

## SEND Report for Governors Dec 2025



### 1. Pupils

Spring 2024	SEN support Girls	SEN Support Boys	EHCP Girls	EHCP Boys	Class Total on SEN Register
N		3			3
Reception		2	2	3	7
Year 1	2	6	5	3	16
Year 2	1	4 1 - enhanced	1	4	11
Year 3	3	14	1	3	21
Year 4	11	10		1	22
Year 5	8	14	5	12	39
Year 6	8 1- enhanced	13	2	2	26
Totals		34+67 101	44		Overall total on SEN Register <b>145</b>

Year Group Jan24	Hours funded from delegated Budget	Hours granted through PAP top up
Nursery 0 children	0	0
Reception 5 children	20	10
	20	10
	20	10
	20	10
	20	10
Year 1 8 children	20	10
	20	10
	20	10
	20	10



	20	10
	20	10
	20	10
	20	10
Year 6 4children	20	10
	20	10
	20	10
	20	10

### **Staff Development**

- Staff from EYFS have received training with the complex medical needs and epilepsy nurse
- Staff from KS1 have received training with the Diabetes Nurse – 1.5 hours
- CR and DR EHCP pupil Voice Training – 3 hours
- CR and DR Autism in Schools Training - 2 days
- EYFS, Y5, Y3 Sensory Training with the OT department – 1 hour
- Year 3 and 2 staff – VI training –1hour
- Year 3 TA – EHCP implementation training with Educational Psychologist – 2x45 mins
- SENDCo Forum CR – 3 x 3 hour
- TESSA SENDCo training – 5.5hours

### **3. School Improvement Plan Objectives**

To develop staff knowledge, skills, and confidence in adapting teaching, implementing high-quality interventions, and using assessment effectively, so that provision for SEND pupils is consistent, evidence-informed, and responsive to individual needs.

SEND provision is led by an experienced, knowledgeable, non-teaching SENDCo who is supported in her role by a SENDCo Assistant with particular expertise in EYFS. The number of children with SEND (35%) has rapidly increased over the last year with us now teaching 44 children (almost 10%) in receipt of an EHCP. We have also seen an

increase in the level of complexity of many of our children's needs. In order to meet the needs of some of these children, a Nurture Room and Learning Hub have been set up, however, these need further development. With a stretched budget and limited resources within the LA, ensuring that the needs of all of our children are met is a huge challenge.

- CR and DR to complete Autism in School training and share this learning with all staff across school.
- SENDCo and HT to research most effective SEND practice by visiting special and SEMH schools, making good use of research such as that shared by EEF and by seeking support from external agencies.
- In order to develop an effective SEND team, staff require training in key areas of SEND – e.g. autism, dyslexia, ADHD as well as interventions such as Bucket Therapy.
- SENDCo and HT to research existing assessment tools to aid in the early identification of SEND.
- SENDCo Assistant to complete NPQ SENDCO
- See separate monitoring and evaluation plan.

#### **4. Resources - £1,191.24**

Platinum Sign and print – art for windows- £374

Roadrunner Travel LTD - £180. 00

Central Payment- £295. 00

Amazon Slopping Desk-£22.48

Lynsey Dingsdale nurture provision -£77.12

PSD Group Sensory Resources - £170. 60

Amazon – Sensory Resources - £72.04

#### **5. Provision**

The provision for SEND across the school is illustrated in our Local Offer – this is due to be reviewed Dec 25 (to view on the school website)

## **6. Pupil Outcomes**

### Summer 2025 Reading

	All children % at/ above ARE	SEND pupils % at/above ARE
Y6	71.7%	50%
Y5	69.49%	29.61%
Y4	65.67%	42.85%
Y3	71.67%	63.98%
Y2	88.52%	62.45%
Y1	80%	63.34%
Reception Comprehension Word Reading	57.9%	

### Summer 2025 Writing

	All children % at/ above ARE	SEND pupils % at/above ARE
Y6	70%	50%
Y5	71.19%	35.48%
Y4	57.62%	28.57%
Y3	76.67%	53.95%
Y2	78.69%	45.83%
Y1	65%	46.25%
Reception Writing	56.1%	

Summer 2025 Mathematics

	All children % at/ above ARE	SEND pupils % at/above ARE
Y6	71.67%	35.7%
Y5	64.41%	12.06%
Y4	66.10%	40%
Y3	70%	64.88%
Y2	83.61%	57.78%
Y1	60%	45.59%
Reception Number Number Patterns	66.7%	

Reception GLD	54%	33%
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