



# Annual SEND report

## 2024-2025

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## SEN Register and school context

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

- 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.
- One in three pupils with an EHC plan are identified with a primary need of ASD (33.6%) and one in five have a primary need of speech, language and communications needs (20.7%).
- The number of pupils with an EHC plan increased by 11.1% between 2024 and 2025 to 483,000, and doubled since 2016. The number of pupils with SEN support has increased by 3.7% from 2024 to 2025, and by 29.5% since 2016. Since 2016, the total pupil population increased by 5.5%, meaning that there are proportionally more pupils with an EHC plan or SEN support.
- The percentage of pupils who have SEN support increases during primary school age, reaching a peak of 17.0% of pupils at age 9. This then steadily declines through secondary ages, to 13.7% at age 15. The proportion continues to decrease after compulsory school age.
- The percentage of pupils with an EHC plan also increases with age, from 3.6% at age 4, up to a later peak of 6.2% at age 11 before slowly declining to 5.7% at age 15. The proportion continues to decrease after compulsory school age.
- 71.4% of pupils with an EHC plan are male, and 61.2% of pupils with SEN support are male. The proportion of pupils with SEN that are male has been decreasing in recent years.
- 43.8% of pupils with an EHC plan and 39.3% of pupils with SEN support are eligible for free school meals in 2025. This compares to 22.2% of all pupils in schools without SEN.

At St James we have:

Pupils with SEND



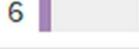
## SEN profile by year group

### Year Groups

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	Pupils	Boys	Girls	EAL	Summer Born	Ever 6 FSM	SEN Support	EHC Plan	Absence Rate
Nursery	2	5	0	1	2	0	4	1	3.0%
Reception	3	2	1	0	1	2	3	0	22.6%
Year 1	8	5	3	0	1	4	5	3	22.9%
Year 2	3	3	0	0	1	0	3	0	2.6%
Year 3	5	2	3	0	1	3	4	1	4.2%
Year 4	10	7	3	0	5	5	9	1	2.9%
Year 5	3	3	0	0	1	2	3	0	9.4%
Year 6	13	10	3	1	8	2	12	1	7.6%

## Primary area of needs (reason they are on the SEND register)

	# Pupils	Pupils	%
Speech, Language and Communication Needs	31		62.0%
Autistic Spectrum Disorder	8		16.0%
Specific Learning Difficulty	6		12.0%
Social, Emotional and Mental Health	5		10.0%
Moderate Learning Difficulty	3		6.0%
Hearing Impairment	1		2.0%
Physical Disability	1		2.0%

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## **Identification of SEND needs at St James CE Primary School:**

At St James CE Primary School, we work together with teachers and parents to identify pupils who may have additional needs. We use a variety of ways to gather evidence in order to make a decision. We moderate using the SEND Procedure Log, and discuss the outcome with parents. If they meet the criteria, the child will be added to the register. The class teacher, SENCO and parents then meet and create a child's Individual Support Plan (ISP), including a one-page profile containing pupil voice.

### **Pupil profiles**

All pupils who are on the SEND register have an Individual Support Plan (ISP) which is shared with the parent at a meeting three times a year. This profile gives a snapshot of the pupils' strengths, areas of difficulty, any formal diagnosis, advice from external agencies and two targets to work on in a long term. It is the responsibility of the class teacher to maintain the ISP, and evaluate the impact of interventions and reasonable adjustments.

#### **This year:**

- **31 children were on the register at the start of September 2024**
- **12 pupils were added to the SEN register.**

### **Transition to secondary**

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

All children with SEND have had additional transition visits to their secondary schools.

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.

### **Access Arrangements**

#### **Y6 SATS**

Assessments were completed to allow for eligible children to receive additional time and exam arrangements for Year 6 SATs.

## Academic outcomes for pupils with SEND compared with pupils without SEND

	2023-2024		2024-2025	
Early Years (Reception) Good Level of Development (GLD)	St James	National	St James	National
% all pupils achieving a GLD	63%	68%	70%	Not yet released
% SEND pupils achieving a GLD	0%	19.7%	0%	Not yet released

### **Comments:**

None of the 3 children with SEND achieved their GLD at the end of EYFS 2024. These 3 children have complex needs and will continue to need support throughout their education. The EYFS team are highly skilled and have a good enhanced provision as well as continuous provision in place for all children including those with additional needs. Best practices will be part of the transition to year 1.

Particularly as children are continuing to enter the setting with more complex needs.

The SENCO is working closely with the Nursery Team around early identification of SEND with the youngest children, ensuring appropriate support is in place before they enter Reception. All staff in EYFS have been Wellcomm trained, which has enabled them to assess and implement interventions for children who are not meeting age-related expectations for their speech and language. Most of the staff have also participated in Autism Level 1 training delivered by the Communication and Interaction team.

	2022-2023		2023-2024		2024-2025	
KS1 Phonics Screening Test (Year 1)	St James	National	St James	National	St James	National
% all pupils reaching expected standards	75%	79%	95%	80%	76%	TBC
% SEN pupils reaching expected standards	0%	42%	50%	44%	57%	TBC

### **Comments:**

St James has successfully embedded a new phonics scheme (Little Wandle) this academic year. There have been a few significant staff changes for year 1 this year but despite the changes the current year 1 teacher has worked incredibly hard to ensure strong phonics teaching with the support of the EYFS lead. This has resulted in a large number of SEN children reaching the expected standard for phonics.

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## **Special Educational Provision**

*“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for the lack of good quality teaching.” (SEND Code of Practice, 2015 p.99)*

The school has maintained a commitment to high-quality teaching as part of our Universal offer. Consistent inclusive school-wide approaches such as the application of Cognitive Load Theory; C&I informed pedagogy and curriculum, a new whole class reading format for Years 2-6; introduction of Colourful Semantics in years R-2 to support oracy and writing, and Zones of Regulation form a firm foundation on which additional or different targeted and specialist SEN support can be layered when necessary.

Where high-quality Universal teaching alone was not having the desired impact on a pupil’s progress and attainment, the Class Teacher and SENCO identified additional interventions in Pupil Progress meetings. Examples of additional / different provision (i.e. Special Educational Provision) at St James include:

### **Cognition and Learning:**

- additional support within the class from a Learning Support Assistant or the teacher;
- an ISP that identifies the steps required to achieve a particular outcome and the support strategies that will be used to enable the child to progress through those steps;
- additional teaching interventions where the child is withdrawn from the class;
- personalised curriculum including carefully tailored tasks, with breaks in between short work tasks and in the case of four high-needs children, a bespoke curriculum.

### **Communication and Interaction (including Speech, language and communication needs and ASD):**

- Wellcomm assessment and intervention for children who are identified as being behind age expected
- individual workstations with lower levels of environment stimulation
- use of individual visual timetables and ‘First and Next’ boards
- involvement of an Educational Psychologist (EP) and other outside agencies, such as the Speech and Language Therapist (SaLT), Communication and Interaction (CI) service, Specialist Schools Outreach.

### **Social, Emotional and Mental Health Difficulties:**

- Individual Behaviour Support Plan
- Soft Start morning group
- risk assessment
- temporary reintegration timetable
- Lunch Bunch

### **Sensory and physical needs**

- careful consideration of pupil seating position and can see the interactive whiteboard etc.
- providing extra time to complete tasks and tests
- specialist equipment e.g. support chair
- risk assessments and environmental adaptations e.g. Therabands, wobble cushions.

## Interventions:

Interventions may be delivered by teachers or trained Learning Support Assistants. The following table lists the interventions that have been run at St James during the academic year 2024/25. A 'RAG rating' has been applied to identify the overall impact of the interventions followed. This information supports school leaders in selecting evidence-based and effective interventions going forward, supporting the efficient use of resources and minimising time that children are withdrawn from the curriculum for their year group.

Impact band	Description
Green	80% of children completing this intervention achieved the expected outcome.
Amber	Between 50 – 80% of children completing this intervention achieved the expected outcome.
Red	Less than 50% of children completing this intervention achieved the expected outcome.

Intervention	Area of need targeted	RAG rated impact	Comments
Drawing and Talking	SEMH (Social, Emotional, Mental Health needs), across all year groups for children identified		Weekly sessions carried out by trained LSAs.
Zones of Regulation	C&I and SEMH		Weekly group or 1:1 sessions as required, delivered by LSAs.
WellComm	Speech and language, EYFS		Daily/3x per week as required and dependent on level of need, delivered by TAs trained by Speech & Language therapist
1:1 Phonics	Phonics/Reading		Daily tutoring for children who are identified as not making sufficient progress, delivered by trained LSA.
Life Skills Group	Specific EHCP targets around trying new foods and working alongside peers.		Weekly session led by LSA. This has had a positive impact on a number of children in many year groups
Talkabout	C&I, SEMH		Weekly sessions led by an LSA with targeted groups looking at friendships and social interactions.
Accredited child Counselling service	SEMH and C&I		This has been in place in the Summer Term 6 and is available for 3 children at a time for 6 weeks. This will continue in Term 1 and will further develop to

			support a number of children. This is not measurable yet due to the nature of just starting.
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### **SEND child voice:**

In a recent survey where child voice was collected it was indemnified:

- Children recognise that we are all different and learn in different ways and this is something to celebrate
- A wider number of subjects were considered where their best learning happens or a subject they love (RE, Maths, History, Science, Art, English and PSHE).
- 65% were able to think of other ways to gain support with their learning other than asking the teacher first for support – ensuring children are developing a sense of independence in their learning despite being on the SEN register.
- Children were able to identify a wider number of IT resources to support their learning such as Rollama, TTRS (Times Tables Rock Stars), BBC touch type, numbots
- The children talked strongly about kindness being a huge factor in how well they learn in school, they feel they are calm and feel safe to learn at St James. They understand how wonderful it is to make mistakes and that this is seen as a great learning opportunity.
- Kindness shone through in their overall pupil voice from SEND children at St James.
- The children would like to see more play equipment such as monkey bars

### **The effectiveness and impact of multi-agency interventions and support**

#### **Comments:**

The school has worked with the following external agencies to meet the needs of specific pupils:

- CAMHS
- Educational Psychologist
- EYSENIT
- Exclusion and Reintegration Officer
- OCC Special Educational Needs Support Services (SENSS) team of advisory teachers:
  - Communication and Interaction
  - Complex Needs and Downs Syndrome
  - Hearing Support
  - Physical Disabilities
- OCC Integrated Therapies team (NHS)
  - Physio Therapy
  - Speech and Language Therapy
- Social services & LCSS
- Tutoring
- Alternative Provision: Dare2Dream Foundation and Thomley Hall
- Specialist Schools Outreach programs.

The positive impact of the involvement of multi-agency interventions and support is evident in the outcomes (attainment and progress) for children with SEND in 2024-2025.

The school was successful in working with external agencies to meet the needs of children with high incidence SEND, demonstrated through:

- 2 successful transfer for a child with an EHCP to an appropriate specialist placement – parents took OCC SEND team to Tribunal, supported by SENCO.
- 1 successful transfer for a child with EHCP to an appropriate secondary school, accessing the specialist base, achieved through careful monitoring, assessment and effective Annual Review documentation.
- 6 children secured a Multi-Disciplinary Assessment (MDA) for ASD.
- 4 child referred to and accepted onto waiting list for NHS SaLT
- 2 children referred to CAMHS and accepted onto NDC Pathway or MHST.

## Attendance

### SEND children: (with SEN support or EHC plan)

**Absence Rates**

	School	National*
Overall absence rate	9.0%	5.2%
- Authorised absence rate	7.4%	3.8%
- Unauthorised absence rate	1.7%	1.4%

9.0%  5.2%  
 School National\*

St James is higher in national partly as we are working with 3 complex needs children who access school adapted to the needs of the child and in strong partnership with the parents to avoid elective home education. This is also in line with the advice and support of OCC attendance team.

## CPD staff training / Parent

	<b>Focus / Impact</b>
Educational Psychologist	PDA training – Teachers
Trust SEND	Dyslexia – Teachers (LSA's invited but after school)
Communication and Interaction Team training for staff	Zones of Regulation training for all staff. Autism Level 1 – LSA's
Special Schools Outreach	Upskill staff on strategies and specific support for individual children in Year 1 & 4 cohorts
Parent offer:	

Abingdon and Witney College	<p>A course for parents and carers which covers the following topics:</p> <ul style="list-style-type: none"> <li>• Emotional regulation</li> <li>• Positive discipline and boundaries</li> <li>• Managing meltdowns effectively</li> <li>• Expectations and routines</li> <li>• Using an emotion coaching approach</li> </ul> <p>This will be repeated in September 2025 mainly focusing on reception parents.</p>
SEND workshop	ADHD – 9 parents in attendance

## Parental Engagement

Parental engagement has remained a key focus, particularly with the recent appointment of a new Special Educational Needs Coordinator (SENCo). Within the first three weeks of assuming the role, the SENCo organised a coffee morning aimed at facilitating introductions between parents and the new SENCo. However, the turnout was minimal, suggesting that parents exhibit a degree of trust in the support provided to their children within the school. Notably, individual requests for meetings from parents were high during the initial two terms (Spring term), but this has since diminished, allowing the SENCo to concentrate more effectively on classroom-based support.

## Actions for next year

- Empower LSA's to be fully involved in planning and supporting children with SEN in the classroom (also part of their appraisal and CPD package offered)
- Weekly staff meetings for LSA's with SENCo
- Effective recording of progress using a new tracking program (INSIGHT)
- Raise attendance figures for children with SEND
- Reduce the administrative burden on teachers, thereby allowing greater focus on individual adaptations