

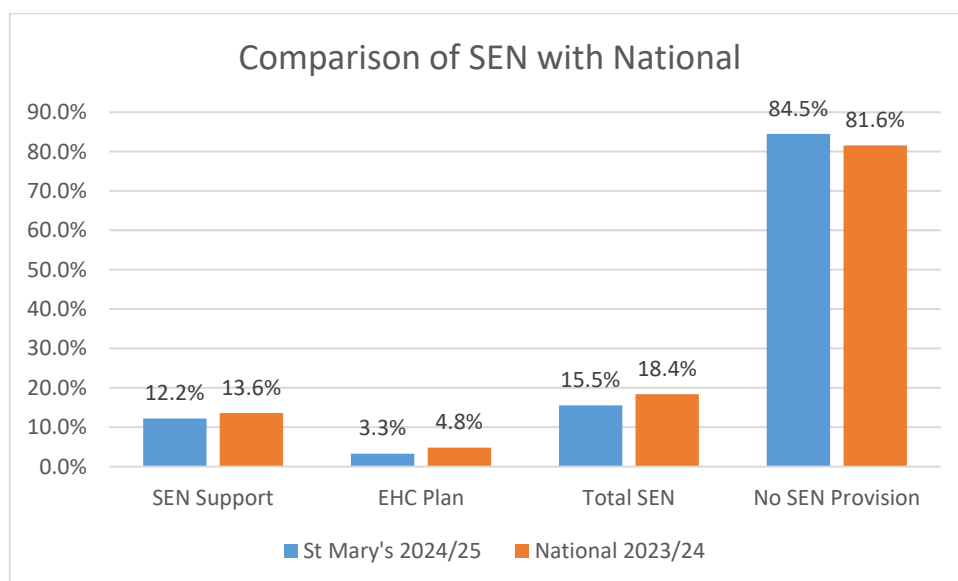


St Mary's
Catholic School
Annual SEND
report

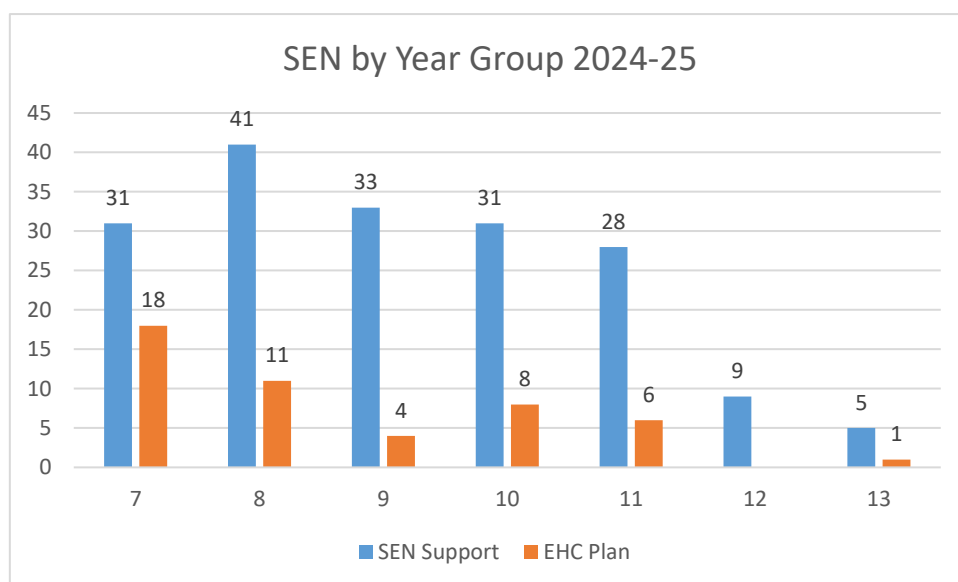
2024/25

The information contained in this report was accurate at the time the report was written (September 2024). The Annual SEND Report should be read in conjunction with the school's SEND Information Report, the SEND Policy and the Accessibility Plan, which are all available on the school's website.

The SEND profile of St Mary's Catholic School for the academic year 2024-25



This graph shows the percentage of students receiving SEN support, those with an EHCP and the total percentage of students with SEN as well as those with no SEN. The school figures are shown in comparison with national average from 2023/24. The national figures incorporate all educational settings, including specialist provisions.

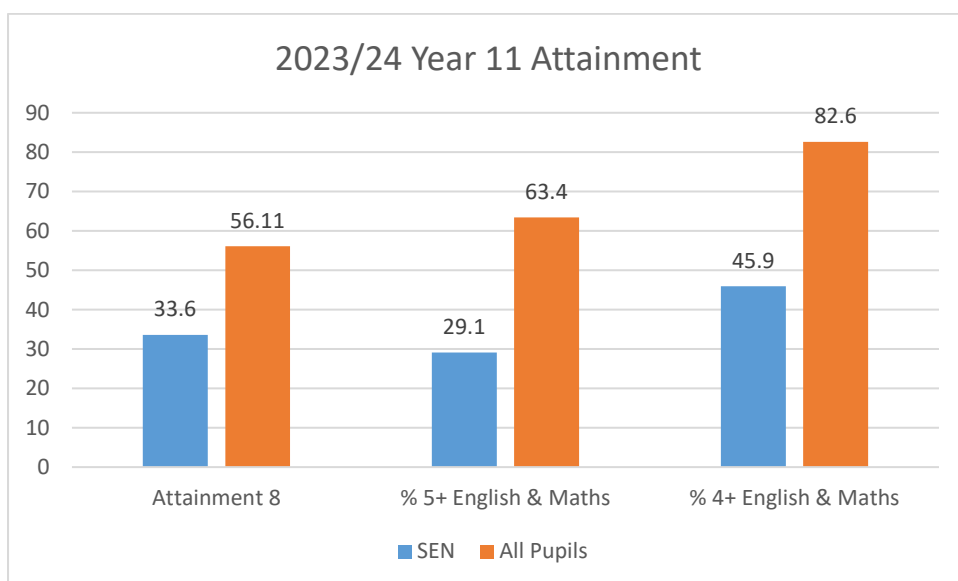


This graph shows the percentage of students receiving SEN support or those with an EHCP in each year group for the academic year 2024-25. These figures will fluctuate as emerging needs are identified or as students are removed from the SEND register and will be updated each half term.

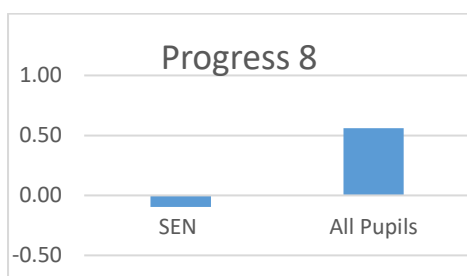
Main Need	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Autistic Spectrum Disorder	5	6		4	8		1	24
Diabetes	1							1
Hearing Impairment	1		1	3		1		6
Moderate Learning Difficulty	4	5	7	5	7	9	1	38
Other Difficulty/Disability	3	1	2	1	2			9
Physical Disability	1	2	1	2	1	1		8
SEN Support, No Specialist Assessment	2		1	1	1	1		6
Social, Emotional & Mental Health	19	18	13	13	9	4	5	81
Specific Learning Difficulty	4	11	10	10	5	3	3	46
Speech, Language and Communication Needs	17	13	8	12	7	2	2	61
Vision Impairment		2	1	1			1	5

This table shows the areas of need within each year group.

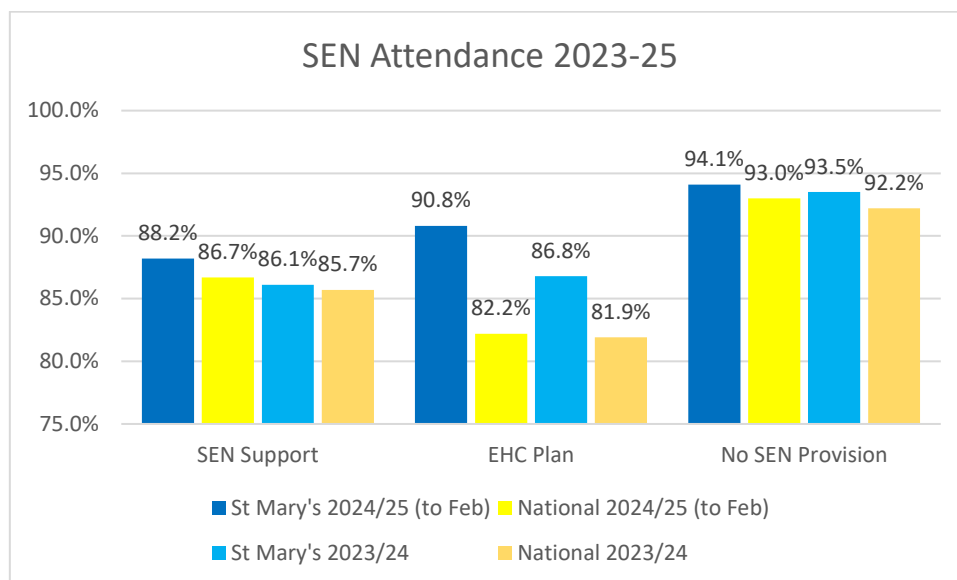
Year 11 results 2023-24



This graph shows the attainment of year 11 students receiving SEN support versus all students in the year group



This graph shows the progress score of year 11 students receiving SEN support versus all students in the year group



This graph shows the attendance of students receiving SEN support, those with an EHCP and the total percentage of students with SEN as well as those with no SEN

SEND CPD log 2023/24

CPD which took place last academic year (2023/24)

- Local Authority and BBCET SENCO network meetings
- New staff SEND training
- Teacher drop in sessions on various areas of need including ASD, ADHD, SpLD, HI, VI, SEMH
- Whole-school training on making adaptations to lessons
- Whole-school training on reading and literacy
- Departmental training on Dyscalculia
- LSA training on developing pupil passports and writing SMART targets
- LSA training on EHC plans
- LSA training on Literacy interventions
- LSA training on Mental Health support
- LSA training on effective support in the classroom
- LSA training on supporting emotional resilience
- LSA training on Exam Access Arrangements
- LSA training on sensory processing difficulties
- National Tutoring Programme for LSAs
- Think Good Feel Good intervention training

CPD which is scheduled to take place this academic year (2024/25)

- Local Authority and BBCET SENCO network meetings
- New staff SEND training
- Teacher drop in sessions on various areas of need including ASD, ADHD, SpLD, HI, VI, SEMH
- Whole-school training on making adaptations to lessons
- Whole-school training on reading and literacy
- Departmental training on specific areas of need
- LSA training on developing pupil passports and writing SMART targets
- LSA training on EHC plans
- LSA training on Literacy interventions
- LSA training on Mental Health support
- LSA training on effective support in the classroom
- LSA training on supporting emotional resilience
- LSA training on Exam Access Arrangements
- LSA training on sensory processing difficulties
- LSA training on Selective Mutism
- Maximising the Impact of Teaching Assistant project
- National Tutoring Programme for LSAs

Ongoing CPD which takes place weekly and includes: messages shared via staff briefing, posts and updates on the SEND Teams tile, the SEND Handbook and via an online CPD directory.