

Termly SEND Report to Governors

School Name: St Michael's Church School

Term: Spring

SENDCo: Stephanie Hibbitt



















Date: 20th March 2026



1. School SEND Profile (Schools Bi data)

Total number of pupils with SEND (No & %)	68 %
Number of pupils with SEN Support (No & %)	41 %
Number of pupils with EHCPs (No & %)	27 %
Number of EHCNA's in progress (Submitted)	<p>Agreed to assess: 6 EHCP's to Submitted by 27th March: 2 Written feedback: 1 – Parental request, declined at mediation for an EHCP finalized plan so mum is going to tribunal. Special School places agreed by LA but waiting for schools: 4 children Special school requests to be submitted/Interim reviews: 2</p>
Breakdown by primary area of need- C&L, SEMH, C&I, S&P	<p>For EHCP's C&L 19 SEMH 5 % C&I = 3 % S&P 1 %</p>
SEND & Pupil Premium / EAL / Gender breakdown	<p>Gender breakdown = (48) % Boys (32) % Girls PP = 80 pupils 18 SEND support 19.8% 10 EHCP children PP – %</p>
Attendance for SEND pupils/ Persistent Absence Rates (PA),	<p>93.59% 10 children PA = SEND 4.7%</p>
Number of Reduced Timetables	0
Exclusions for SEND/Non-SEND pupils	<p>Non SEND = 0 SEND = 1 (1 child)</p>

2. Progress and Attainment

<p>Attainment data for this term (PiXL, Reading, Writing, Maths)</p>	<p>SEND Report Pupils with SEN Support or EHC Plan</p> <table border="1" data-bbox="511 310 1372 499"> <thead> <tr> <th colspan="2"></th> <th colspan="4">2025-2026</th> </tr> <tr> <th colspan="2"></th> <th colspan="2">Autumn 2</th> <th colspan="2">Spring 1</th> </tr> <tr> <th colspan="2"></th> <th>% of pupils Expected (E1) or higher</th> <th>Attainment Band Chart</th> <th>% of pupils Expected (E1) or higher</th> <th>Attainment Band Chart</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>Main Assessment</td> <td>13%</td> <td></td> <td>20%</td> <td></td> </tr> <tr> <td>Writing</td> <td>Main Assessment</td> <td>14%</td> <td></td> <td>11%</td> <td></td> </tr> <tr> <td>Maths</td> <td>Main Assessment</td> <td>19%</td> <td></td> <td>25%</td> <td></td> </tr> </tbody> </table>			2025-2026						Autumn 2		Spring 1				% of pupils Expected (E1) or higher	Attainment Band Chart	% of pupils Expected (E1) or higher	Attainment Band Chart	Reading	Main Assessment	13%		20%		Writing	Main Assessment	14%		11%		Maths	Main Assessment	19%		25%	
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<p>Progress towards ISP targets this term</p>	<p>See table below – bottom of document</p>																																				
<p>Impact of interventions- Significant progress/anomalies</p>	<p>Nessy: 68% children making progress towards their Nessy Targets</p>																																				

3. Provision and Support

<p>Summary of provision and support- new interventions undertaken</p>	<p>Bold is Spring updates:</p> <p>Re structure of Nurture group – Focus on year 1 children in Nurture from January 2026. 8 children in Nurture from 11:30-3pm four days per week.</p> <p>Nurture group restructured and year 1 nurture groups started January 2026 with two adults and 8 children. Boxall profiles completed on all children, nurture targets set and working towards these.</p> <p>Re structure of TAS to support EHCP children – planning, resources and activities to support these three children</p> <p>Due to staffing changes and TAs leaving, we have moved around a few TA's to support out EHCP children. This has mostly been successful, where not – we need relationships to be established.</p> <p>Teacher into Dragonfly room – January Miss Duffield to join the Dragonfly room to support children, planning, assessments.</p> <p>Miss Duffield has started in the Dragonfly provision and has adapted the planning to suit the children's needs. She's worked with the AATS service to support each child,</p>
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	<p>started to use Tapestry tool for assessment and more focus on parental engagement has happened.</p>
<p>Use of external specialists- Who has visited this term? What was the impact?</p>	<p>Educational Psychologist – 3 children seen this term and recommendations in place through APDR</p> <p>Educational Psychologist has been in to assess 5 children as part of their EHCP assessment.</p> <p>Hearing impairment team – Hearing aids fitted and modified, Sound systems in place in class, new microphones used on teachers lanyards – 4 children have been seen for either hearing or visual support or both.</p> <p>ASD Support team – 8 children seen and recommendations in place and reviewed through APDR and ISP.</p> <p>LASS SEND Support – 3 children observed in school and recommendations in place.</p> <p>Speech and Language - 9 children have had their speech Programme updated after assessments – TAS aware of new resources.</p> <p>Mental health and well-being team – 2 referrals made and two families supported in school.</p> <p>Art Therapist – 1 child to start art therapy in January to help with school avoidance.</p> <p>SEND behaviour panel – 3 children have been discussed at panel and support in place, advice used for EHCP and were successful for assessment.</p> <p>Behaviour panel – 1 child heard at panel with strategies offered for school and home – were used for EHCP application.</p> <p>Three children were assessed for Dyslexia via Support for Learning company – the report was shared with class teacher and support</p>

	implemented in class. From April I will be completing Dyslexia assessments in school for our children.
EBSA (Emotional Based School Attendance Contracts)	0

4. Priorities & Next Steps (SEND Leadership EMS Programme)

Progress against current priorities	<p>Aligned with current school priorities:</p> <p>1. Embed the New Positive Relationships & Behaviour Policy Teachers have been trained on 'Use of Reasonable Force' when, how, where, why – instead of using physical (lifting/carrying) support to move children to a safe space.</p> <p>2. Strengthen Parent Partnerships We have encouraged parents to come in and meet with Teachers and SLT to work through any concerns/barriers they have rather than back and forth emails. This has been successful to resolve any current issues.</p> <p>Parents feel they can come into school to ask for help and share home concerns with us to support their child/ren at home – through access to external services, referrals etc.</p> <p>3. SEND Identification and Support Prioritise early screening for pupils with concentration and developmental concerns. o Engage external agencies where appropriate and ensure targeted interventions. I have completed two Dyslexia assessments on two girls in year 5 and year 6. We have increased the NESSY subscription to allow the children further access to three more interventions on the NESSY platform. When children access their NESSY accounts regularly you can see the improvements they are making.</p> <p>4. Pastoral and Wellbeing Focus o Enhance emotional regulation and resilience through PSHE, nurture groups, and</p>
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	<p>trauma-informed practice.</p> <p>We have made several referrals to the Mental Health team who have offered support to parents. We have covered online safety and SEMHS topics in PSHE lesson for KS2 children.</p>
<p>Key actions for next term</p>	<p>MITA project:</p> <ul style="list-style-type: none"> • Continue to attend training on this and share with wider SLT <p>Whole Education project:</p> <ul style="list-style-type: none"> • Review targets/actions generated from SEND audit. • Attend next session on this with the Trust and SENDCOs. <p>IQM inspection – Centre of Excellence:</p> <p>Inspection booked for 21st May all day</p> <ul style="list-style-type: none"> • Inspector to talk to children, staff, parents, SEND Governor, Trust DOI and SLT <p>Virtual School Support for Curriculum and children</p> <ul style="list-style-type: none"> • Lisa Hatfield to talk to staff on LAC children and previously Looked after children. The completed staff meeting on how to plan for them including sensitive topics (Mother’s day/father’s day, bringing in baby photos etc) <p>SENDCO Responsibilities</p> <ul style="list-style-type: none"> • SEND Learning Walks: Observe classrooms to ensure SEND strategies are embedded. • SEND Surgery (Weekly): Offer staff drop-in sessions for advice and support.

	<ul style="list-style-type: none"> • SEND Monitoring Sessions: Review interventions, progress data, and compliance with EHCPs.
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ISP progress

Progress of SEND Pupils with EHCPs / IEP Autumn 2025										
Year Group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Whole School SEND	PP/SEND Children	EHCP Children
% on track to attain below 33% their IEP targets	0/2	1/11	3/14	4/10	3/8	2/12	2/7		11	4
% on track to attain 66% their IEP targets	2/2	5/11	8/14	6/10	3/8	7/12	4/7		6	21
% on track to attain 100% their IEP targets	0/2	5/11	3/14	0/10	2/8	3/12	1/7		4	2