STANDENS BARN PRIMARY SCHOOL

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

Report for September 2026:

Overview of the school

Key Staff	
Special Educational Needs Co-ordinator (SENCo):	Mrs D Bethell
Inclusion Governor:	Mr Keith Martin

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 is regularly reviewed by Trust, staff and LAC in September. The format follows advice and guidance from Trust, the Local Authority and takes into account the changes issued by the Department for Education. The Inclusion plan is also available to view.

	2025-2026	2026-2027
SEN Support	38	31
EHC Plan	7	9
% of school	14%	13%

Budget Allocation
For last year 2025/2026, the notional budget was £159,144.13 This was spent on ensuring a non-class based SENDCo, teaching assistant support in all classes, additional 1:1 teaching assistant support for specific children, SEND resources and equipment, training and the commissioning of outside agency support when and where appropriate.

Nature of support 2025/2026
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 2025/2026, 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 for 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 Inclusion Funding, for which an application is made to the Local Authority, to ensure their underlying special educational need is being addressed. In particular, this may be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. There is a waiting list for Higher Needs Funding due to the volume of applications they receive.
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 in order to consider the need for an Education Health and Care Plan.
The school has an allocated EHCP worker from the authority who works closely with the school and families. Unfortunately this has changed a number of time during the year which has lead to delays in actions.

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 2026, 4 out of 8 SEN children reached the expected standard for reading (50%), in writing 5 out of 8 SEN children reached the expected standard (38%) and 4 out of 8 SEN children met the expected standard in maths (50%).

In relation to progress, 100% achieved expected or better progress in writing (8 out of 8 children), whilst 88% achieved expected or better progress in reading (7 out of 8 children) and 100% achieved good or better progress in maths (8 out of 8 children)

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 (65%).

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).

External Agencies

3 Educational Health Care Plans were awarded during 2025/2026.
2 children were awaiting a place in a Specialist SEN Provision and one of these will start at a specialist school in September 2026.
Waiting lists for referrals remains at a minimum of 24 months for all services. Some parents had 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. This has led to an increase in ASD and ADHD diagnosis.

Some referrals were placed in the summer term and we are still awaiting the outcome of these. The Educational Psychology service are currently running at a reduction of their 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 which is being addressed by West Northamptonshire.

However, as a school we continue to make links and commission the resources from a wide variety of agencies to support children, parents/carers and staff in addressing 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
MHST
Hospital Outreach
IIST
SEND Support Teachers

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
- Northampton 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 SENCo and Learning Mentor.
- Using the SEND Ranges in West Northamptonshire.
- Training related to Attachment difficulties for appropriate staff.
- Staff training on monitoring progress of children and the use of individual action plans and

the identification of SEN children
- Annual Inclusion conference & Annual conference from JOGO Behavioural support service- attended by SENCO, with relevant information disseminated through staff training to share new approaches, guidelines or Government changes.
- Early Help & safeguarding updates and training for SENCo and Learning Mentor.
- Inclusion Network Meetings attended by SENCo, with relevant information disseminated though staff training.
- Well-being Awareness events and Attachment Awareness training attended by SENCo and Learning Mentor.
- Diabetes awareness and medical training for allocated members of staff.
- Epilepsy 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 4.

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.

Our Inclusion Plan is available to view on our school website.

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 25-26 we have 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. (https://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer)