

Special Education Needs and Disabilities Annual Report to Governors July 2025

Opening Statement

At Springwell Village Primary School, we believe it is essential to provide a well-balanced, challenging curriculum for all pupils. We are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), receive their right to a high quality, accessible, and balanced curriculum. Our aim is to provide all children with the best possible outcomes in preparation for life-long learning. We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development. We endeavor to raise aspirations and expectations for all pupils, including those pupils with SEND by working in partnership with pupils, parents/carers and outside agencies. Pupils whose needs have been assessed as being at Range 3 or above, have a personal learning plan, which clearly highlights their needs and assessment in school, targets and strategies identified by outside agencies, through discussions with parents and from pupil voice. Pupils at Range 2 or below are supported through quality first teaching, reasonable adjustments, differentiated activities and specific resources to meet their needs.

Previously, cognition and learning was the broadest category of SEND, now, however, communication and interaction is the largest category of SEND which incorporates 20 children with communication and interaction needs of either ASD or speech, language and communication needs. (9% of whole school and 51% of SEND register.)

COVID 19 AND ITS CONTIUNED IMPACT

Services are still being impacted by COVID 19. Outside agencies such as CYPS and CAMHs continue to have long waiting lists, with some services citing a 3-year waiting time.

Key Staff

Executive Head Teacher – Dr. A Taylor

Head Teacher – Miss. B Parrish

SENDCo- Mrs. E Gill

SEND Governor – Mrs K Mackay and Miss J Scott

Policies

The following policies are available in school and include the school's processes and procedures for supporting pupils with SEND.

- Special Educational Needs and Disabilities Policy
- OLT Inclusion Policy Admissions policy
- Accessibility Policy and plan
- Single Equality Plan

SEND School Profile 2024/2025

	24/25
SEND Support	2 (5%)
EHCP	37 (95%)

Current 24/25 Breakdown 38 (18%) children out of 200 have currently been identified as SEND:

Area of Need	Total	Boys	Girls
All SEND	38	27(71%)	11 (29%)
Communication and Interaction	19(50%)	14 (%)	5 (%)
Cognition and Learning	11 (29%)	7 (18%)	4 (11%)
Social, Emotional and Mental Health	6 (16%)	6 (16%)	0
Sensory and/or Physical	2 (5%)	0	2(5%)

SEND Year Group Profile

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year5	Year 6
SEND support	4(11%)	6 (21%)	3 (8%)	3 (8%)	7 (18%)	10 (29%)	3 (8%)	1 (3%)
EHCP	0	0	1 (3%)	0	0	0	0	1 (3%)

Area of need	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year5	Year 6
Communication and interaction	3 (8%)	6 (15%)	2 (5%)	2 (5%)	3 (8%)	3 (8%)		
Social, Emotional and Health	1 (3%)				2 (5%)	3 (8%)		
Cognition and learning			1 (3%)	1 (3%)	1 (3%)	4 (11%)	2 (5%)	2 (5%)
Sensory and medical			1 (3%)				1 (3%)	

It is worth noting that children join nursery throughout the year, and some have been identified to monitor with a view to adding to the SEND register. There has been an EHCP application submitted for a year 5 pupil, with the view of submitting one for a year 2 child and year 3 pupil if not before the end of the academic year, certainly the beginning of the new academic year.

SEND Developments 2024-2025

This year, as a Trust, we have employed an Occupational Therapist (OT) and an Educational Psychologist (EP). Due to a shortage of EPs in the local authority, the process of applying for an EHCP needs assessment has been challenging, as an EP report is required before an application

can be processed. Having an in-house EP has proved valuable in supporting EHCP needs requests, with one application already submitted and two more planned in the near future.

The Trust has also employed an Occupational Therapist, Sue, who has been instrumental in providing staff with insightful information, support, and strategies to help children in the classroom based on their presenting behaviours. She has delivered bespoke training to staff and SENDCos.

The OT will also work with key TAs to develop them as sensory champions (outlined further in the priorities section).

This academic year, Phase Leaders have been trained by the SENDCo to take a more active role in advising teachers and making recommendations for SEND children presenting with needs at Ranges 1 and 2.

The SENDCo has also successfully secured funding for sensory resources. As a result, an additional area will be created for large sensory equipment. This will support children with underdeveloped vestibular systems and those with proprioceptive needs.

Systems for Identifying and Tracking Pupils with SEND Areas

Children's needs are categorised into four broad areas, as identified in the SEND Code of Practice (2015):

- ★ Communication and Interaction
- ★ Cognition and Learning
- ★ Social, Emotional and Mental Health Difficulties
- ★ Sensory and/or Physical

Children may have more than one area of need; however, a primary need is always identified.

All children's progress is continually monitored by their class teacher through both formative and summative assessments.

The progress of SEND children is formally reviewed every term in reading, writing, and maths by the Senior Leadership Team (SLT). Where appropriate, children are assessed using the National Curriculum criteria. For some pupils, a more sensitive assessment tool—such as the Pre-Key Stage Standards—may be used. These assessments show smaller, incremental steps in attainment for some pupils with SEND.

Social, emotional, and mental health development is also assessed, as these factors can significantly impact academic progress.

Monitoring additionally takes place through phase group meetings and is formally supported by lesson observations, book scrutinies, moderation, and data analysis. Subject leaders and members of the SLT are actively involved in this process.

Pupil Progress Meetings are held at least once per term with class teachers, the assessment coordinator, and SLT members. During these meetings, children who are not meeting age-

related expectations are discussed, and strategies for support are identified. These children may not necessarily have SEND but may require timely intervention to aid their progress.

At the end of each Key Stage (i.e., Year 2 and Year 6), all children are formally assessed using Standard Assessment Tests (SATs).

All Year 1 pupils complete a Phonics Screening Check. Some pupils may retake this check in Year 2. Children with SEND will have a support plan incorporating personalised targets, which are reviewed regularly.

The progress of children with an Education, Health and Care Plan (EHCP) is formally reviewed at an Annual Review meeting involving all adults engaged in the child's education.

The SENDCo and subject leaders monitor the provision for SEND children throughout the year. This includes regular reviews of learning, planning, books, and assessment data.

Tracking

In the autumn term, each teacher will complete a pupil progress tracker in reading, writing and maths for their class. The tracker lists the whole class with specific characteristics identified, one of which is SEND.

The tracker indicates the achievement of each pupil at the end of the previous key stage and on entry to the current year. The tracker is updated on a termly basis which allows class teachers, phase leaders and SLT to monitor progress and identify specific needs for individuals and groups – this would then feed into support and intervention requirements.

Early Identification

We believe that early identification of special educational needs, whatever the early need, is crucial to the wellbeing of all of our children. To support us in our early intervention we:

1. Attend all transfer reviews for all pupils with SEND transferring to us.
2. Provide the appropriate intervention, e.g. small group support provided by a Teacher or Teaching Assistant as appropriate.
3. Invite parents into school to meet with the Teachers and Key workers.

These allow us to meet the parents and give us the opportunity to discuss the child's strengths and needs. This allows for any additional resources, interventions or referrals to be made quickly

Identification

Assessment of our pupils continues throughout their time with us. We do this by:

- Analysing assessment data no less than termly to identify children who are not meeting age related expectations.
- Class teachers continually monitoring the children in their class through observations, discussions, marking and written feedback.
- Pupil progress meetings are held termly with class teachers, assessment coordination and members of the SLT. Children who are not meeting age related expectations are discussed and ways forward identified – these children may not have SEND but may require timely intervention and support to help them progress.

- Providing all adults with the opportunity to discuss concerns at any time.
- Liaising with Parents.
- SENDCo observes pupil in class through drop ins.

Provision

All SEND pupils have a personal learning plan (Range 2 or above) which is reviewed on a termly basis, with parents/carers and other agencies when appropriate. Pupils who have an EHCP have a formal annual review. The support plan is written using assessment data, information from reports from outside agencies detailing targets or strategies to follow, information from parents/carers, pupil voice (where appropriate) and identifies resources to use to support the pupil. A meeting is then arranged with the parent/carer to discuss the new plan and review the old one. The plan follows the, assess, plan, do, review format. Children can be added or removed from the SEN register at any point during the academic year when assessments or new information/diagnosis indicate that the pupil requires SEND support. However, there are three points where data (national requirement) needs to be collected for the SEND census – October, February and May

External Agencies

Children may require some extra specialist support in school from a professional outside the school. This may be from: Together for Children central services such as the ASD Outreach Team, Sensory Service (for students with a hearing or visual need), School nursing service to offer training and support for any medical need such as diabetes, epilepsy. Referrals to other outside agencies such as the Education Psychology (EP), Children and young people services (CYPS), Speech and language and CAHMS may be required to offer advice and support to school to children depending upon their individual need. Outside agencies including, CYPS, CAHMS, Autism Outreach and Behaviour support Service have been involved in advice and observations this year.

Parent/Carer Involvement -meetings/reviews/contact

Parent and carers of those children on the SEN register will have review meeting. These may be informally with the class teacher to report on progress and agreeing targets for a new PLP plan. Those children that have other agencies involved or require closer monitoring have a review with the SENDCo, the class teacher and other professionals. Parents and carers can make an appointment or ring up to speak to the SENDCo as the need arises. If parents are unable to attend a review for whatever reason a new appointment will be arranged.

Transition for pupils with SEND

Additional transition for pupils to the next class are individually arranged at the review. For

Year 6 pupils transitioning to secondary school, additional sessions for SEND children are

offered to parents. Children's information files will be passed on to the SENDCo's at the

end of the year. The Year 6 class teacher meets with the transition staff to discuss all pupils.

Children have recently attended the comprehensive school they are transitioning to, to prepare them for the new start. Children who need to will also receive a passport to support with transition, this will show them who their new teacher is and what their classroom looks like.

Budget

The budget is spent on:

- In class additional TA support within the class for 1:1 or targeted group support

interventions

- Specific 1:1 interventions

- Small group TA interventions

- Specific resources to support children in their learning – fiddle toys, pencil grips, left

handed pencils

- Movement resources, spinners, bouncers

- Maintenance of the sensory room
- 1:1 or small group sensory room sessions
- CPD for staff
- Education Psychology
- Occupational Therapist

Monitoring Provision

- Planning scrutiny
- Book scrutiny
- Learning walk
- Reviews
- Pupil progress meetings
- Lesson Observations

Outcomes of Monitoring

- It became clear that some staff need support with clear differentiation for those children who are working below age related expectation.
- Refinement of target setting and ensuring they were achievable. Included an academic and social/life skill on children's PLPs.
- PLP's have become more up to date and consistent across year groups.

Key Priorities 2025–2026

Early Identification

- Ensure children in EYFS and Key Stages are closely monitored, with early interventions implemented and referrals made in a timely manner—particularly important given current long waiting times for external support.

Staff Training

- Provide training for all staff to develop a deeper understanding of pupils with higher levels of need, and to equip them with strategies and tools to implement appropriate support in the classroom.

Use of Launchpad for Literacy

- Implement Launchpad for Literacy as a tool for the early identification of communication and language needs, enabling targeted support from the outset.

Launch of Sensory Champions

- Train Teaching Assistants (TAs) and SENDCos, led by the Occupational Therapist, to identify children with sensory processing needs. This initiative will help staff develop a clear understanding of the different types of sensory needs and how to provide appropriate, tailored support.