

Annual SEND Report for Governors (for the Academic Year 2024-2025)

School:	St Dunstan's School
SENDSCO:	Kate Haden until 31st August 2025; Pippa Whittaker from 1st September 2025
Date of report:	September 2025
SEN Governor:	Jo Rigby-Jones

Foreword

At St Dunstan's School we are ambitious for all our students and we aim to provide a high quality of education in an environment that supports, nurtures and challenges them to fulfil their potential.

Our aim is to remove barriers to learning and equip students with the skills to become confident in the management of their needs; to become independent learners and to achieve their potential.

The vast majority of pupils and students on the SEND register study the same curriculum as their peers. Where a student has significantly greater difficulty in learning, a modified curriculum may be put in place to help pupils to close any learning gaps and prepare for and succeed in their GCSEs. In addition to this, students may receive other personalised interventions linked to their particular needs. We aim to:

- use a breadth of data and monitoring systems to identify SEND needs and monitor the progress of SEND pupils;
- provide equal access to the National Curriculum, and to plan for and provide a curriculum which is accessible to the needs of all pupils;
- support teachers to effectively deliver and enable learning through a range of adaptations in the classroom;
- foster a love of reading through enhanced support for pupils who are identified as needing support in this area;
- provide regular SEND training and support for staff and monitor the impact of this through learning walks, pupil voice and data collection;
- establish good home-school communication and involve pupils and parent/carers in the planning of their personalised support;

- monitor and review individual needs regularly, and maintain clear records of pupil progress;
- ensure all SEND pupils have access to and, where needed, are supported to engage with the school's rich extra-curricular offer;
- support parents in understanding how to help their child with SEND needs at home.

Section 1: St Dunstan's SEND Profile

	National Averages	2022-2023	2023-2024	2024-2025	2025-26
Number of students on roll		451	462	536	530
Number of Pupils on SEN Support		90	91	90	124
Proportion of Pupils on SEN Support	13.6%	19.95%	19.69%	16.79%	23.4%
Number of Pupils with EHCPs		36	40	39	42
Proportion of Pupils with EHCPs	2.1% in mainstream secondaries	7.98%	8.65%	7.27%	7.9%
Number of Pupils on SEN Register (SEN Support and EHCPs)		126	131	129	164
Proportion of Pupils on SEN Register (SEN Support and EHCPs)	15.7%	27.93%	30.51%	24.06%	30.9%

Section 2: SEND profile for this Academic Year (2024-2025)

Comparison of school cohort data with national data for this year:

The school has a significantly higher proportion of pupils with SEND than the national average.

Nationally, the average percentage of EHCPs in a mainstream secondary school is 2.1%, whereas our figure is 7.27%.

Nationally, the average percentage of students with SEND but without an EHCP is 13.6%, whereas our figure is 16.79%.

These figures reflect the fact that many parents continue to choose to send their child who have SEND to St Dunstan's because it is a small school and parents value its nurturing environment.

SEND Register Areas of Need:

Category of Need	Number	% of SEND Pupils	% of all Pupils
Specific Learning Difficulty	53	34.64%	10.54%
Social, Emotional & Mental Health	42	27.45%	8.35%
Autistic Spectrum Disorder	28	18.3%	5.57%
Speech, Language and Communication Needs	23	15.03%	4.57%
Moderate Learning Difficulty	15	9.8%	2.98%
Other Difficulty/Disability	9	5.88%	1.79%
No Specialist Assessment	9	5.88%	1.79%
Physical Disability	6	3.92%	1.19%

Hearing Impairment	2	1.31%	0.4%
Sensory processing disorder	1	0.65%	0.2%
Multi-Sensory Impairment	1	0.65%	0.2%
Severe Learning Difficulty	1	0.65%	0.2%
Global developmental delay	1	0.65%	0.2%

Section 3: Statement regarding overall quality of provision for pupils with SEND

The school's last OFSTED was in February 2024 and found that:

"The school identifies and supports the weakest readers to build their confidence and accuracy. As a result, they quickly catch up with their peers."

"The school identifies and supports pupils with special educational needs and/or disabilities (SEND). Teachers have the information that they need to help adapt the curriculum to meet the needs of all pupils. Most of the time, pupils are able to learn the curriculum well. Some parents have expressed concerns about the level of communication from the school about the provision for pupils with SEND. Leaders have already taken steps to address this, but this work is in its infancy"

"Pupils with SEND are supported effectively in school. However, previously, the system for reviewing support and communicating with families has not always been clear. This has led to some parents lacking confidence in the support provided for their child. The trust has recently begun to address these concerns. Inspection report: St Dunstan's School 6 and 7 February 2024. The trust should further embed the changes that they are making to the systems and procedures for supporting pupils with SEND."

Outcomes for pupils with SEND:

2025 Year 11:

	St Dunstan's - Whole Cohort	St Dunstan's - SEND	Trust-wide - Whole Cohort	Trust-wide - SEND
Progress 8	0.07	-0.19	0.02	-0.49
Students achieving 9-5 in English and Maths	50.6%	13.0%	46.7%	20.7%

Attendance 77.3% for EHCP students and 74.5% for all SEND students

39 suspensions

68.5 days of suspensions (60 belonging to 4 specific students)

One student, EHCP, had a very complex background and lost his placement with his foster family in the summer preceding his Year 11. Whilst supporting him emotionally as well as academically, he struggled with his situation and was unable to control his anger at the situation and his aggressive behaviours, leading to 27 days of suspension.

We had a student placed with us having been at Tor School, who should not have been placed with us. She did not want to reintegrate into the school, leading to 18 days of suspension.

Another student who had already decided he did not want to be in school, did not need his exams and had a job lined up for when he was due to leave us, refused to work with

us, leading to 15 days of suspensions.

2024-5 Destinations 18 students moved on to further education training and employment
4 students identified as either NEET, moved out of the area or place not confirmed. 3 out
of the 4 have been referred to the virtual school

There were 22 students with SEND in Year 11 in total.

Section 4: Achievement of pupils with SEND

Outcomes 2025

4+ Eng 32% 4+ Maths 50% 4+ Eng & Maths 23%

5+ English 23%, 5+ Maths 18% & 5+ Eng & Maths 14%

Average grade 2.91

SPI/P8 -0.19

Projected outcomes 2026

4+ Eng 44% 4+ Maths 48 % 4+ Eng & Maths 35%

5+ English 35%, 5+ Maths 30% & 5+ Eng & Maths 22%

Average grade 3.19

SPI/P8 -0.45

End of Key Stage Three 2025

Average Grade Developing +

% Students meet ARE in English 43%

% Students meeting ARE Maths 43%

% Students meeting ARE in English & Maths 24%

Section 5: SEND policy

The MNSP trust has a whole trust policy with specific procedures in each school.

[St Dunstons](#)

Section 6: SEND information report on school website

[SEND School Report](#)

Section 7: Statutory assessments

GCSEs Key Stage Four

Section 8: Accessibility plan

- Accessibility Policy updated September 2023 (Trust wide policy)
- Action for St Dunstan's is to ensure disabled access to the new toilets- this will be reviewed Term 1

Section 11: Interventions

2024-2025

ELSA
Forest School
Read Write Inc
Physiotherapy
Social Skills
Speech and Language
Extended work experience
Literacy and Numeracy Support

Section 12: CPD for SEND

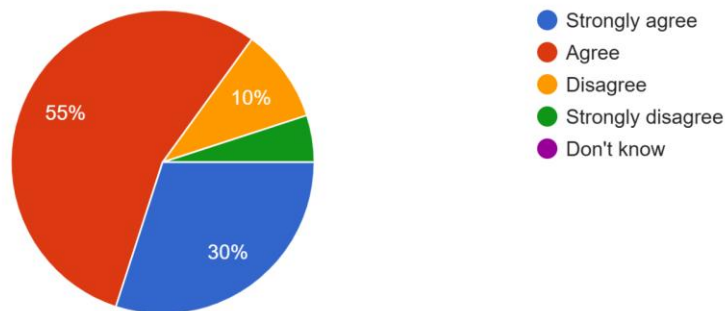
Provision Held during Academic Year 2024-2025:

Hearing and Vision Team involvement
Autism Support (CAOT)
ADHD
EBSA
On Track - Katie Parker
Emotional Regulation

Section 13: Stakeholder Voice

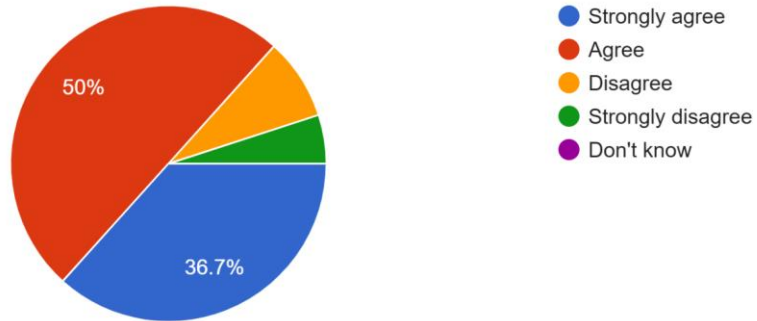
My child is happy at St Dunstan's School

60 responses



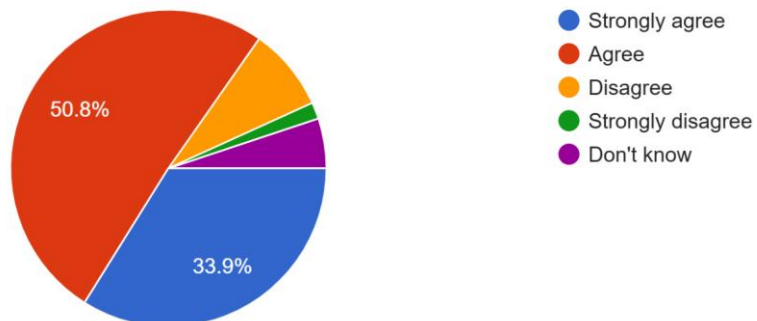
My child feels safe and happy at St Dunstan's School

60 responses



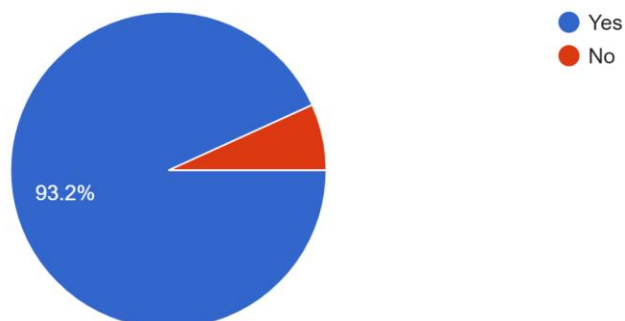
My child is successful and doing well at the school

59 responses



I would recommend this school to another parent.

59 responses



Section 14: External agencies

2024-2025

- Educational Psychology Service
- Autism Support Service
- Social Care
- Speech and Language (SALT)
- English as an Additional Language support
- CAMHS
- Physiotherapy Service
- Community Nurse Service
- Education Attendance / Educational Welfare Service
- Advisory Teachers
- Hearing Support Services
- Visual Impairment Service
- Hospital Services
- Local FE Colleges
- Local primary feeder schools
- Restorative Justice
- Occupational Therapy Service



Section 15: Complaints relating to SEND

There has been one formal complaint - the Trust is leading and this matter goes to court later this month.

Section 16: SENCo concerns regarding provision for pupils with SEND

Challenging context in regard to the recruitment of SEND staff to meet the level and complexity of need in the cohort, ~~complex needs, and recruitment of Teaching Assistants~~

Securing adequate funding to meet the needs of students with SEND.

Lack of capacity for in-school interventions due to space and staffing limitations.

Effectiveness and availability of local authority support for SEND placements, particularly when specialist placement is needed.. ~~Working effectively with the Local Authority to support the needs~~

Disproportionate levels of SEND due to local perception of the school.

History of instability in the SENCO role, leading to instability of provision.

