

## STANDENS BARN PRIMARY SCHOOL

### Annual Report on the Implementation of the Special Educational Needs (SEN) Policy and Disability Equality Scheme.

#### Report for Sept 2025:

#### Overview of the school

##### Key Staff

Special Educational Needs Co-ordinator (SENCo):	Mrs D Bethell
Special Educational Needs (SEN) Governor:	Mrs Samantha Harrison

##### Policy

At Standens Barn Primary School, we endeavour to achieve maximum inclusion of all children whilst meeting their individual needs. We focus on individual progress as the main indicator of success and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others. Accurate assessments, carefully planned programmes, differentiated work and individual learning opportunities are provided for children as part of our provision for those with a Special Educational Need or Disability.

The Inclusion policy was reviewed by staff and Governors in September 2022 (3 year review policy). The format follows a model policy from the Local Authority and considers the changes issued by the Department for Education in the SEN Code of Practice 2014.

	2024-2025	2025-2026
SEN Support	55	38
EHC Plan	4	7
% of school	16%	14%

##### Budget Allocation

For last year 2024/2025, the notional budget was £161, 610.13. This was spent on ensuring a non- class based SENDCo, teaching assistant support in all classes, 1:1 teaching assistant support for specific children, SEN resources and equipment, training and the commissioning of outside agency support.

##### Nature of support 2024/2025

The SENDCo continues to work alongside the Head Teacher and the Trust Inclusion Lead. The overall budget for SEN support in class is far greater than the contribution from the Local Authority and comes from the main school budget. This ensures that individual and small group work is used regularly and systematically to help those children who are working below their expected level. The key

staff are already in school and are deployed where and when necessary. The children are therefore getting the support swiftly rather than having to wait for appropriate staff to be employed.

For 2024/2025, examples of intervention and support included, additional 1:1 and small group reading sessions, additional small group or 1:1 phonic support or small group 1:1 maths work. A high level of intensive support was also given to those children with social, emotional and mental health difficulties to teach them how to regulate their behaviours in an appropriate way. 1:1 mentoring was also offered to children to promote self-esteem, confidence and mental well-being. 1:1 or small group work was also given to those children who require specific speech and language support alongside a variety of recommended programmes of work and interventions for individuals with a range of needs including physical difficulties and Autistic Spectrum Disorder.

Speech and Language has continued to be a real focus this year with a trained and supported Higher Level Teaching Assistant supporting children throughout the school.

Additionally, some children were offered 1:1 support throughout the school day to help them according to their needs. We also sought commissioned occupational therapy to those children with physical, sensory, organisational and motor difficulties

Waiting lists for referrals remains at a minimum of 24 months for all services. Many assessments are still taking place digitally, with mixed success rates.

Some referrals were placed in the summer term and we have not received the outcome of these despite contacting the referral management centre directly.

The Educational Psychology Service are currently running at a reduction of usual commissioning capacity.

This is due to a significant increase in EHCP applications during the pandemic and associated backlogs. This has improved but is still taking longer than hoped.

Pupils will be offered additional SEN support when their needs require intervention which is “additional to” or “different from” the well-adapted curriculum offered to all pupils in the school and that they have a special educational need as defined by the SEN Code of Practice 2014.

It may be decided that a very small number, but not all of the pupils on the SEN list will require additional Targeted SEND Funding, for which an application is made to the Local Authority, to ensure their underlying special educational need is being addressed. This may be the case where outside agencies have been involved in assessing the pupil or contributing to their provision.

On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care to consider the need for an Education Health and Care Plan.

## Progress of SEN children

Following termly raising standards meetings and the ongoing monitoring of progress between the SENDCo and class teachers, children’s needs are identified and suitable provision is implemented. Where applicable children with Education, Health Care Plans are encouraged to attend their Annual Reviews and contribute both verbally and in writing.

By the end of Year 6, SEND children are working at:

In July 2025, 6 out of 8 SEN children reached the expected standard for reading (75%), in writing 4 out of 8 SEN children reached the expected standard (50%) and 5 out of 8 SEN children met the expected standard in maths (63%).

In relation to progress, 100% achieved good or better progress in writing (8 out of 8 children), whilst 100% achieved good or better progress in reading (8 out of 8 children) and 88% achieved good or better progress

in maths (7 out of 8 children).

In July 2024, 1 out of 7 SEN children reached the expected standard for reading (17%), in writing 2 out of 7 SEN children reached the expected standard (29%) and 4 out of 7 SEN children met the expected standard in maths (67%).

In relation to progress, 67% achieved good or better progress in writing (4 out of 7 children), whilst 33% achieved good or better progress in reading (2 out of 7 children) and 83% achieved good or better progress in maths (5 out of 7 children).

In July 2023, 4 out of 11 SEN children reached the expected standard for reading (36%), in writing 3 out of 11 SEN children reached the expected standard (27%) and 5 out of 11 SEN children met the expected standard in maths (45%).

In relation to progress, 100% achieved good or better progress in writing (11 out of 11 children), whilst 82% achieved good or better progress in reading (9 out of 11 children) and 100% achieved good or better progress in maths (11 out of 11 children).

## External Agencies

3 Requests for Statutory Assessment had started in July 2025.

2 children were awaiting a place in a Specialist SEN Provision

1 child has received Targeted SEND Funding.

Waiting lists for referrals remains at a minimum of 24 months for all services. Some parents made the decision to follow 'The Right To Choose' pathway through their GP as these waiting times were shorter. Many assessments are still taking place digitally, with mixed success rates.

Some referrals were placed in the summer term and we have not received the outcome of these.

Educational psychology are currently running at a reduction of usual commissioning capacity. This is due to a significant increase in EHCP applications during and since the pandemic and associated backlogs. This is a significant challenge.

However, links are made with a wide variety of agencies to support parents/carers and the school in addressing children's needs:

Educational Psychology Service

NHS Occupational Therapy Service

Thrive Occupational Therapy Services

Target Autism

JOGO Behavioural Support

Visual Impairment Team

Hearing Impairment Team

Pacesetters

GOSH

NGH Paediatric Department and clinical nurse specialists

NHS Physiotherapy Service

NHS Speech and Language Therapist Services (SALT)

Community Paediatrician & School Nursing Team

Children, Adolescent Mental Health Service

Children's Social Services  
Virtual school  
SEMH Panel  
SASS  
0-19 Early Help Team & Strengthening Families  
Specialist Support Service  
IASS

### **Secondary School Liaison and transition.**

To ensure smooth transition for Y6 pupils, additional meetings are arranged between Secondary School staff, our SENCO, the Learning Mentor and the class teachers based in Year 6. Appropriate advice and information was given to parents to help them with their child's transition.

Children with Education Health Care Plans or those with additional needs were offered alternative transfer arrangements during the summer term and if appropriate some children are given extra times and tours of the school to enable the children to experience the 'whole school' day and meet key members of staff.

Within school, children with Education Health Care Plans or those with additional needs, where applicable, are given 1:1 time to discuss their transition to secondary school. They engage in programmes of work to provide them with opportunities to address any concerns and encourage them to feel confident in leaving their primary school life.

### **Staff development**

Staff have been involved in a variety of training programmes and sessions relevant to SEN. These have included:

- Trust SEN network meetings
- Northamptonshire SEND Partnership
- Staff updates on monitoring progress of children and the use of individual action plans and the identification of SEN children
- Training and support from the Visual Impairment Team
- Training and support related to ASD and children with SEMH.
- Local Authority updates
- Early Help & safeguarding updates and training for SENDCo and Family Support Worker.
- Using the SEND Ranges in West Northamptonshire.
- Annual Inclusion conference & Annual conference from JOGO Behavioural support service—attended by SENDCo, with relevant information disseminated through staff training to share new approaches, guidelines or Government changes.
- Diabetes awareness and medical training for allocated members of staff.
- Training and support related to ASD.
- Training and support from the Visual Impairment Team
- Training and support from the Hearing Impairment Team

### **Numbers of children with disabilities and medical needs within school:**

The involvement of the relevant outside agencies enable us to provide support for children within school including the provision and administration of any appropriate medical equipment, resources or support

where appropriate. The number of children who received support at this level was 5.

### **Inclusion for Disabled Pupils:**

In line with the Equalities Act 2010, we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*) for all pupils.

We endeavour to achieve maximum inclusion of all children whilst meeting their individual needs. Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.

### **Parents/Carers involvement in the provision for pupils with SEN, disabilities and/or medical needs:**

The school aims to work in partnership with parents and carers. We do so by giving parents and carers opportunities to play an active and valued role in their child's education and encouraging them to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing. We aim to involve parents in the creation of one-page profiles, reviewing termly action plans and in the monitoring of progress against targets set.

We work effectively with all other agencies supporting children and their parents. We strive to keep parents and carers informed of the involvement of any outside agencies and give them support or advice during any assessments and related decision-making.

In 2024-2025, we worked closely with School SEND Partnership who organised a number of parent workshops for the parents of children with SEND, these have been accessed by a number of parents who have found these workshops very valuable.

We also make parents and carers aware of IASS and/or any other agencies or networks that may provide support related to their child's needs including the Northamptonshire Local Offer:

[Local Offer | West Northamptonshire Council](#)