



SEN Information Report 2024–2025

St Lawrence Primary School

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Our mission: 'To develop responsible, independent individuals who love learning and have the knowledge and attitudes to be successful in an ever-changing world'.

1) Introduction

This report outlines the Special Educational Needs (SEN/D) profile, provision, outcomes and continuous improvement work at St Lawrence School for the academic year 2024–2025. It complements our SEN & Inclusion Policy and the Ordinarily Available approach (now replaced by the Inclusive Practice Guidance (CYPES)), and is designed for pupils, parents and carers, staff and partners.

2) SEN profile 2024–2025

Total roll: 187 pupils (Summer census). Pupils with SEN/D: 39 (36 at SEN Support; 3 with a Record of Need) — 20.9% of cohort. The charts below summarise the proportion on roll and primary area of need across the school.

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SEN/D Proportion of School Roll (n=187)

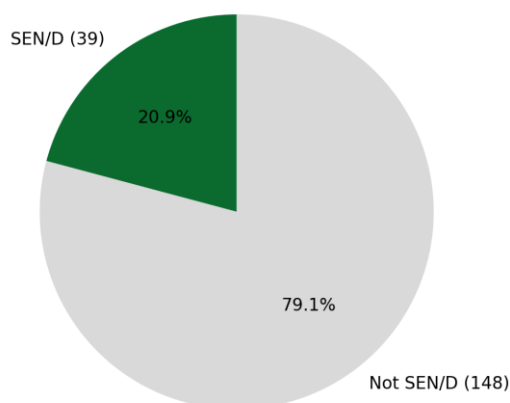


Figure 1. SEN/D proportion of school roll

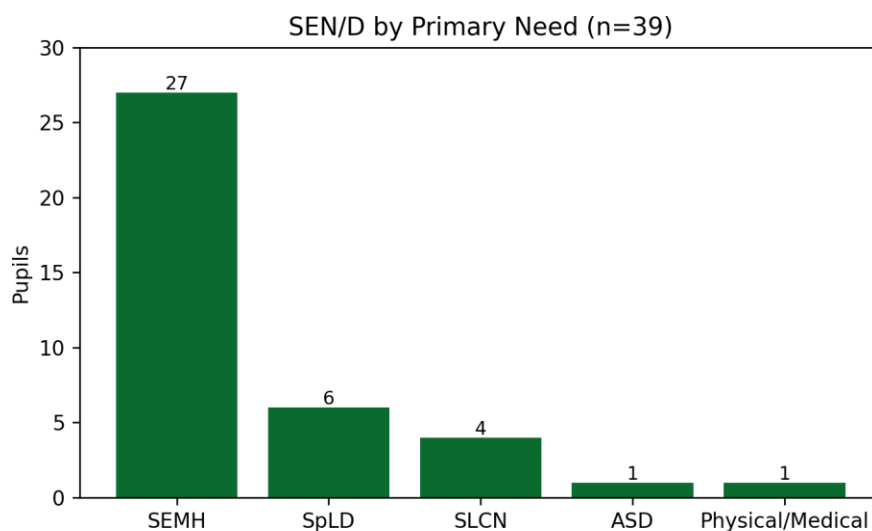


Figure 2. SEN/D by primary need (SEMH, SpLD, SLCN, ASD, Physical/Medical).

Primary need distribution: SEMH 27; Specific Learning Difficulty 6; Speech, Language & Communication Need 4; Autism Spectrum Disorder 1; Physical Disability/Medical 1.

3) Attendance (2024–2025)

Whole-school present 95.6%. Present rates by SEN/D: Not SEN/D 95.9%; SEN/D 94.0%. There were 0 exclusions across all pupil characteristics.

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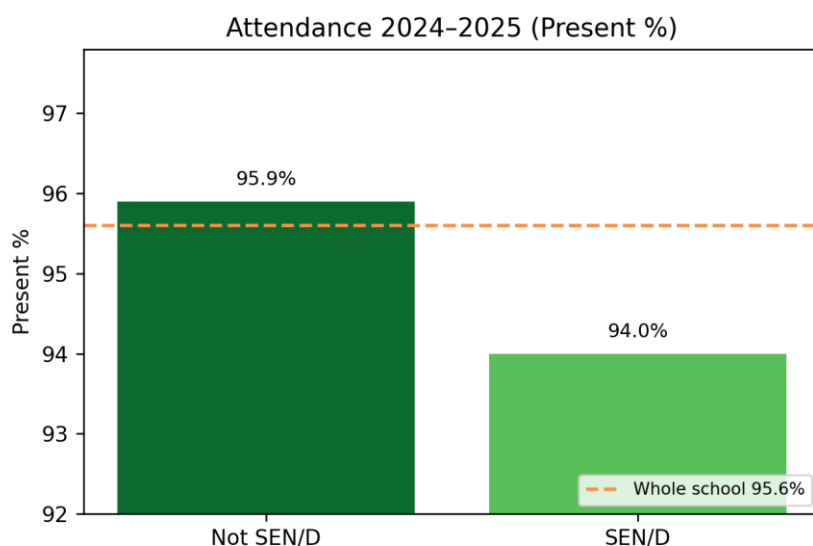


Figure 3. Attendance (Present %) by SEN/D status with whole-school benchmark line.

4) Achievement and progress of pupils with SEN/D

Key Stage 1 (Year 2). For pupils with SEN/D (there are 7 pupils in SEN/D cohort for that year group whose results are being shown.): 2S (Secure+) — Reading 5, Writing 2, Maths 1; 2D (Developing+) — Reading 7, Writing 6, Maths 6. Key Stage 2 (Year 6). For pupils with SEN/D (there are 7 pupils in SEN/D cohort for that year group whose results are being shown.): 6S (Secure+) — Reading 5, Writing 4, Maths 4; 6D (Developing+) — Reading 7, Writing 7, Maths 5.

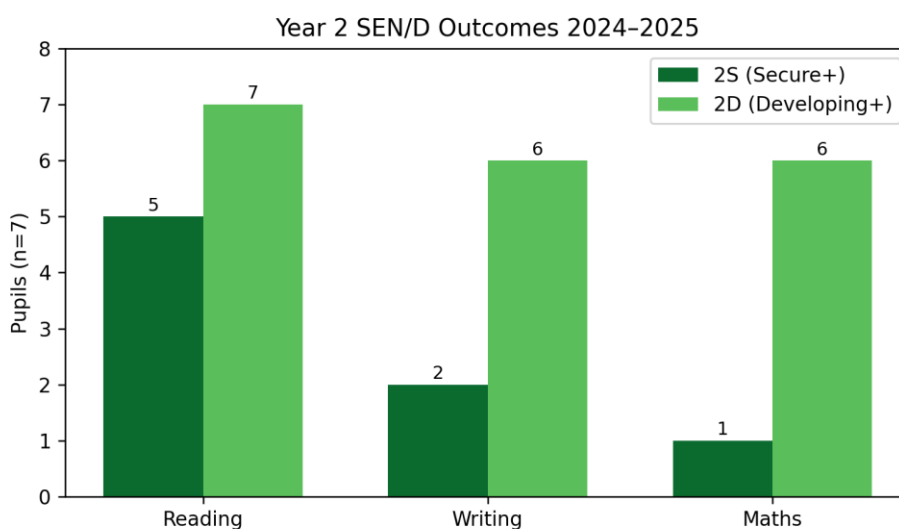


Figure 4. Year 2 SEN/D outcomes (pupils achieving Developing+ vs Secure+).

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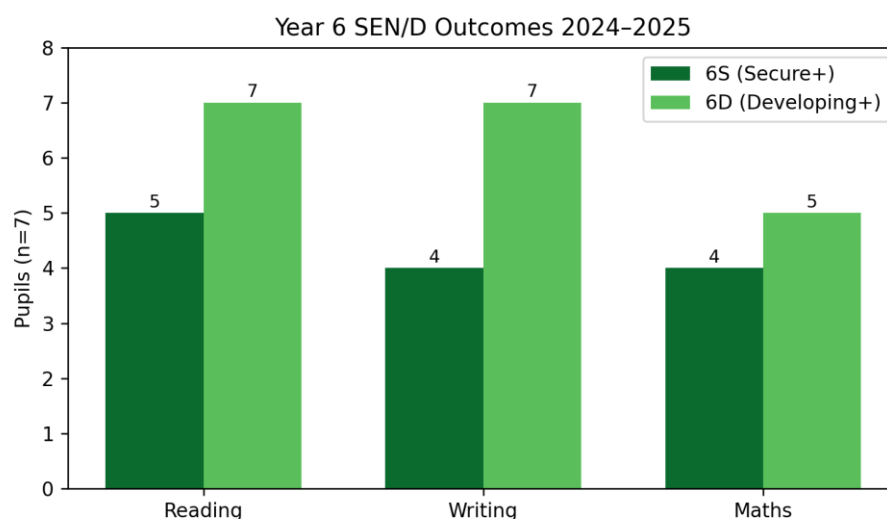


Figure 5. Year 6 SEN/D outcomes (pupils achieving Developing+ vs Secure+).

5) Identification and assessment of need

In 2024–2025, we used a Graduated Response (Assess–Plan–Do–Review). Identification draws on classroom assessment, standardised tools (e.g., BPVS, COPS/LASS, NVR, CATS), termly SEN Pupil Progress Meetings, and—where appropriate—specialist input (Educational Psychology, Speech & Language, ASCIT, SEMHIT, CAMHS, OT, School Nursing). Health checks (hearing/vision) are requested as needed. Pupils requiring ongoing targeted support (including recommendations from external agencies) are placed on the SEN Register with termly ILPs reviewed with parents/carers and pupils. Where needs exceed Ordinarily Available Provision (now referred to as Universal Provision, Targeted Provision and Specialist Provision), we work with families and the Inclusion Service on Exceptional Action and, if agreed, a Record of Need (statutory annual review).

6) Roles and responsibilities

SENCo: Astrid Jansen (Deputy Head Teacher) — maintains the SEN Register, allocates provision, chairs PARMs (now IPMs), oversees external liaison and tracks progress. EYFS & Year 1 SEN lead: Amber Cook. SEN Facilitator / ELSA Lead: Lucia Nash. Head Teacher: Amory Charlesworth (strategic oversight). Class Teachers: first-line identification, adaptive teaching and termly ILPs with parents/pupils. Learning Support Assistants/Key Workers: in-class, small-group and 1:1 support mapped on provision plans. Termly PARM meetings (now referred to as IPM – Interim Progress Meetings) with Education Department services coordinate multi-agency support.

7) Our approach to teaching pupils with SEN/D

We provide high-quality, adaptive teaching and a calm, structured environment. Provision layers from Ordinarily Available strategies (now called Universal Provision) to Targeted and Specialist Provision: ELSA (individual and social groups), Zones of Regulation, Circle of Friends, precision

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teaching (literacy & numeracy), Plus One/Power of Two, Read Write Inc (incl. 1:1 tutoring), Toe-by-Toe, WellComm, and assistive resources (laptops/iPads, Irlen supports, sensory resources, TEACCH stations, quiet regulation spaces).

8) Curriculum adaptations and access

Teachers adapt task design, success criteria and feedback; adjust homework expectations; use visual supports (including visual timetables), structured stations and flexible groupings. Pupils access lunchtime clubs and inclusive before/after-school clubs. Risk assessments ensure safe participation in trips and special events.

9) Working with parents/carers and with pupils

Parents/carers are partners: initial discussions with the class teacher; SENCo involved as needed; parents are consulted before SEN registration and receive termly ILP targets for comment/sign-off. Pupil voice: pupils co-set targets and review progress; we foster ownership and self-advocacy.

10) Transitions

Internal and phase transitions are planned with families; key information and updated targets follow the pupil. Year 6: transition reviews for pupils with support needs occur early; the receiving secondary SENCo is invited; additional visits are arranged as appropriate. Record of Need: annual reviews involve external professionals as required.

11) Partnership with external services

We work with Educational Psychology, ASCIT, SEMH Inclusion Team, Speech & Language, Occupational Therapy, Wellbeing/PMHW & CAMHS, Children & Families Hub, School Nursing, Family Partnership Worker, EWO, Early Help, Brighter Futures and The Bridge.

12) Emotional and social development

A staged support pathway: (1) in-class relationships and check-ins → (2) ELSA → (3) ELSA follow-ups → (4) Wellbeing Facilitator → (5) PMHW/Early Intervention → CAMHS if required. Mindfulness, assemblies on mental health/inclusion/UNCRC, health plans and parent programmes (e.g., New Forest Parenting) supplement provision. Our school therapy dog (Oscar) supports regulation and engagement.

13) Staff expertise and training (highlights)

Whole-school and targeted CPD includes AET/ASCIT autism training, ELSA, WellComm, YARC/Teaching Reading Fluency, ADHD training, Reading Response, Diabetes/Epipen, and NASENCO study.

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14) Evaluating effectiveness

We review impact through termly ILP reviews, Pupil Progress Meetings, progress data, stakeholder feedback, lesson visits/book looks and regular SEN meetings across teachers, LSAs, lunchtime staff, parents and pupils.

15) Accessibility

Site: Nursery toilet area and access adapted for wheelchair users; further toilet adaptations in planning. Information is available in alternative formats; families without internet access may use school facilities.

16) Compliments and concerns

We aim to resolve concerns swiftly through discussion and early action. If unresolved, families may raise a formal concern with the Headteacher (per the school Compliments and Concerns procedure) or follow the CYPES Customer Feedback route. Details are available via the school office/website.

17) Governance, policy and review

Read alongside the St Lawrence SEN & Inclusion Policy (reviewed February 2024; latest version issued 23 April 2025). The report and policy are reviewed regularly with staff and parents/carers.

Annex A — EYFS wellbeing snapshot

High levels of wellbeing and involvement are sustained in EYFS: Nursery “High” wellbeing 92%; Reception “High” wellbeing 88% at end of year (supporting readiness for learning).

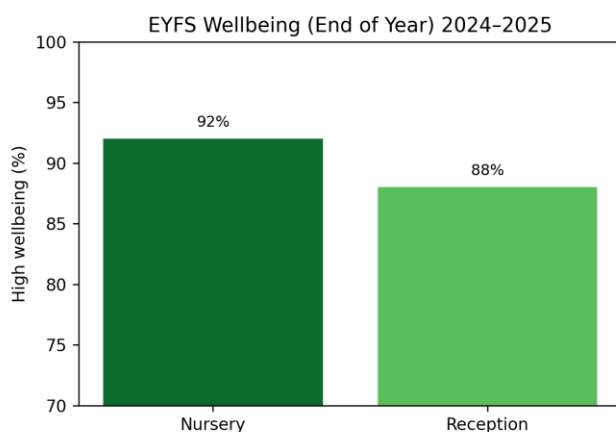


Figure 6. EYFS wellbeing (High %) at end of year.