

SEND Annual Report September 2026

Reporting on the academic year 2025/26



Name of Special Educational Needs Coordinator (SENDCo)	Mrs. K Topping	Name of SEN Link Governor	Mr. D Walmsley
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SEN Status	No. of pupils	% of SEN pupils with this status	% of pupils with this status
Education, health and care plan (EHCP)	18	18.95%	7.23%
SEN Support	63	66.32%	25.3%

SEN Need Statistics

SEN Need	No. of Students	% of SEN Students with this Need	% of Students with this Need
Down Syndrome	1	1.2%	0.4%
Diabetes	1	1.2%	0.4%
Spina bifida	1	1.2%	0.4%
Slow Processing	6	7.4%	2.4%
SEN Support, No Specialist Assessment	4	4.9%	1.6%
Physical Disability	2	2.5%	0.8%
Other medical condition (e.g. epilepsy, asthma, diabetes)	3	3.7%	1.2%
Other Difficulty/Disability	2	2.5%	0.8%
Social, Emotional & Mental Health	18	22.2%	7.2%
Moderate Learning Difficulty	9	11.1%	3.6%
Hearing Impairment	2	2.5%	0.8%
Dyslexia	2	2.5%	0.8%
Dyscalculia	1	1.2%	0.4%
Autistic Spectrum Disorder	8	9.9%	3.2%
Attention Deficit (Hyperactivity) Disorder	4	4.9%	1.6%
Vision Impairment	1	1.2%	0.4%
Speech, Language and Communication Needs	36	44.4%	14.5%
Specific Learning Difficulty	3	3.7%	1.2%

Identification of SEND

Under the SEND Policy pupils are identified by one of three assessment routes, all of which are part of the overall approach to monitoring the progress of all pupils:

a) All pupils are monitored at a termly progress meeting and, where they are identified as not making progress despite High-Quality First Teaching, they are discussed with the Senior Leadership Team and SENDCo and a plan of action is agreed. An 'Initial Cause for Concern' form is completed by the class teacher as per the school/Trust SEND Handbook.

b) Class teachers are continually aware of pupils' learning. If they observe that a pupil, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the pupil's previous rate of progress
- fails to close the attainment gap between the child and their peers.

c) Parents sometimes ask school staff to look more closely at a pupil's learning. We take all parental requests seriously and investigate all of them. Frequently, the concern may be addressed by *Quality First Teaching* or some parental support. Otherwise, the pupil is placed on the *SEND Register*.

Although the school may identify a pupil's special educational needs and disability, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD, or some other disability. In certain circumstances the school/SENDCo may make a direct referral to CAMHS.

Working with Parents / Children

We aim to have good and informative relationships with all our parents. If a pupil is experiencing difficulties, parents will be informed either at parents' meetings in the Autumn and Spring terms, or during informal meetings to discuss the pupil's progress. It should not come as a surprise to a parent to learn that their child is being identified as having a special educational need or disability.

Once a pupil has been identified as having a special educational need or disability, the Class Teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed on the SEN register • discuss assessments that have been completed
- agree a plan and provision for the next term.
- complete Individual Support Plan (ISP)
- where appropriate signpost for Early Help

This is part of the graduated approach cycle of *Assess, Plan, Do, Review*, which is required in the Code of Practice. Depending on their age and interest, a pupil may be invited to attend all or part of the meeting. Thereafter, parents and pupils are invited to a meeting at least once a term to review progress made, set targets, and agree provision for the next term. In the Summer Term, there is an annual review of the pupil's progress so that appropriate measures can be taken to prepare them for *transition* either between Year Groups in school or transfer to secondary school. During academic year 25-26 reviews have taken place in November, February and June – more frequently in cases requiring specialist support and intervention.

Working with External Agencies

If the support we provide fails to result in stable progress for a SEND pupil, we will request observation and assessment from a range of professionals (after obtaining parental consent)

During academic year 2025-26 referrals have been made to:

- Speech and language therapy (SALT)
- School Nurse (Community Paediatrician)
- Educational Psychology
- BSCIP (Bolton Social Communication Identification Pathway)
- Early Intervention Team (EIT)
- Occupational Therapy (OT)
- Fort Alice
- PINS (Partnership for Inclusion of Neurodiversity in Schools)

- Woodbridge Trust
- CAMHS (Children and Adolescent Mental Health Service)
- Children and Learning Disabilities Team
- Sensory Support
- Startwell
- Diabetes Team

Progress and Achievement of Pupils with SEND

Reception: Number of Pupils: 3 (2 pupils with EHCP and 1 pupil SEN Support)		% Expected
Communication and Language	Listening, Attention & Understanding	0%
	Speaking	0%
Physical Development	Gross Motor Skills	67%
	Fine Motor Skills	33%
Personal, Social & Emotional Development	Self-regulation	0%
	Managing self	0%
	Building Relationships	0%
Literacy	Comprehension	0%
	Word reading	0%
	Writing	0%
Maths	Number	0%
	Numerical Patterns	0%
Understanding the world	Past and present	0%
	People, culture & communities	0%
	The natural world	0%
Expressive arts, designing & making	Creating with materials	0%
	Being imaginative & expressive	33%

Phonics Screening	% Pass
Year One: Number of Pupils: 5	40%
Year Two : Number of Pupils retaking: 5	20%

Multiplication Check:	% of pupils scoring 25 out of 25
Year 4: Number of SEN Pupils: 7 incl 1 EHCP	14.3%

Key Stage 2 Outcomes: Number of SEN Pupils 14 (3 pupils with EHCP, 11 SEN Support)	% Expected Standard	% Greater depth
Reading	22.2%	0%
Writing	44.4%	0%
Maths	22.2%	0%
RWM Combined	12.5%	0%
Grammar, Punctuation & Spelling	22.2%	0%
Science	60%	Not applicable

Attendance and Exclusion of SEND Pupils

	% SEND	% Non-SEND
% Attendance	87%	93.5%
Suspensions	11 suspensions (5 children)	4 suspensions (2 children)
Permanent Exclusions	0	0

Where children with SEN(D) had suspensions; joint collaborative work was implemented with the school's SENDCO, behaviour Support Team, Educational Psychologist, Trust Inclusion Lead and parents. This work included seeking specialist and outreach support, access to early intervention and early help teams and developing bespoke timetables (reasonable adjustments) and training for staff on adaptive teaching.

SEND Funding

High Needs Top Up - £93 653.49

It should be noted though, that school spend considerably more than this allocation supporting children with additional needs as school only receive 'top-up' funding for children with EHCPs. The remainder needs to be taken from the school's general GAG allocation. This is becoming more challenging as the number of EHCPs in school increase.

The vast proportion of the funding received is spent on staffing to support pupils with SEN, either via in-class support (to ensure full inclusion) or in the form of 1:1 and small group interventions.

Of the 63 pupils identified as needing SEN Support, 30 pupils are also in receipt of Pupil Premium / Ever 6 Please see the Pupil Premium Strategy document on the school website for more information how this funding has been allocated.

SEND provision / Self-evaluation

New Provision / interventions / resources on offer over the past 12 months	SEND support staff continue to provide bespoke and regular interventions Sensory circuits Soft start to school day and Meet and Greet Base camp (self-regulation spaces)
Impact of the above provision	Interventions are available to an increased number of pupils in core and wider curriculum. Pupil's mental health is being considered alongside their progress/achievements with the use of interventions Phonics provision is enhanced through RWI Bespoke curriculum and adaptive practice for individual children
Key strengths of SEND provision	Improved, refined and strengthened knowledge and skill set of staff new to school and new teachers on adaptive teaching and provision. Willingness of staff to go above and beyond expectations
Identified key priorities	Strengthen adaptive teaching Support new and early career teachers in ADPR cycles and assessment Ensure consistent scaffolding, modelling and expectations Ensure foundational skills for writing are embedded from EYFS through to Y6 Strive to improve attainment and progress for SEND pupils Support SEND pupils to feel ownership of their learning and development, empowering pupils and removing barriers Improve attendance of SEND pupils

Staff Training

- RWInc training and development

- Digital Platforms to support SEND learners
- Attention Autism Training
- Positive Regard Training
- Allergy training: AAI
- Asthma Training
- Practical strategies for social communication
- Teaching & Learning – Meeting the needs of pupils with SEND
- Positive handling plans / training
- SENDCo Learning Communities
- NPQ SEN
- NPQ Leading Behaviour & Culture
- THRIVE

All training received has been implemented into practice and is positively impacting on pupil progress. Planned training for academic year 26-27 will focus on strategies to support children with SEND through Adaptive Teaching

SEND Policy

The SEND policy was updated— changes made were updates to SENDCo qualification to NPQ SEN and Pupil Passports will now be known as Individual Support Plans. This will be ratified by governors at the next meeting and published on the school website.

Concerns

There have been a couple of concerns raised by parents who feel that school should pay for an Educational Psychology assessment for their child. The SEN Code of Practice clearly states that schools have a duty to *identify need* (not necessarily diagnose) and put in place appropriate provision. If this provision results in good progress, it would be a waste of school resources to seek further assessment when this could be better used for another child who is in greater need. This can be difficult, however, for parents to understand and can result in some friction.

If parents do have a complaint, then they should follow the guidance and procedure as outlined in the School Complaints Policy

Additional Points to Note

In the coming academic year 26/27 six applications for EHC assessments will be made. If successful, this will increase the number of plans to 19 (9.1% of the school population – significantly high for an average sized primary school).