SEND Annual Report 2025 - 2026

Our Ethos and Values:

At Spring Bank Primary School, we embrace every individual and empower all pupils to achieve their best. 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 changings needs / new needs identified and due to mobility.

	2023-24	2024-25	2025-26

Total number of children on roll (Reception - Year 6)	196 (Total number of children who were on roll throughout the year)	199 (Total number of children who were on roll throughout the year)	215 (Total number of children who were on roll throughout the year)
Number of children on the SEN register for this period	29	43	43
Number of children with EHCPs	1	2	4
% of children on roll with SEN	14.8%	22%	20%
National average % of children on roll with SEN	13.6% SEN Support 4.8% with EHCP	18.2%	19.4%

Education Health and Care Plan 2025-2026

	Number
Number of EHCP applications currently in process	9
Number of EHCP applications planned for next academic year	4
Number of children with FFI funding	9

Spread of needs across year groups

	2023-2024	**2024-2025**	**2025-2026**
Nursery on SEND register		1	2
Reception on SEND register	4	5	2
Year 1 on SEND register	1	7	8
Year 2 on SEND register	4	2	7

Year 3 on SEND register	6	6	2
Year 4 on SEND register	7	8	5
Year 5 on SEND register	2	9	9
Year 6 on SEND register	5	5	10

Funding Arrangements:

The funding for the financial Year April 24 to March 2025

	2024-2025
Notional funding received by the school	£106,816.67
Number of pupils for whom top-up (element 3) funding is being claimed	9
Total funding received by school (top up funding, element 3)	£76,908.00
Total delegated SEND funding received by the school (elements 1,2 and 3)	£183,724.67
Total number of pupils who are eligible for SENDIF Funding	0

Staffing:

	Number of staff	**Time**
SENDCo	2	2 days
Learning Mentor	1	4 days
Teaching Assistants	7	Mostly full-time

Staff Qualifications Relating to SEND:

	Qualifications
SENDCo	Currently completing the NPQSEND

Training accessed	Purpose	Staff
Team Teach Level 1 training	To equip staff with positive de-escalation strategies and safe, low-level physical intervention techniques.	6 staff members
New to Senco training	Provides new SEN leaders with essential guidance on statutory duties, policy, and provision management.	Headteacher SENDCo
Stages not ages training	To consider introducing an alternative assessment method for children who make small steps of progress	Headteacher SENDCo
New to Designated Teacher role	Outlines key legal responsibilities to effectively advocate for care-experienced children in education.	Headteacher
Emotion Coaching	Offers practical techniques to guide pupils in understanding, expressing, and regulating complex emotions.	SENDCo
Attachment and Trauma training	Builds deep awareness of how relational trauma impacts classroom engagement, behaviour, and wellbeing.	All staff members
SEN Coding	Ensures accurate recording and reporting of special educational needs data for funding and compliance.	SENDCo

Relevant Data Sets:

Foundation Stage:

Pupils who achieved a Good Level of Development:

	School	National
All children	78.3%	68.3%
SEN	50%	20.2% (2025)

Key Stage 2 Data:

After tables checking exercise but before the re-marks are confirmed	Reading	Writing	Maths	RWM combined
% achieving the expected standard: All pupils	86%	90%	90%	65%
% achieving the expected standard: SEN **(4 pupils)**	67%	67%	50%	50%

Attendance data:

	2025-2026
Whole school attendance	95.5%
Attendance of children with SEN	93.8%
Attendance of children without SEN	95.8%

Exclusions:

	Number of children
Total number of permanent exclusions (all pupils)	0
Total number of fixed-term exclusions (all pupils)	1

Total number of permanent exclusions (SEND cohort)	0
Total number of fixed-term exclusions (SEND cohort)	1
Total number of school days lost to fixed-term exclusions (all pupils)	1
Total number of school days lost to fixed-term exclusions (SEND cohort)	1

Alternative arrangements:

	Number of children
Number of SEND pupils who are on a reduced timetable	4
Number of SEND pupils receiving their education off-site	0
Number of SEND pupils who are being taught out of their chronological cohort	0

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 commitment to understanding all aspects of neurodiversity empowers them to make necessary lesson adaptations. Individual provision maps facilitate shared understanding of individual strengths, barriers, and support needs. These are used by all staff to ensure all children with SEND are on track to being successful in their personalised targets. Our commitment to inclusive practices is evident in our consistent whole-class provision, including visual timetables, adaptive teaching, assistive technology, regulation strategies, transition adaptations and sensory breakout space.

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 pupils with SEND and supports them to make progress through the use of adaptive teaching. • To provide support and training for all staff to ensure that children's needs are met effectively so that children with SEND make good progress. • To ensure that all children with SEND 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 children with SEND so that all children are supported well and parents are kept up to date. • To empower staff to best support children with SEND in school by providing CPD and targeted support where needed. • To develop a designated intervention space tailored to the needs of our highest need students.