



## SEND Annual Report 2024 - 2025

### Our Ethos and Values:

At Spring Bank Primary School, we embrace every individual and empower all pupils to reach their full potential. We cultivate a school environment, culture, and curriculum that challenges stereotypes and celebrates diversity in all its forms.

Our approach to SEND focuses on difference, not deficit, championing pupil voice and ensuring their goals and aspirations drive our support. We believe in building upon children's strengths to overcome learning barriers, and we are committed to fostering a culture of respect, understanding, and high aspirations for all students with SEND.

### Current Context:

Spring Bank Primary School continues to prioritise SEND within its School Improvement Plan, recognising the increasing number of pupils with SEND and maintaining a commitment to providing a high-quality provision for all pupils. The percentage of pupils with SEND has increased drastically in the last year and is now slightly above the national average. While the number of Education, Health and Care Plans (EHCPs) is currently lower than expected, this is primarily due to recent FFI changes and associated delays in EHCP issuance. We anticipate the number of EHCPs will rise to above the national average upon completion of the FFI conversion process and when the local authority increases the capacity of Educational Psychologists.

Communication and interaction are the primary areas of need across the school, evidenced by the number of pupils receiving E Band funding. Social, Emotional and Mental health is the second highest need.

Pupils are placed on our SEND register when they have a diagnosed need and/or are receiving a range of targeted and personalised support. Recognising the unique needs of each pupil, careful consideration is given in collaboration with staff and pupils before any entry onto the SEND register. We continue to see an increase in neurodevelopmental referrals and diagnoses. School staff have a good understanding of children's needs and provision is effective as children make good progress. However it is important to note that some SEND children may still remain below year group age related expectations because of their lower starting points

### School Characteristics:

The number of pupils on the SEND register does fluctuate throughout the year. This is due to children's changing needs / new needs identified and due to mobility.

	2023-24	2024-25
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<b>Total number of children on roll (Reception - Year 6)</b>	196 (Total number of children who were on roll throughout the year)	199 (Total number of children who were on roll throughout the year)
<b>Number of children on the SEN register for this period</b>	29	43
<b>Number of children with EHCPs</b>	1	2
<b>% of children on roll with SEN</b>	14.8%	20%
<b>National average % of children on roll with SEN</b>	13.6% SEN Support 4.8% with EHCP	

#### **Education Health and Care Plan 2024-2025**

	<b>Number</b>
<b>Number of EHCP applications currently in process</b>	6
<b>Number of EHCP applications planned for next academic year</b>	7
<b>Number of children with FFI funding</b>	11

#### **Spread of needs across year groups**

	<b>2023-2024</b>	<b>2024-2025</b>
<b>Nursery on SEND register</b>		1
<b>Reception on SEND register</b>	4	5
<b>Year 1 on SEND register</b>	1	7
<b>Year 2 on SEND register</b>	4	2
<b>Year 3 on SEND register</b>	6	6
<b>Year 4 on SEND register</b>	7	8

<b>Year 5 on SEND register</b>	2	9
<b>Year 6 on SEND register</b>	5	5

**Funding Arrangements:**

The funding for the financial Year April 23 to March 2024

	<b>2023-2024</b>
<b>Notional funding received by the school</b>	£62,821.02
<b>Number of pupils for whom top-up (element 3) funding is being claimed</b>	11
<b>Total funding received by school (top up funding, element 3)</b>	£93,032.00
<b>Total delegated SEND funding received by the school (elements 1,2 and 3)</b>	£147,733.02
<b>Total number of pupils who are eligible for SENDIF Funding</b>	0

**Staffing:**

	<b>Number of staff</b>	<b>Time</b>
<b>SENDCo</b>	1	1.5 days
<b>Learning Mentor</b>	1	4 days
<b>Teaching Assistants</b>	7	Mostly full-time

**Staff Qualifications Relating to SEND:**

	<b>Qualifications</b>
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<b>SENDCo</b>	Tier 3 Autism Training Currently completing the NPQSEND
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Training accessed	Purpose	Staff
<b>Stars Tier 1 training</b>	Develop awareness and understanding of Autism	4 staff members
<b>Stars Tier 1 training (EYFS)</b>	Develop awareness and understanding of Autism	2 staff members
<b>Stars Tier 2 training</b>	Develop awareness and understanding of Autism	2 staff members
<b>Stars Tier 2 training (EYFS)</b>	Develop awareness and understanding of Autism	1 staff member
<b>Stages not ages training</b>	To consider introducing an alternative assessment method for children who make small steps of progress	SENDCo
<b>Intensive interaction training</b>	To develop an understanding of how to support children with communication difficulties	1 staff member

**Relevant Data Sets:**

**Foundation Stage:**

Pupils who achieved a Good Level of Development:

	School	National
<b>All children</b>	53.6%	67.7%
<b>SEN</b>	0%	19.8%

**Key Stage 2 Data:**

	Reading	Writing	Maths	RWM combined
% achieving the expected standard: All pupils	90%	80%	80%	65%
% achieving the expected standard: SEN (4 pupils)	60%	40%	40%	0%

**Attendance data:**

	2024-2025
Whole school attendance	94.87%
Attendance of children with SEN	94.61%
Attendance of children without SEN	94.96%

**Exclusions:**

	Number of children
Total number of permanent exclusions (all pupils)	0
Total number of fixed-term exclusions (all pupils)	0
Total number of permanent exclusions (SEND cohort)	0
Total number of fixed-term exclusions (SEND cohort)	0
Total number of school days lost to fixed-term exclusions (all pupils)	0
Total number of school days lost to fixed-term exclusions (SEND cohort)	0

**Alternative arrangements:**

	Number of children
Number of SEND pupils who are on a reduced timetable	1
Number of SEND pupils receiving their education off-site	2
Number of SEND pupils who are being taught out of their chronological cohort	1

### **The quality of teaching and learning:**

We have focused on building strong universal provision to foster inclusive learning, allowing all pupils to engage in whole-class lessons. Our staff's understanding of neurodiversity empowers them to make necessary lesson adaptations. Individual provision maps facilitate shared understanding of individual strengths, barriers, and support needs. Our commitment to inclusive practices is evident in consistent whole-class provision, including visual timetables, steps to success, assistive technology, regulation strategies and transition adaptations.

### **Compliance with statutory duties**

	✓ / ✗
The accessibility of school trips and extra-curricular activities	✓
Whether the school's website is compliant with statutory requirements	✓
Is the school's building fully accessible?	✓
Are pupils with EHCPs receiving their statutory right to provision?	✓
Are annual Reviews for EHCPs have been carried out and any paperwork has been submitted to the authority within the timescales?	✓
Are all written professional recommendations being implemented?	✓

### **Summary**

## SENCo's priorities for next academic year

- To manage the transition of the FFI model to an EHCP model, working closely with the Local Authority to ensure that children are in receipt of the appropriate level of funding to meet their needs.
- To ensure quality first teaching meets the needs of all SEND pupils and supports them to make progress through the use of adaptive teaching.
- To provide support for all staff to ensure that children's needs are met effectively so that SEND children make good progress.
- To ensure that all SEND children are accessing an appropriately challenging and engaging curriculum that provides them with a broad and balanced education.
- To develop parental involvement and effective communication with parents of SEND children so that all children are supported well and parents are kept up to date.
- To move from B Squared to Stages not Ages as an assessment tool to support teachers with target setting and to measure small steps of progress.