



Annual SEND report

2024-25

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SEND Register and school context

The headline national statistics dated January 2025 (released on 12 June 2025) are:

- 18.2% of children in primary schools in England are on the SEN register, a rise from 17.1% in 2024.
- 5.3% of all pupils in schools in England have an Education, health and care (EHC) plan, a rise from 4.8% in 2024.
- A further 14.2% of all pupils have SEN support, without an EHC plan, up from 13.6% in 2024.
- The most common type of need for pupils with an EHC plan continues to be autistic spectrum disorders and for pupils on SEN support, it continues to be speech, language and communication needs.
- SEN is more prevalent in boys than girls, with boys representing 71.4% of all pupils with an EHC plan and 61.2% of pupils with SEN support
- Pupils with special educational needs are more likely to be eligible for free school meals. 43.8% of pupils with an EHC plan and 39.3% of pupils with SEN support were eligible for free school meals.

At Charlton we have:

- 93 children are on the SEN register from Reception to Year 6 (22.5% of school)
- 13 children have EHCPs (3.1% of school -Reception to Year 6)
- 14% of all children on the SEND register have an EHCP
- 30.8% of children with an EHCP are eligible for PP funding FSM/FSM6
- 20% of children with SEN Support are eligible for PP funding FSM/FSM6.

Inspections and Trust Reviews

Ofsted:

The school had an Ofsted inspection on the 8th and 9th of October 2024. The report stated:

'The school has high ambitions for all its pupils. Pupils flourish here. They learn well, including those with special educational needs and/or disabilities (SEND).'

'The school identifies and knows the needs of pupils with SEND well. Teachers are well trained to adapt the delivery of the curriculum to support these pupils effectively.'

Trust Review: 4 March 2025

'The Inclusive Culture of the setting ensures that no child is left behind'

'The knowledge of the Inclusion Lead of all the pupils ensures that reasonable adjustments can be made and matched to each pupil, to support success'

SEND profile by year group

| | SEN support | EHCP |
|------------|-------------|------|
| Pre-School | 0 | 0 |
| Reception | 8 | 2 |
| Year 1 | 13 | 3 |
| Year 2 | 11 | 1 |
| Year 3 | 10 | 1 |
| Year 4 | 13 | 0 |
| Year 5 | 15 | 4 |
| Year 6 | 10 | 2 |

| Total number of boys on the SEND register | Total number of girls on the SEND register |
|---|--|
| 46 | 47 |

SEND Register by primary area of need

| | Communication and Interaction difficulties (Inc. Speech and language) | Cognition and Learning | Sensory, physical, medical | Social, emotional, mental health |
|------------|---|------------------------|----------------------------|----------------------------------|
| Pre-School | 0 | 0 | 0 | 0 |
| Reception | 5 | 1 | 0 | 4 |
| Year 1 | 9 | 4 | 0 | 3 |
| Year 2 | 3 | 3 | 0 | 6 |
| Year 3 | 2 | 7 | 0 | 2 |
| Year 4 | 1 | 8 | 0 | 4 |
| Year 5 | 5 | 9 | 0 | 5 |
| Year 6 | 4 | 4 | 0 | 4 |

Identification of SEND needs at Charlton Primary School:

At Charlton Primary School, we work together with teachers and families to identify pupils who may have additional needs. Teachers are responsible for the progress of all children in their class. All children, including those with SEND, receive high quality teaching that is adapted for individual needs. Not every child who is making slower progress than their peers has a special educational need.

At Charlton, we use a variety of ways to gather evidence to inform our decision as to whether a child has special educational needs;

- Teachers regularly assess the progress and attainment of the children in their class and will identify whether a child's progress is significantly slower than their peers, whether they are unable to close gaps in attainment or whether the attainment gap is widening.
- Teachers will then work with the SENCo to determine whether a child has SEN.
- We moderate using the 'Identifying pupils with SEND' document and use the Developmental Journal for children working within EYFS.
- We then meet with families to discuss whether the child will be added to the SEND register and to plan appropriate support.

Academic year 2024-2025:

- 61 children were on the register at the start of September 2024
- 3 children with SEND left school (including 2 moving to a specialist provision and to another county).
- 35 children were added to the SEN register (includes children identified, assessed and moderated and children transferring from other schools with SEND already identified).

Attendance

| Overall school attendance | Children with SEND |
|---------------------------|--------------------|
| 95.6% (28/6/25) | 93.2% (28/6/25) |

Transition to secondary

We work closely with the local secondary schools to ensure a smooth transition.

The SENCo met with the SEND team from KAs and St John's to discuss all transferring children.

An extra transition visit was put in place for 5 children prior to the full class transition day.

School files will be sent over to the receiving schools. We aim to reduce anxieties for those moving up, and give the receiving school all of the information they need to plan the support for the pupils. The ELSA has completed whole class transition meetings and spent time with children who have still felt anxious or who have had extra questions.

Access Arrangements

Y6 SATS

Assessments were completed to allow for eligible children to receive additional time, readers and further assessment arrangements for Year 6 SATs.

Y4 multiplication test

Eligible children were registered for a pause button for more time between answering and starting the next question.

Year 1-5 School Assessments

Assessments were completed to allow for eligible children to receive additional time

The Graduated Approach: Assess, Plan, Do, Review process:

SEND support is implemented and regularly reviewed using the 'Graduated Approach':

- 1) **Assess:** The class teacher working with the SENCo carries out regular assessment to determine the needs of the child.
- 2) **Plan:** The class teacher, SENCo and families agree the support to be provided to the child.
- 3) **Do:** The planned support is put in place. Priority is given to ensuring our children are integrated into whole class teaching with adaptations to the curriculum to support them. However, some children do require a more personalised curriculum to meet their needs. The class teacher is responsible for every child in their class and will work with the SENCo, support staff and outside agencies to best support the child.
- 4) **Review:** the class teacher and SENCo review the effectiveness of the support. 3 parent meetings are held through the academic year to review support and progress with parents or carers.

Provision mapping

The SENCo works with the class teacher to plan additional and different support for those children with SEND. This might involve dyslexia resources including coloured overlays, coloured paper, different sized books, dyslexia friendly texts, ELSA support, phonics interventions, additional reading sessions or reading recovery.

A baseline assessment is used for Interventions that are happening for individual or small groups in order to track impact.

Pupil profiles

All children who are on the SEND register have an individual pupil profile which is shared with the parent at a meeting 3 times a year. This profile gives a snapshot of the child's strengths, areas of difficulty, any formal diagnosis, advice from external agencies and 2-3 targets to work on in a short term. It is the responsibility of the class teacher to maintain the profile, and evaluate the impact of interventions and reasonable adjustments. The SENCo reviews these termly and advises on support and resourcing.

Record keeping

Each child has an individual file on the SEND Teams Channel where all reports and paperwork are stored. Teachers are always informed of any information they need to know about the children in their class. The channel contains profiles, relevant reports from external agencies, and provision maps. For those children with an EHCP in place, a copy of this is on the channel as well as any Annual Review meetings completed.

Outside agencies/ referrals

We worked with a number of outside agencies:

| Outside agency | |
|--|--|
| Dyslexia Specialist Teacher -Jennifer Garbutt trained through Helen Arkell and has supported children with dyslexic tendencies. | 7 children have been supported with blocks of weekly sessions with a dyslexia specialist teacher. TA training session |

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| <p>Educational Psychology- we bought in 5 days of support. EP: Emma Herring</p> <p>Time was used to identify barriers, problem solve and TA training.</p> | <p>5 pupils received individual EP support. 1 sessions of TA supervision 5 children had an EHCNA outcomes meeting.</p> |
| <p>Communication and Interaction team (Rhonda Oliver, and Chelcie Stevens are a Local Authority team that work with children who have ASD or communication and interaction difficulties. They support pupils and advise staff.</p> <p>The C&I Team work on: Universal (no-names level) for giving advice to staff for children who may need low level support Targeted support and written reports for children with more complex needs.</p> | <p>13 children supported under targeted support.</p> <p>20 children supported under universal offer</p> <p>5 children received a block of weekly sessions for social understanding support</p> <p>2 staff trained in May I join You technique</p> <p>SWIFT course held; Attended by 1 family with a child with Autism</p> <p>Parent workshop on Autism and Masking attended by 5 families</p> |
| <p>Speech and language team- they work directly with pupils to assess difficulties with speech sounds, stutters etc.</p> | <p>10 children were supported this year. 3 new SALT referrals were made</p> |
| <p>CAMHs referrals for pupils who need a formal assessment and diagnosis, and mental health support. NDC waiting list is currently around 6 years</p> | <p>25 referrals completed this year. 11 children received support from the Mental Health Support Team.</p> <p>MHST parent workshop on behaviour and anxiety (attended by 7 families)</p> |
| <p>School health nurse is used for a variety of reasons, sleep issues, hygiene, healthy eating, puberty, behaviour</p> | <p>6 referrals completed this year.</p> |
| <p>County Behaviour and Inclusion Team</p> | <p>Visited 2 children to offer advice and support for provision</p> |

The NEST

'The Nest Provision is at the heart of the school and accessed by a wide number of pupils e.g. soft start breakfast, interventions, key pupils' sensory intervention.' (Trust Review, March 2025).

The NEST was set up this academic year and has supported a number of children who have emotional based school avoidance (EBSA) or for those who struggle to come in to school for any reason.

The NEST is run by our 2 ELSAs.

The NEST hosts our 'Rise and Shine' Breakfast Club (invitation only) and also provides a drop off area for the children of staff.

The NEST supports children who require sensory breaks and support throughout the school day.

ELSA and pastoral Support

30 children have received ELSA support on a 1-1 basis.

1 Young carer group has run throughout the year and 6 children attended yoga.

13 other children have received ad hoc support and the ELSAs continue to offer sessions for children needing support for unexpected events (bereavement, parent separations etc).

4 nurture groups have run.

Year 6 have will have 2 transition sessions with the ELSA.

The ELSA is always on the school gate to support children who struggle to come into school in the mornings.

ELSA supervision has been hosted at Charlton on a number of occasions this academic year.

8 children have received Drawing and Talking support

Interventions offered at Charlton Primary School this year

| Intervention | Focus |
|----------------------------------|---|
| ELSA | Wellbeing |
| Play therapy | Anxiety, SEMH |
| Draw and Talk | SEMH needs |
| Catch up Phonics (Little Wandle) | Phonics intervention |
| Precision Teaching | Quick recall in Reading/Phonics and key number skills |
| Alphabet Arc | Phonics and spelling |
| Catch up Readers | Low ability/high interest KS2 |
| Plus 1 and Power of 2 | Basic number skills recall |
| Friendship Formula | Year 3-6 Communication needs |
| Friendship groups | Friendship and social interaction |

CPD staff training

| Focus | |
|--|---|
| EHCP target setting (Fitzwaryn Outreach) | SENCo and 2 Teachers trained Breaking down of EHCP outcomes into smarter targets to meet needs of children with complex needs |
| Planning intervention for complex children (ATTACH Team) | Attended by SENCo |
| ELSA support for children with more complex needs (Fitzwaryn) | Attended by SENCo and 2 ELSAs |
| May I Join You (Communication and Interaction Team) | SENCo and 1 TA trained |
| Lego Therapy (Iffley Academy) | SENCo trained |
| Pupil profile and targets staff meeting | Run by Heidi Thorne for all teachers. Effective use of the assess, plan, do, review cycle. |
| Cognitive Load (Ruth Ash) | 4 members of SLT and 2 phase leads |
| De-escalation Training (Mulberry Bush Outreach) | SENCo |
| TA CPD | Ring fenced time every 2 nd week for teachers and TAs during assembly for preparation and planning together to ensure provision for children with SEND is in place. TAs have fortnightly training in a variety of areas including SEND. Sessions covered: Salford Reading Test Behaviour De-escalation Sensory needs Pathological Demand Avoidance (PDA) Charlton Learning Toolkit |
| NPQ SENCo training | 1 teacher is currently training to achieve the SENCo qualification |

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| SENCo Forum | 6 held throughout the year Attended by SENCo 1 attended by AHT and trainee SENCo |
| EHCP planning and Sensory Needs Gallery Trust Outreach | SENDCo attended first meeting and this will continue into next academic year. |

Actions for next year

- Develop an Enhanced provision for children with more complex needs, specifically focusing on C&I needs
- Develop knowledge of sensory needs and strategies
- Own your EHCP- training and target setting for teachers
- Embed graduated response for all interventions
- Embed 5 a day across the curriculum
- Reformat pupil profiles
- Raise attendance for children with SEND