	3.1

100% of PP pupils will achieve EXS+ in RWM / 100% of PP pupils will achieve high score RMGPS / 66% will achieve a high score in RWM.

>Targeted% of the pupil premium group to make accelerated progress (Sept.22 – July 23).

Outcomes: -All pupils achieved at least the expected standard in all of RWM. All pupils achieved at least the expected standard in all of RWM&GPS.

-All pupils achieved a 'high score' in reading & GPS. 2 of 3 pupils achieved a 'high score' in RM&GPS and GDS in writing.

-Achievement of PP pupils at the end of KS2 is well above that of the non-PP group and well above national averages. -Value added measures for the PP group (progress from KS1-KS2) are very strong & better than the non-PP group.

>SEND standards statement 2023-24: Annual Evaluation Summary

Data for pupils with SEND is positive in terms of improvements in attainment and narrowing of gaps, albeit that the gaps are still large, especially in Writing.

ARE+ % increases from July23 in R (+21%); W (+8%); M (+10%) & RWM% (+8%)

Above / GDS % increases from July23 in R (+7%), M (+15%), but W (0%); RWM (+0%)

Gaps at ARE+ (between SEND/non-SEND): R -32% (narrowed by 20%); W -57% (narrowed by 10%); M -36% (narrowed by 1%) & RWM -57% (narrowed by 7%)

Gaps at Above / GDS R -32% (narrowed by 2%); W -20% (narrowed by 1%); M -36% (narrowed by 1%) & RWM --18% (widened by 3%)

SEND vs Non-SEND Groups (23-24)			Y1-Y6								
	Pupil Count	Reading At or above ARE	Reading - Above ARE	Writing At or GDS	Writing - GDS	Maths At or above ARE	Maths - Above ARE	RWM At or above ARE	RWM - Above / GDS		
SEND	28	64%	25%	29%	0%	64%	29%	29%	0%	Jul-24	
Non-SEND	166	96%	57%	86%	20%	97%	65%	86%	18%		
	Gaps	-32%	-32%	-57%	-20%	-33%	-36%	-57%	-18%		
Attainment change	Jul-23 to 24	21%	7%	8%	0%	10%	15%	8%	0%		
SEND	20 (10%)	43%	18%	21%	0%	54%	14%	21%	0%	Jul-23	
Non-SEND	174 (90%)	95%	52%	88%	19%	93%	51%	85%	15%		
	Gaps	-52%	-34%	-67%	-19%	-39%	-37%	-64%	-15%		
Gaps Change	Jul-23 to 24	-20%	-2%	-10%	1%	-6%	-1%	-7%	3%	Jul-23 to Jul-24	

EAL

ARE+ % increases from July23 in R (+5%); W (+9%); M (+6%) & RWM% (+14%)

Above / GDS % increases from July23 in R (+14%), M (+18%), RWM (+3%) but decrease in W (-2%).

Gaps at ARE+ (between EAL/non-EAL): R 6% (narrowed by 1%); W 2% (narrowed by 11%); M -1% (narrowed by 1%) & RWM 2% (narrowed by 15%)

Gaps at Above / GDS R 3% (narrowed by 11%); W -20% (narrowed by 1%); M -10% (improved by 5%) & RWM -11% (improved by 1%)

Pupil Premium

ARE+ % increases from July23 in R (+11%); M (+17%), but decrease in W (-6%) & RWM% (-6%)

Above / GDS % increases from July23 in R (+5%), M (+17%), RWM (+3%); static in W (0%).

Gaps at ARE+ (between PP/non-PP): R 17% (narrowed by 8%); W 43% (widened by 7%); M 11% (narrowed by 14%) & RWM 33% (widened by 9%)

Gaps at Above / GDS R 25% (gap unchanged) W 13% (widened by 2%); M 27% (narrowed by 3%) & RWM -10% (widened by 3%)

>SEND standards statement 2024-25: Annual Evaluation Summary

The attainment of the SEND group was generally static but the gaps between SEND/non-SEND widened slightly (due to increased attainment within the non-SEND group). The gap widened more significantly so in reading (ARE+).

ARE+ % increases (from July24): W (1%) & RWM% (+1%); Decreases: in R (-5%); W (+8%); M (-3%)

Above / GDS % increases from July24 in R (+2%). W & RWM were static. Maths decrease (-1%) M (+15%).

Gaps at ARE+ (between SEND/non-SEND): R -48%; W -60%; M -43% & RWM -59%

Gaps at Above / GDS R -29%; W - 20%; M -33% & RWM -19%

SEND vs Non-SEND Groups 2024-25										
	Pupil Count	Reading At or above ARE	Reading - Above ARE	Writing At or GDS	Writing - GDS	Maths At or above ARE	Maths - Above ARE	RWM At or above ARE	RWM - Above / GDS	
SEND	40	48%	23%	25%	0%	53%	25%	25%	0%	Jul-25
Non-SEND	181	96%	52%	85%	20%	96%	58%	84%	19%	
Gaps		48%	29%	60%	20%	43%	33%	59%	19%	
Attainment change	Jul-24 to July 25	-5%	2%	1%	0%	-3%	-1%	1%	0%	Jul-24 to July 25
SEND	40	53%	21%	24%	0%	56%	26%	24%	0%	Jul-24
Non-SEND	181	91%	45%	82%	16%	95%	54%	82%	13%	
Gaps		38%	24%	58%	16%	39%	28%	58%	13%	
Gaps Change	Jul-24 to Dec 24	10%	5%	2%	4%	4%	5%	1%	6%	Jul-24 to July 25

EAL (56 pupils)

ARE+ % increases from July24 in R (+9%); W (+3%); M (+6%) & RWM% (+3%)

Above / GDS % increases from July24 in R (+3%), W (+11) M (+15%), RWM (+11%)

Gaps at ARE+ (between EAL/non-EAL): R -8% (narrowed by 9%); W -17% (narrowed by 4%); M 0% (narrowed by 10%) & RWM -16% (narrowed by 5%)

Gaps at Above / GDS R -23% (widened by 13%); W -11% (narrowed by 7%); M -2% (narrowed by 5%); & RWM -12% (narrowed by 6%);

Pupil Premium (14 pupils)

ARE+ % static in W & RWM. Decreases in R (-7%) & M (-14%)

Above / GDS % static in R, W & RWM. Increase in M (+7%)

Gaps at ARE+ (between PP/Non-PP): R -40% (widened by 10%); W -32% (gap unchanged); M -41% (widened by 14%) & RWM -32% (gap unchanged)

Gaps at Above / GDS R -35% (widened by 12%); W 13% (widened by 6%); M -42% (widened by 4%) & RWM -12% (widened by 7%)

Pupil Premium Achievement (KS2) IDSR (2022-25)

	2023	2024	2025	3-year average
RWM expected standard	Small cohort	Small cohort	Small cohort	Above (non-sig)
Reading expected standard	Small cohort	Small cohort	Small cohort	Above (non-sig)
Writing expected standard	Small cohort	Small cohort	Small cohort	Above (non-sig)
Maths expected standard	Small cohort	Small cohort	Small cohort	Above (sig+)
EGPS expected standard	Small cohort	Small cohort	Small cohort	Above (sig+)

	2022	2023	2-year average
Reading progress	Small cohort	Small cohort	Above (non-sig)
Writing progress	Small cohort	Small cohort	Above (sig+)
Maths progress	Small cohort	Small cohort	Above (sig+)

Disadvantaged pupils - Reading, writing and maths expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	8	63%	46%	Above (non-sig)	68%	-5	Not applicable	Not applicable
2025	1	100%	47%	Small cohort	69%	31	Suppressed	-
2024	4	25%	46%	Small cohort	67%	-42	Suppressed	-
2023	3	100%	44%	Small cohort	66%	34	Suppressed	-

Attendance and exclusion of pupils with SEND / PP

The Head Teacher is the Senior Attendance Champion, with overall responsibility for attendance.
The School Attendance Officer supports with the monitoring and administration related to attendance.

The School accesses external support via Gloucestershire County Council (Inclusion Team) and has a designated Inclusion Advisor who supports the school in dealing with any specific attendance issues, including any persistent lateness.

Exclusions:

There have been no exclusions of SEND pupils in the last three academic years.

Suspensions:

2022-23: 1 pupil (1 day)
2023-24: 1 pupil (1 day)
2024-25: 2 pupils (1 day per pupil)

Attendance:

Attendance of SEND pupils in 2024-25:

Overall attendance (all pupils) was 96.1%. This is above the national average (94.8%).
The attendance of SEND pupils was lower than non-SEND pupils but better than national SEND attendance.

SEND Attendance data (SEND SUPPORT)					SEND Attendance data (SEND EHCP)				
	Pupils	24-25	NA*	23-24		Pupils	24-25	NA*	23-24
R	6	93.6%			R				
Y1	5	83.2%		92.1%	Y1				
Y2	4	93.2%		90.0%	Y2				
Y3	4	96.0%		96.0%	Y3	1	93.2%		97.9%
Y4	9	95.2%		94.3%	Y4				
Y5	5	97.0%		96.5%	Y5	1	93.4%		83.4%
Y6	5	96.0%		95.1%	Y6				
	38	93.6%	92.3%	94.2%		2	93.3%	89.1%	90.7%
	Non	96.7%		96.0%		Non	96.7%		96.0%

Attendance of SEND & PP groups (IDSR summary data 2022-25)

SEN - Attendance					FSM6 - Attendance				
Year	Cohort	School	National	National distribution banding	Year	Cohort	School	National	National distribution banding
2024/25 (3 term)	29	92.9%	92.3%	Close to average	2024/25 (3 term)	15	91.1%	92.3%	Close to average
2023/24 (3 term)	20	94.9%	92.1%	Above	2023/24 (3 term)	17	92.1%	92.0%	Close to average
2022/23 (3 term)	12	94.6%	91.9%	Above	2022/23 (3 term)	21	88.3%	91.6%	Below

Attendance of SEND pupils in 2023-24:

Overall attendance (all pupils) was 95.9%. This is above the national average (94.5%).
The attendance of SEND pupils was lower than non-SEND pupils but better than national SEND attendance.

SEND Attendance data (SEND SUPPORT)					SEND Attendance data (SEND EHCP)				
	Pupils	23-24	NA*	22-23		Pupils	23-24	NA*	22-23
R	3	89.8%			R				
Y1	4	90.0%	92.1%	98.0%	Y1				94.0%
Y2	4	96.0%	93.1%	93.9%	Y2	1	97.9%		
Y3	7	93.9%	93.3%	93.1%	Y3				86.5%
Y4	4	96.4%	93.3%	86.7%	Y4	1	83.4%		
Y5	4	95.1%	93.2%	95.0%	Y5				
Y6	3	95.2%	92.8%		Y6				94.9%
	29	94.0%	92.8%	92.3%		2	90.7%	89.1%	91.8%
	Non	96.1%		95.4%		Non	96.1%		
*FFT National Average figures					*FFT National Average figures				

Attendance of SEND pupils in 2022-3:

Overall attendance (all pupils) was 95.2%. This is above the national average (93.8%).

The attendance of SEND pupils was lower than non-SEND pupils but better than national SEND attendance.

SEND Attendance data (SEND SUPPORT)					SEND Attendance data (SEND EHCP)			
	Pupils	22-23	NA*	21-22		Pupils	22-23	NA
R				95.0%	R			
Y1	3	98.0%	91.5%	96.1%	Y1	1	94.0%	87.8%
Y2	3	93.9%	92.1%	91.6%	Y2			
Y3	2	93.1%	92.4%	94.1%	Y3	1	86.5%	90.0%
Y4	4	86.7%	92.3%	97.3%	Y4			
Y5	2	95.0%	92.2%	97.4%	Y5			
Y6				97.9%	Y6	1	94.9%	89.5%
	14	92.3%	91.9%	95.4%		3	91.8%	89.1%
	Non	95.4%		94.5%		Non	94.5%	
*FFT National Average figures					*FFT National Average figures			

Systems for identifying pupils and tracking progress for pupils with SEND: * A more detailed description of identifying and tracking pupils with SEND may be found in the School's SEND Policy (*last updated in February 2026*)

Pupils are **identified for the SEND register according to criteria in the 2015 revised SEND Code of Practice.**

Other children who may be a cause for concern are kept on a Pre-SEN Support register which is reviewed each long Term. Pupils in the lowest 20% within their cohort also qualify for targeted support and intervention programmes* (*see below*)

The School places value on **early intervention and a variety of screening tests** are used to highlight any pupils who may have either academic difficulties or who may need support with social, emotional or mental health needs, or functional difficulties because of disability (DEST-2 for all EYFS pupils and DEST-J for identified KS2 pupils, Middle Infant Screening Test (MIST) in Y1; Boxall Profile for those presenting with challenging behaviour and School Function Assessment for pupils with more complex needs/disabilities who may struggle to access learning or the learning environment). The Coventry Grid (a gap analysis of pupils exhibiting either behaviours associated with Autism spectrum or attachment difficulties – or both) may also be utilised to support any clinical referrals.

The School **tracks and monitors the attainment and progress** of each pupil closely, enabling appropriate intervention to provide effective academic and/or social and emotional and mental health support. Rigorous assessment practices in the form of personalised pupil targets are differentiated for pupils with SEND and inform data tracking.

All **pupils on the SEND Register are reviewed three times annually** via Review meetings each long Term in accordance with clear procedures in the new 0-25 SEND Code of Practice (2015) and the **LEA's Graduated Response Model of 'Assess. Plan, Do, Review'**, wherein progress towards outcomes is carefully and continuously monitored and tracked. (refer SEND Policy February 2026 p7 Graduated Response Model)

The **School follows the LA's Graduated Pathway of Support** (*refer SEND Policy for GCC's Graduated Pathway' model*) so that, if progress rates are still judged to be inadequate despite the delivery of high-quality interventions on a **'My Plan'**, parental/carers permission will be obtained to **refer a pupil to any appropriate external agencies** for advice on how to best meet specific needs. At this point, a pupil may be eligible for a **'My Plan+'**, typically characterised by the involvement of Specialist support from outside of the school.

If the child's needs remain so significant, complex enough and lifelong that they cannot be met effectively within the resources available to the School (quality first teaching and dedicated interventions), then a Team around the Child (TAC) meeting may make a **request to the LEA to conduct a statutory assessment of Education and/or Health Care needs, which may result in an EHCP** being drawn up. EHC Plans are monitored and reviewed annually. At St Mary's, children with an EHCP have three termly multi-agency

Review meetings, in addition to an Annual Review of their EHCP. **For a detailed description of the process towards an Education and Health care Plan (EHCP), see item 12 on p8-9 of School Offer of Support (May 2025)*

Following reviews of children's progress, their needs are identified and suitable provision is implemented. This may involve withdrawal from class for 1-1 tutoring or small group interventions, Precision Teaching programmes and/or early involvement of external agencies, including sometimes support, advice and/or staff training from Special Schools Outreach Service e.g. for strategies to support pupils for crisis behaviour management.

The impact of interventions for pupils with SEND is measured against pupil progress data and informs future planning. This is recorded in an annual evaluation summary, which is enshrined within the annual SEND Subject Development Plan (SDP).

Inclusion for pupils with SEND:

Pupils are involved (where this is possible and appropriate for the child concerned), in their own termly reviews and Annual Reviews, and monitoring of SEND interventions includes pupil and staff conferencing. Since Covid lockdown, this is now also offered as 'in person' or virtual meetings via online TEAMS platform. The use of graphic indicators and personalised behaviour systems support those with complex needs to understand and contribute to their own target setting. Pupil targets are written in clear language on a 'My Plan' format as advised by the Gloucestershire LEA.

The School continues to provide opportunities for *all pupils* at St Mary's to benefit from a weekly led specialist P.E session from the Montague Academy covering the range of the Primary P.E. Curriculum throughout the year. Where needful, staff liaise with coaches to ensure lessons are adapted to enable all pupils to participate fully, supporting the progress of pupils with motor difficulties and other learning needs. Some pupils have a Pupil Passport, which outline any medical or other SEND needs which may impact on their access to whole class PE. One pupil with a physical disability requires adult supervision and support during PE lessons and also requires access to dedicated daily physiotherapy; this is led in school by staff trained via privately commissioned Physiotherapy.

As part of the School's inclusive curriculum, all pupils have access and opportunities (as appropriate) to participate in visits (including the Y6 residential visit), clubs and school activities through reasonable adjustments and in accordance with risk assessment procedures. Pupils with SEND are represented on the School Council and may choose to be part of the School Chaplaincy Team.

The School signposts parents of pupils with disabilities to outside agencies e.g. Active Impact 'Of course we can' scheme <https://www.activeimpact.org.uk>, as well as referral for parents to appropriate Parenting Courses.

Provision for pupils with SEND:

**A comprehensive list of interventions can be found on p11 -13 of the School Offer (June 2026)*

Termly Reviews, Annual Reviews and associated multi-agency team around the child (TAC) or team around the family (TAF) meetings are scheduled each Term. A Provision Map is in place and updated following each Termly SEND review cycle, as appropriate.

Pupils are well supported and challenged in their learning and social, emotional and mental health (SEMH) needs both through external counselling provision for identified pupils and a range of 'in house' short and longer term, more intensive interventions which are monitored regularly and considered in relation to pupil progress.

Provision for pupils with SEND may include withdrawal from class for 1-1 or small group intervention, Precision Teaching programmes and/or involvement of external agencies, including support, advice and staff training from the Advisory Teaching Service, Educational Psychology, Health Services or specialist outreach from SAND Academies Trust external counselling or other therapies (generally hosted in school) for some pupils via Health or Family Social Care referrals. As far as possible, however, targeted intervention is integrated into supported classroom learning.

Where specified in external professional reports, some identified pupils with SEND are eligible to be registered for extra time in KS2 SATs examinations; they may be allowed a reader (except for the Reading test) and/or a scribe and rest breaks. Other vulnerable pupils may sit their tests in a smaller, quiet room with close adult supervision rather than in the main school hall e.g. in order to reduce anxiety.

Close and effective links are made with a wide variety of agencies to support pupils, parents/carers and the School in addressing pupils' differing needs, **most recently:**

External agencies and professionals currently supporting pupils with SEND at St Mary's

**Please note that since 1.9.19, there is now a new vision of changes to Education, Inclusion and Specialist Support for schools. The new structure and model of working adopts a single integrated model of management for inclusion and specialist support services, which aims to help improve inclusive practice in Gloucestershire. It brings together and incorporates three important Services: Advisory Teaching Service and Educational Psychology alongside MASH Safeguarding (Education) officers.*

The new structure aims to better

- support families and education settings in the development of inclusive practice and environments
- Ensure early holistic action to address emerging issues and prevent escalation
- Provide specialist support to support pupils to access learning (Advisory teachers and Educational Psychology)
- Support schools to meet statutory duties for attendance, exclusion and home education

Currently, the School maintains close and effective links with a wide variety of agencies to support pupils, parents/carers and the School in addressing pupils' differing needs, most recently:

- SEND Casework/EHCP Team at Gloucestershire County Council *has recently been re-structured, which has improved effectiveness of processing the EHCP annual review process enormously.* The school's new link SEND Casework Officer is lead case work officer is Rachael Orchard Rachael.Orchard@gloucestershire.gov.uk
- Special Educational Needs and Disabilities Information and Support Service (SENDIASS) <https://sendiassglos.org.uk> tel: 0800 158 3603
- Social Care via referrals to Early Help <https://www.gloucestershire.gov.uk> Tel: Tewkesbury 01452 328250 tewkesburyearlyhelp@gloucestershire.gov.uk
- The Virtual School, Gloucestershire (for provision for LAC & PLAC) <https://www.gloucestershire.gov.uk/vschool/>
- Counselling for identified pupils provided by Young Gloucestershire (Therapeutic Mentor) and counsellors from Let's Talk Well <https://www.letstalkwell.org.uk/> (formerly TIC+) Tel: 01594 372777/text 07520 634063
- Educational Psychology Service (EP) * *a traded Service in the County since 2013, has now reverted back (September 2023) to providing a termly allocation to schools, who may use this funding for EP assessment of pupils and staff training* The school now has a named link Educational Psychologist: currently Sabina Meah Sabina.Meah@gloucestershire.gov.uk
- Various branches of the Advisory Teaching Service – i.e. currently (June 2026) the School is working with Advisory Teachers for Cognition, Learning and Social, Emotional and Mental Health, the Advisory Teacher for Physical Disabilities and liaising with the link Advisory Teacher for Communication and Interaction for pupils on the Social Communication and Autism Spectrum (CAAAS) Pathway. *The School has also previously worked closely with the Advisory Teaching Service for Visual impairment.*
- NHS Speech and Language Therapy Service
- Augmentative and Alternative Communication Team (via internal Speech and Language Therapy referral) *until 2025*
- NHS Occupational Therapy Service and privately commissioned OT (by school and parents) for two pupils: Faith Newton ND Kids Occupational Therapy (email faith@ndkids.co.uk)
- NHS Physiotherapy Service, as well as working with a privately commissioned Physiotherapist for one pupil. **This provision is through private commission via a special grant funding from Children's Disability Service*
- Privately commissioned Educational Psychologists: Emma Soares emma.soares@live.com and Carol Heath-Smith carolheathsmith@gmail.com (Discovering the Power of You), the latter specialising in Dyslexia assessments
- Communication and ADHD Service (CAAAS) within Gloucestershire is now a single Service for delivery of children/young people's Autism and incorporated ADHD assessments since 1st January 2025 *providing assessments for children/young people age 2-17 years for Autism and 6-17 years for ADHD.* It replaces and brings together the previous Social Communication and Autism Service (SCAAS) for under 11's, CAMHS Neurodiversity Team and Paediatrics' (under 11's) ADHD clinic within the hospital. Increased requests for a clinical opinion around Autism and ADHD over the past few years at St Mary's reflect the national picture, and combined with raised thresholds for referral take up a greater amount of time comparatively*

**The requirements for a referral demand a lot of work on the part of the school and the wait time for assessment is now standing at @ 3 years in Gloucestershire. This is due to backlogs from Covid-19 pandemic, but also a huge rise in requests nationally. Only one pupil so far (of those referred to SCAAS team) at St Mary's has had a diagnosis established (August 2023) following a series of assessments by a multi-professional team. Other privately commissioned referrals (by parents) have rendered positive diagnoses of both Autism and ADHD for 4 pupils in the past academic year, whilst NHS referrals remain on a long-wait list.*

- [Psicon | Am I Neurodivergent? ADHD & Autism Diagnosis UK](#) privately commissioned Educational Psychology (where required)
 - Supporting documentation for parents accessing private referrals through Specialist agencies compliant with NICE for assessments for ADHD and Autism e.g. Psicon <https://www.psicon.co.uk> and The Owl Centre <https://www.theowl.org> or via Gloucester Assessment Centre www.thegloucestershireautismcentre.co.uk * *because there is currently a 3-year wait in Gloucestershire from the point of NHS referral for Autism/ADHD to assessment.*
 - NHS – Community Paediatric Consultants and other Health professionals e.g. Schools' Community Nursing service, Audiology, Continence Team, Nutrition and Dietetic Department and Epilepsy and Neurodisability nurse practitioners **Annual (now online training) is currently led by Epilepsy Nurse practitioners to key staff for one pupil at the start of the academic year*
- CYP Disability Service (which is accessed for one identified pupil via grant funding) to provide adult support for pupils with physical disabilities at after-school activities. *However, this is not widely available.*
- *Previously, when funding was required to support pupils with additional needs at an after-school activity, a referral had to be made; funding was accessed through the Enablement Team. Now only some pupils with listed Disabilities are entitled and assessments in school and at home are required. Funding is given as a direct payment to parents.*
- SAND Academies Trust <https://www.sandmat.uk> tel: 01452 923800 or contactus@sandmat.uk for outreach for pupils with additional complex needs
 - Alternative Provision for some pupils with complex additional needs:

> Elmtree Learning Partnership <https://elmtree-learning.org.uk/gloucestershire> tel 01452 530600

> Connections2Independence Ltd <https://connections2independence.com> Tel 01452 924946

Other Services the School has accessed previously:

- Children and Young People's Service for Mental Health (CYPS 2gether NHS Foundation Trust) www.2gether.nhs.uk/cyps
- Families First Plus Gloucester (part of Early Help for Children, Young People and Families)
- Hospital Schools' Service

In addition:

- The School employs 'in house' a pastoral lead for 4.5 hours each week and a pastoral support TA for 5 hours each week
- The School employs the SENDCo and part of her work is to work in liaison with and under the jurisdiction of the Speech and Language Therapy Service to supervise and lead dedicated speech and language interventions.
- *The School also accesses support from:* Winston's Wish (for bereavement) and Young Gloucestershire for pupil counselling *as required*
- The School has strong links with the Parish, and the Parish Priest, who lives on site and may be available, upon request, to support families at significant times of difficulty e.g. loss.

Parents and Carer involvement in the provision for pupils with special educational needs, and of those with disabilities and/or medical needs (SEND).

Parents and carers are invited to attend and contribute to Termly Reviews and there is a high incidence of attendance. The School also operates an 'open door' policy for parents.

Parents/carers and external professionals are offered either an in-person meeting or a choice of TEAMS virtual platform or a telephone meeting as preferred. Some meetings are a-hybrid, with some attendees joining a meeting in school virtually. This works well for pupils and adults concerned, especially for some KS3 transition reviews with feeder schools.

Parents and carers are kept well informed about all aspects of their child's achievement, well-being and development, and are given effective guidance regarding how they can support their child at home. Where applicable, parents may be signposted to Health Services or via referrals to access Parent Support Programmes e.g. through Early Help. The Head Teacher and SENDCo work closely with pupils and their parents, class teachers, and Pastoral support staff (and in liaison with external Education, Health and Social Care professionals in this regard).

Parents/carers are involved in the drawing up of Intimate Care or Emergency Medical Care Plans with the SENDCo, Head Teacher and teachers and SEND support staff concerned.

The SEND Policy is available to parents on the School's website and information about the complaints procedure, and how to access this procedure, is available in the Policy section of the School website and can be requested from the school office.

Transition for Pupils with SEND: *see also SEND School Offer June 2026 p17-18 (item 19: 'How will children with SEND be supported at times of transition?')*

The School liaises closely regarding assessment information of pupils to ensure that transfer – especially from Pre-School to KS1 and KS2-3 – is as smooth a process as possible for pupils with additional needs. The SENDCO liaises closely with EYFS staff and the Pre-School leader on site (or other Nursery settings with the EYFS teachers), and with the KS3 SENDCO at relevant receiving KS3 settings. This ensures necessary early intervention is put in place quickly, both in EYFS and Y7.

To ensure smooth transition for current Y6 children with SEND to KS3, additional visits to KS3 settings are arranged during the Summer Term for identified pupils *where this is provided by KS3*. Parents and support staff of identified vulnerable pupils may be invited to a Transfer Conference (offered by the Advisory Teaching Service) to meet with KS3 staff and discuss practicalities of transfer, and parents may also be invited to participate in transition projects *when this is offered* by the Advisory Teaching Service for Communication and interaction for younger pupils starting school. KS3 SENDCO or a representative of the SEND team from pupils' chosen KS3 settings are invited to Summer Term SEND reviews in Year 6. All pupil records are handed over in advance of pupils commencing KS3.

It is also helpful for some vulnerable pupils e.g. with ASD or other communication and interaction difficulties, to have phased transfer to a new class or Key Stage to alleviate anxiety and ease the transition process. This may take the form of extra visits with their TA to meet their new teacher and classroom, and, where necessary (for EYFS and KS1 pupils), making a booklet with photographs ahead of transfer. This is part of the School's good practice *noted in the School's SEND Development Plan*.

Deployment of staff and resources:

Personnel are deployed effectively to provide additional support within class via a combination of tailored teaching and group/individual activity tasks, and class teaching assistants play an integral role in leading groups of pupils in lessons.

For pupils requiring support with social, emotional and mental health (SEMH) needs, the School employs a pastoral lead for 4.5 hours a week and a pastoral support TA (for 5 additional hours per week) to work in 1-1 sessions with identified pupils and to liaise with their parents and carers. This 'safe' space is valued by pupils.

Since the Speech and Language TA (a former SALT) retired in July 2021, the SENDCo has supervised and led interventions for speech and language for pupils who are under the Speech and Language Service, working in liaison with and under the jurisdiction of the Speech and Language Therapy Service; this is alongside other SEND interventions. A HLTA is also trained to run Occupational Therapy designed 'FIZZY' sessions for a group of identified pupils each week, although staff capacity (due to new pupils with high-level needs coming into the school and its impact on budget) has meant that FIZZY has not been able to run for the last 2 years. Support staff absence delayed the commencement of the programme in the 2023-24 academic year and continued to disrupt full quota of interventions being covered throughout much of 2024-5. Some pupils (with an EHC Plan) typically do FIZZY sessions as part of their dedicated withdrawal with their SEND support TA, where specific targets are prescribed within their EHC Plan, so these have not been missed.

One other staff member (who works as a class TA in the mornings), is also a qualified teacher, and combines his role during part of the week leading tutoring for pupils in receipt of Pupil Premium or Services Premium.

Pupils who join the school with EAL, who have little English, have targeted support with an EAL support TA *where this is required*. In addition, pupils with EAL who find the acquisition of English difficult over time *may* require additional support for language needs with the SENDCo as part of speech and language intervention. Sometimes, identified pupils are on the SEND register, so there is strong liaison between the SENDCo, teachers and support staff, and parents are kept informed of progress each long Term, following each period of intervention.

The School's SEND budget is allocated carefully to equip the school with necessary SEND resources, which are prioritised according to pupils' needs. When required, the School invests in commissioning an Educational Psychologist to lead cognitive assessments for any vulnerable pupils, for whom further detailed assessment is needed to more precisely pinpoint specific difficulties and advise tailored support. *This is in addition to the County Educational Psychology allocation, which has been renewed to schools since September 2023* *See also *SEND School Offer of Support (item 20) How is extra support allocated to children?*

As part of its good practice for pupils with communication and interaction needs and those with diagnosed Autism, the School continues to subscribe to Widget online resource, which includes a dual language feature with the facility to translate into 80 languages; this supports a Total Communication approach i.e. access to labels, visual timetables and publishing texts; this is of value to pupils with Communication and Interaction needs and ASD, as well as for a number of Services Premium pupils who join the school each year with EAL; it is also utilised by staff to create resources to support behaviour, such as social stories, now/next boards and personalised behaviour charts.

Where a **pupil's needs are complex** and for whom their **disability** means they are unable to access the Curriculum appropriately and make progress, *despite high-level intervention of at least 10 hours of dedicated support each week* (and which may also include where a pupil's behaviour impacts on their inability to access learning as well as impacting adversely on the learning of other pupils), further external advice and longer-term funding is sought - *ultimately* a request for statutory assessment for an Education and Health Care Plan. This entails a 20-week process, following the request, which has first to follow the Graduated Pathway of support, following at least two reviews of a pupil at My Plan+ within a multi-agency context and requires sufficient evidence of lack of progress, impact of interventions and external professional advice and recommendations followed *over time*. **See details in SEND School Offer June 2026)*

The school has a responsibility to admit pupils with disabilities and at St Mary's we work very hard to ensure best care and inclusion of pupils with EHC Plans as valued members of the school community. However, over the past few years, the school has received numerous admissions consultations from GCC SEND Casework (and has been required to provide detailed reports) for pupils with an EHCP but with *such complex needs* that a Specialist setting is clearly *wholly appropriate* to support their best progress and enable them to flourish, and for whom attendance in a mainstream classroom (even with many adjustments) would be detrimental, both to their appropriate access to learning and to their well-being. This demand is largely due to the lack of places in Specialist settings and lack of sufficient Specialist settings generally and is a particular issue both locally and nationally.

Staff Development

The **SENDCO** is a qualified teacher and holds a Post Graduate Certificate (M level) in Vulnerable Learners and Inclusion from Bath Spa University and the National Award for SEN Co-ordination; she is trained in Nurture (Nurture Group Network training, January 2014).

Since starting her role as SENDCO in 2010, she has benefitted from working alongside a number of private therapists for pupils in both schools with moderate or more complex needs and has worked in a multi-agency approach with various branches of the Advisory Teaching Service, Behaviour Support agencies and Clinical Psychology, especially for pupils experiencing emotional difficulties e.g. Action Research project (over two years) for a pupil with Selective Mutism. Because of this training, the support and advice from specialist external agencies (especially a Behaviour Support Advisor), and working closely with the School's pastoral staff and other SEND support staff, the School is able to provide appropriate intervention for the social and emotional well-being and related behavioural needs of identified pupils with SEMH difficulties. Specific assessments (e.g. Boxall profile, GAP analysis; School Function Assessment) are also utilised to identify the extent of emotional/behavioural needs or the extent to which a child might be able/unable to access learning in a mainstream setting, which, in turn, also helps to inform external Health and Educational professionals.

The SENDCO attends the local Tewkesbury District Partnership (TDP) of SENDCO online meetings, where local and national updates about pupils with SEND are shared. However, it has not always been possible to attend meetings during 2025-6, due to increasing caseload demands.

There is close liaison between the SENDCO and **SEND support TAs** re training needs as she leads Performance Management for them and also organises *or* cascades training in using resources and some dedicated interventions, such as modelling use of a variety of resources to support speech and language (Colourful Semantics); Dyslexia and using Precision Teaching methods; Better Reading Partnership and Widgeit for example.

Other important training the SENDCO receives is shared at staff meetings e.g. Neglect (including use of Neglect Toolkit), *or bought in* for all staff as part of Twilight sessions e.g. Numicon or Managing Challenging Behaviour to maximise its impact.

Support staff utilise opportunities for CPD, including in-depth training courses, to best support pupils, such as bespoke training for a SEND support TA in Autism awareness and strategies to support a pupil with linked behavioural needs (led after school by the School's link Advisory teacher for Communication and Interaction), as well as SAND Academies Trust specialist outreach training and visits. The school's appointed **pastoral lead and pastoral TA** attend ongoing CPD as their caseload requires. **Recently the pastoral lead has completed Elsa training** (20.4.23-29.1.24) and previously 2019 (*prior to maternity leave*): Dealing with loss, CACHE level 2 Children and Young People's Mental Health and Build happy Lego therapy; in 2020: REACH course 'Resiliency – Enabling approaches for children and Young People (REACH)', ACES and Emotional needs courses; 2021: 'Facts 4 Life FSW'; further Lego therapy and Challenging Behaviour training. **The pastoral TA has recently attended CPD for Working and Supporting Families 1 & 2; and Lego therapy for grief, mood monsters and risk, as well as other online training.**

Appropriate pastoral staff also undertake *paediatric First Aid training* to support their other roles as a SEND support TA, midday supervisor and as staff member at breakfast/after-school club. *All SEND support TAs access similar training, as appropriate to the needs of the pupils with whom they are working with* e.g. networking meetings for pupils with Physical Disabilities (led by the Advisory teaching Service PD Team), Epilepsy training and training for pupils with ASD/sensory needs. The Head Teacher keeps a record of all staff CPD. *The EAL TA is also TEFL trained.*

All staff at the school have experience working with **pupils with Autism** and other communication and interaction needs (of whom some have a complexity of medical and emotional needs). For these pupils, the school already displays good practice within a multi-agency approach to supporting and overcoming barriers to learning.

Since the start of 2023-4 at St Mary's, there has been a rising demand for referrals for a clinical opinion around Autism and/or ADHD, which mirrors a growing trend nationally. As a result, processes for referral within a restructured Service in Gloucestershire (SCAAS > Gloucestershire Health & Care NHS Foundation Trust) and raised thresholds for referral require that a pupil must have a well-established My Plan+ with at least two reviews in place and which, typically, includes external professional advice with supporting reports.

Since January 2025, Gloucestershire Children's Autism and ADHD Service (CAAAS) team consists of a team of Clinical Psychologists, Paediatricians, Psychiatrists, Occupational Therapists and Speech and Language Therapists who now offer specialist multi-disciplinary assessment of social communication for children aged 2-17 to understand if a child is Autistic and assessment of attention for children aged 6-17 to understand if a child may have ADHD where a child or young person's presentation across multiple settings is having a significant impact on day-to-day life (accepting referrals from birth to 18 years) for those registered with a Gloucestershire GP and may only be accepted from any Educational, Health or Care professional working with the child/young person, but cannot accept referrals from parents or self-referrals.

Health Services continue to be overwhelmed by dramatic rise in demand and wait times are very long (up to 3 years in Gloucestershire), with at least a 4-5 month wait for the referral to even be processed. Extended wait times are compounded further by the backlog caused by Covid-19 Pandemic. Because of this, some parents have opted to commission private referrals, resulting in positive diagnoses for 4 pupils (ASD and/or ADHD) whilst a number of NHS referrals through former SCAAS (now CAAAS Service) are still pending a clinical opinion. In May 2025 a further 8 CAAAS referrals were required. At June 2026, 6 pupils have a diagnosis of Autism (2 of those with combined ADHD) and one other pupil with ADHD only. 9 pupils (including 2 with private diagnoses) are now on the CAAAS pathway and 3 more imminent CAAAS referrals are required (1/3 of those already has a private diagnosis). At least 7+ other pupils present with behaviours which may later need a clinical opinion and indications are that some pre-school pupils starting EYFS in September 2026 will add to this number.

Budget allocation:

The School has FMSiS accreditation, and funds are invested carefully in order to improve quality of learning resources for pupils with SEND.

[See SEND spending for 2022-3, 2023-4, 2024-25 & 2025-25 \(predicted\) below:](#)

2025-26

Anticipated SEND funding for 2025-26

Income (Notional SEN)	Income (EHCP -GCC)	EHCP (School Contribution)
£71,822	£38,054	£22,000 (inc notional SEN)
Other funding	Total Income (notional & EHCP)	
£6,555	£116,431	

NB Includes 4 x EHCPs awarded part year.

Planned SEND Expenditure 2025-26 (General)

SEND Co-ordinator	S&L Teaching Assistant	Class Teaching Assistants
£43,257 (incl interventions)	£3,861	£17,364

SEND resources	Supply hours for SEND reviews	Total General Expenditure
£500	£	£64,982

Planned SEND Expenditure 2025-26 (EHCP)

EHCP Teacher	EHCP Teaching Assistants	EHCP MDSU
£-	£64,358	£included in TA

Note figures includes TA costs for full year, even with part year awarded EHCPs

Supply hours for SEN reviews	EHCP resources	EHCP Staff Training
£0	£0	£70

Assessments	Alternative Provision	Total Planned EHCP Expenditure
£554	£15,863	£80,845

Total anticipated Income (notional & EHCP)	Total Planned Expenditure	Planned school Contribution
£116,431	£145,827	£29,396

EHCPs 2025-26

PREDICTED	Pupil 1 Y6	Pupil 2 Y4	Pupil 3 Y1	Pupil 4 Y6	Pupil 5 Y2	Pupil 6 Reception
------------------	-------------------	-------------------	-------------------	-------------------	-------------------	--------------------------

Total Funding / Hours	16	25.5	23.25	5	18 + 3 AP	15 AP
LA Funded	£5,242	£10,508	£8,059 PY	£3,803 PY	£4,817 PY	£5,625 PY
School Funded	£6,000	£6,000	£3,000 PY	£3,000 PY	£1,500 PY	£2,500 PY

2024-25

SEND funding for 2024-25

Income (Notional SEN)	Income (EHCP -GCC)	EHCP (School Contribution)
£73,751	£15,542	£12,000(inc notional SEN)
Other funding	Total Income (notional & EHCP)	
£0	£89,293	

NB Includes 5 x EHCPs awarded part year.

SEND Expenditure 2024-25 (General)

SEND Co-ordinator	S&L Teaching Assistant	Class Teaching Assistants
£42,697	£3,687.38	£15,779

SEND resources	Supply hours for SEND reviews	Total General Expenditure
£500	£ 345	<u>£62,995</u>

SEND Expenditure 2024-25 (EHCP)

EHCP Teacher	EHCP Teaching Assistants	EHCP MDSU
£-	£32,369	Included in TA

Supply hours for SEN reviews	EHCP resources	EHCP Staff Training
-0	£0	£0

Assessments	Alternative Provision	Total Planned EHCP Expenditure
£1,820	£0	<u>£34,189</u>

Total anticipated Income (notional & EHCP)	Total Planned Expenditure	Planned school Contribution
<u>£89,293</u>	<u>£97,184</u>	<u>£7,891</u>

EHCPs 2024-25

	Pupil 1 Y6	Pupil 2 Y4
Total Funding / Hours	16	25.5
LA Funded	£5,164	£10,378
School Funded	£6,000	£6,000

2023-24

SEND funding for 2023-24

Income (Notional SEN)	Income (EHCP -GCC)	EHCP (School Contribution)
£56,399	£15,613	£12,000
Total Income (notional & EHCP)		
£84,012		

SEND Expenditure 2023-24 (General)

SEND Co-ordinator	S&L Teaching Assistant	Class Teaching Assistants
£37,608	£3,146	£15,308

SEND resources	Supply hours for SEND reviews	Total General Expenditure
£500	£ 0	<u>£56,062</u>

SEND Expenditure 2023-24 (EHCP)

EHCP Teacher	EHCP Teaching Assistants	EHCP MDSU
£0	£28,961	£0

Supply hours for SEN reviews	EHCP resources	EHCP Staff Training
£0	£100	£45

Assessments
-

Total Planned EHCP Expenditure
<u>£29,106</u>

Total Income (notional & EHCP)	Total Expenditure	School Contribution
<u>£84,012</u>	<u>£ 85,168</u>	<u>£1,156</u>

2022-23

SEND funding for 2022-23

Income (Notional SEN)	Income (EHCP -GCC)	EHCP (School Contribution)
£55,946	£15,548	£18,000
Total Income (notional & EHCP)		
<u>£89,494</u>		

SEND Expenditure 2022-23 (General)

SEND Co-ordinator	S&L Teaching Assistant	Class Teaching Assistants
£35,322	£4,995	£ 15,182

SEND resources	Supply hours for SEND reviews	Total General Expenditure
£496	£ 0	<u>£55,995</u>

SEND Expenditure 2022-23 (EHCP)

EHCP Teacher	EHCP Teaching Assistants	EHCP MDSU
£0	£36,403	£0

Supply hours for SEN reviews	EHCP resources	EHCP Staff Training
£0	£0	£60

Assessments
£

Total Planned EHCP Expenditure
<u>£36,463</u>

Predicted Total Income (notional & EHCP)	Predicted Total Expenditure	Predicted School Contribution
<u>£89,494</u>	<u>£ 92,458</u>	<u>£2964</u>

SEND funding for 2021-22

Income (Notional SEN)	Income (EHCP -GCC)	EHCP (School Contribution)
£59,953	£16,376	£18,000
Total Income (notional & EHCP)		
<u>£76,329</u>		

SEND Expenditure 2021-22 (General)

SEND Co-ordinator	S&L Teaching Assistant	Class Teaching Assistants
£28,011	£5,602	£ 26,397

SEND resources	Supply hours for SEND reviews	Total General Expenditure
£450	£ 1,333	<u>£61,793</u>

SEND Expenditure 2021-22 (EHCP)

EHCP Teacher	EHCP Teaching Assistants	EHCP MDSU
£0	£35,230	£213
Supply hours for SEN reviews	EHCP resources	EHCP Staff Training
£1,333	£	£200
Assessments	Total Planned EHCP Expenditure	
£	£36,976	
Predicted Total Income (notional & EHCP)	Predicted Total Expenditure	Predicted School Contribution
£76,329	£ 98,769	£22,440

EHCPs 2024-25

Each of the 2 pupils who have an EHCP have allocated provision, which is used flexibly and appropriately to provide one-to-one support hours e.g. for pupils 1 and 3, the total hours provide in-class support as well as twice weekly dedicated speech and language interventions. The hours are funded by the school and the Local Authority (LA)

	Pupil 1 Y5	Pupil 2 Y3
Total Funding / Hours	16	25.5
LA Funded	£5,164	£10,378
School Funded	£6,000	£6,000

During 2024-5, two further requests for statutory assessment towards an EHC Plan were submitted (in T4 2025) with at least three projected further requests to be actioned within the next academic year.

EHCPs 2023-24

Each of the 2 pupils who have an EHCP have allocated provision, which is used flexibly and appropriately to provide one-to-one support hours e.g. for pupils 1 and 3, the total hours provide in-class support as well as twice weekly dedicated speech and language interventions. The hours are funded by the school and the Local Authority (LA)

	Pupil 1 Y4	Pupil 2 Y2
Total Funding / Hours	£10,867	£15,781
LA Funded	£4,867	£9,781
School Funded	£6,000	£6,000

During 2024-5, two further requests for statutory assessment towards an EHC Plan were submitted (in T4 2025) with at least three projected further requests to be actioned within the next academic year.

EHCPs 2022-23

Each of the 3 pupils who have an EHCP have allocated provision, which is used flexibly and appropriately to provide one-to-one support hours, including dedicated speech and language interventions. The hours are funded by the school and the Local Authority (LA)

	Pupil 1 Y6	Pupil 2 Y3	Pupil 3 Y1
Total Funding / Hours	£8,231	£10,707	£13,728
LA Funded	£2,321	£4,707	£7,728
School Funded	£6000	£6,000	£6,000

Additional funding is also allocated for commissioning of specialist Occupational Therapy or private Educational Psychology where this is required over and above the School's County allocation (or, during 2024-5 and in 2025-6, because of limited capacity of County EP Service). Additional funding during 2024-6 also had to be resourced from the School's own resources for a few pupils who have entered the school with more acute needs (for Outreach to SAND Academies Trust and specialist Occupational Therapy and also for required dedicated support) until processes have been followed to facilitate a statutory request for additional support via an EHC Pla