



St Anthony's Catholic Primary School Clayton

Annual Report to Governors 2026 27

The information and data in this report related to the academic year 2026-27.

Provision

St Anthony's Catholic Primary School is a one form entry mainstream school.

Pupils range from Nursery-Year 6 (3-11 years). For more information about our SEN resources and provision please see our school website. Our policy sets out how we ensure this for those children with Special Educational needs and/or disabilities. Our aim is to raise the attainment and feelings of self-worth and well-being of each child.

SEND School Profile

At present, SEND pupils make up of the whole school population and this is growing.

	June 2023	June 2024	May 2025	July 2026
SEN Support	26	25	27	43
EHCP	4	5	4	7
EHCP (in progress)	0	0	2	0
EHCP (submitted)	1	0	2	3

SEND profile per year

	N	R	1	2	3	4	5	6	Total
SEN Support	3	9	5	6	6	4	4	6	43
EHCP				2	1		1	3	7
EHCP (in progress)									
EHCP (submitted)				1			1	1	3

Attainment and progress of SEND Pupils July 2025/26

EYFS

	Number of pupils	Good Level of Development Achieved
SEN Support	9	
EHCP	monitoring for EHCNA in 2026/27	

KS1

Year 1 Phonics Test

	Number of pupils	Passed Phonics Assessment
SEN Support	5	5
EHCP		

Year 2

	Number of pupils	Met National Expectation		
		Reading	Writing	Maths
SEN Support	6	3 pks, 1 wts, 2 exs	1 exs, 5 pks	1 exs, 5 wts
EHCP	2	Both PKS	Both PKS	Both PKS

End of KS2

Teacher assessment	Number of pupils	Met National Expectation			
		Reading	Writing	Maths	WRM combined
SEN Support	6	2 exs, 1 gds	1 gds, 2 wts	1 gds, 2 exs	
EHCP	3	None of these 3 children sat the KS2 SAT tests. 2 were identified as working at PKS. 1 was on role at MHNES prior to beginning online learning at King InterHigh. Parents were offered the opportunity to sit the tests but declined.			

All children on the SEN register in year 6, who sat the papers, achieved the expected standard or above in maths and reading. One achieved the great depth standard in writing; however 2 were still working towards in this area.

Early Identification

We believe that early identification of SEND, whether it is social, emotional, physical, communication or a specific learning difficulty, is crucial to the wellbeing of all our children. To support us in our early intervention, we:

- Arrange home visits for all Reception pupils.
- Contact previous nursery settings if the child is not transitioning from our nursery.
- Attend all transition reviews for each pupil with SEND transferring to us wherever possible.
- Plan and deliver appropriate intervention, e.g., small group support provided by a TA, planned with teaching staff and evaluated regularly.
- Raise concerns with the SENCO and make them aware of the pupil.
- Signpost to and access support from external agencies such as Early Help at the earliest opportunity.

This enables us to meet parents with the opportunity to discuss their child's strengths and needs. This allows for any additional resources, interventions or referrals to be made promptly.

Identification

Each class throughout school has a Teacher and Teaching Assistant to be deployed as appropriate. Children who are entitled to further support are provided with support from experienced teaching assistants as per Section F of their EHCP.

To address making slower than expected progress, the following measures are put in place and are delivered by Teachers and TAs.

EYFS

- Early reading and phonics intervention
- All Aboard
- Social communication interventions – Time to Talk, Wellcomm
- Speech and language
- Extra 1:1 reading
- Use of visual resources
- Development of a sensory area in the KS1 library
- Fine Motor Skills interventions
- Sensory Play

KS1

- Intense daily phonics intervention delivered by the Teacher and TA
- Speech and Language
- Handwriting
- Extra 1:1 reading
- Socially speaking
- Use of visual resources via Widget
- Lego Therapy
- Blank Level Questioning

KS2

- Phonics
- Speech and language
- Handwriting
- Extra 1:1 reading
- Social Speaking
- Lego Therapy
- Motor skills intervention
- After school Maths and English booster sessions
- Blank Levels Questions
- Check-ins though the day
- Alternative entry into school
- Part time timetable
- Educated off site

These interventions are revised and improved throughout the year.

Assessment of pupils continues throughout their time at St Anthony's. We implement this by:

- Analysing assessment data, no less than half termly to identify children who are not meeting age related expectations
- Monitoring children's assessment through observations, verbal and written feedback
- Adopting an open-door policy to provide adults with the opportunity to discuss concerns at any time
- Regular liaison with parents/carers

Annual Reviews /EHC Plans

- Seven children have EHCPs.
- All children who needed to, had their EHCP reviews, targets agreed and updated EHCP sent to the LA via the Professional Portal. Awaiting response and updated plans for those with phase transfers.
- Three applications for an EHCNA have been made. All were successful and those children have an EHCP.
- There are children across school who have been identified as likely to require an EHCNA in the immediate future. Anna R is booked for the first week back in September to begin the process for one of these children. They will be the focus of SCIL in the next school year.
- Support was given to parents of a Y6 children with secondary school placement. A suitable specialist provision was eventually agreed with the LA for two children and school facilitated the transition process for one child. A third has appealed their placement to a mainstream school for a more specialist provision and is awaiting a tribunal in September 2026.
- An early annual review was held for a child in y5 and support was provided to help them identify a suitable secondary placement.

Three consultations have been responded to by the SENCO – in all cases St. Anthony's reported that they couldn't meet the child's needs.

External Agencies

- Anna Robinson (BCWCAT Trust SEND consultant) has two contracted days this year. The first days was to complete observations in the new Reception class and advise on strategies. The second day was delayed until the first week back in September 2026 where she will observe a current Reception child in y1 with a view to applying for an EHCNA.
- 1 referral and 1 visit from Pete Clough – (Educational Psychologist for BCWCAT) One report for pupil in y5. EHCNA successfully applied for. Further support and advice was given for this child when behaviour became harmful.
- Two Dyslexia assessments are to be carried out by Brighthouse Dyslexia Centre (postponed until 29th September 2026) - currently y5 and y4 children.
- Referrals to SCIL (Social Communication Interaction and Learning Team - Bradford). Reception class were observed and strategies put in place for specific children. The other children were in KS2 and they were observed where needed and strategies provided.
- SCIL team referral for a link tutor from LA – Deborah Gibbs – numerous visits and phone calls from Deborah who we now have a strong working partnership with. Deborah supported children in EYFS and KS2. David Chadwick has also supported with another child in y6 through meetings and phone calls and advice.
- Parents of a y6 child have gone for a private ADHD assessment and school have support this.
- Through Early Help two families were sign posted to support. This will be reviewed in the Autumn Term. Others were offered the provision but refused.
- Several multi-agency meetings were held to ensure school is supporting children and barriers to learning are removed as soon as possible.
- One children was unable to attend school as, although school was named in Section I, it was not suitable for him. He undertook online learning when he was also unable to attend MHNES. There were multiagency meeting for him, including evidence for Tribunal. However, a suitable placement was agreed prior to this taking place.

Provision

Any child identified on the SEND register receives additional support, above and beyond Quality First Teaching. This is documented on IEPs and these are reviewed and updated by class teachers and parents each term.

Teachers then work closely with support staff to plan an intervention or support for each specific child. These are planned as a team and delivered by the Teacher and TA at appropriate intervals throughout the week. These are reviewed and evaluated no less than half termly to ensure targets are being met and interventions are progressed appropriately and effectively. These interventions will be discontinued once targets are met and progress is made, allowing space for new intervention if required.

Parents/carers are invited to meet termly with class teachers to discuss IEP targets and how these can be developed at home, with IEPs being shared with parents as they are updated. This is an opportunity to celebrate successes and further discuss children's learning.

Further information can be found on the School Local Offer section of the school website.

SEND Budget

Our school's top up funding for this year is £10,874 provided for the 7 EHCPs currently in our setting.

This money is spent on supporting individual pupils through:

- 1:1 TA support
- Specialist resources
- CPD for TAs and Teachers supporting individual needs
- Online education through King InterHigh for a year 6 pupil for the summer term.

Our school pays a contribution to our academy trust (BCWCAT) which supports SEND through:

- SENCO Network training delivered by Anna Robinson from ARC Educational Psychology.
- Part payment towards two Dyslexia assessments from Brighthouse Dyslexia Centre
- Two sessions from Educational Psychology
- Supervision sessions for SENCOs from Anna Robinson

The school budget, received from Bradford LA, includes money for supporting children with SEND. This money is spent on:

- TA hours to support pupils with SEND
- CPD for staff
- Resources
- Support and advice from outside agencies
- Provision of online learning at home for one child, for a term

CPD undertaken this year

- 5 SENCO network days delivered by Anna Robinson
- Zones of Regulation Training provided for all staff through the SCIL Team
- Adaptive teaching (CH) staff meeting
- Free online training through STEPS for all staff

The training and needs of all staff are identified through:

- Audit of staff strengths and areas to be developed
- Identification of specific needs for individuals and how staff need to be trained to support the pupils across classes and Key Stages
- Key objectives on the School Development Plan that may need addressing through training
- Learning Days held by the Trust with a focus on Inclusion and SEN

- SENCO to attend SENCO Network training each half term.
- SENCO to continue NASENCO qualification.
- EHCP annual reviews to be planned and completed on time.
- Inclusion strategy to be in place and published on the school website by December 31st.
- Inclusion mainstream funding reported on.
- Early identification of barriers to learning and support put in place.
- Provision plan of interventions taking place within school and how resources are being used appropriately to be updated termly.
- Interventions to be developed so that children are better targeted and staff are delivering them to children across classes in Key Stages.
- Monitoring of the delivery of interventions and the impact.
- Speech and language provision across school to be reviewed and ensure that individual children that receive support from the Speech and Language Service are receiving the intervention they need.
- IEPs to be reviewed beginning of Autumn 2 prior to parents' evening and shared with parents.
- Staff complete IEP reviews and identify children with new needs who need an IEP termly.
- IEP's are to become digital using Insight.
- EHCNA to be completed for those identified as likely to need extra provision.
- CPD for staff. SCIL to provide Adaptive Teaching training in the Autumn Term.
- To support pupils and families and work with the SEND Team for pupils where St. Anthony's are not able to meet the pupil's needs.
- Continue to form strong partnerships with external agencies.