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**Steeton Primary School**

**2024-2025 Annual Report to Parents and Governors**

**on the Implementation of the Special Educational Needs and Disability (SEND) Policy in Practice.**

The Special Educational Needs Code of Practice lies at the heart of Steeton’s SEND policy and sets out the processes and procedures that we follow to meet the needs of our children. The Code describes a graduated approach which recognises that children learn in different ways and have different learning needs.

Following Bradford Education’s guidance, we determine the range of SEND a child may have. This is done using the ‘Bradford Matrix of Need’.

We have a considered and bespoke offer that reflects the range of need that we see within school.

Our universal offer targets all our SEND children with the aim of creating an inclusive and manageable classroom environment. This allows all children to access the classroom and creates a space which provides them the best opportunities to make progress within their learning.

Our targeted offer supports those children who are a little more complex and includes the training and CPD our staff receive to support our primary need of communication and interaction across school. This is the most common area our children struggle with. We ensure staff are trained appropriately and are supported in creating an accessible curriculum for our children. This also may include some intervention outside of the classroom when appropriate.

Our individual offer is for those children who are very complex. This would typically include, but is not exclusive to children with an EHCP. This offer is well managed, regularly reviewed and implemented by appropriately trained and compassionate staff.

At every level of support, staff are involved and are passionate stakeholders in creating positive outcomes for our most vulnerable children. Leaders are drivers in ensuring that every child’s need it meet and Senior Leadership is compassionate and open to changes that need to be made for our children.

This level of care and offer of support for children at Steeton not only benefits our SEND children but all our children at Steeton Primary School.

**Policies**

Our SEND Policy is reviewed annually.

**Key Personnel**

SENDCo: Miss Jade Wilson

SEND/Lead Governor: Mrs Sue West

**External Agencies**

Airedale Speech and Language Therapy

The Virtual School for Looked After Children

The School Nursing Service

CAHMs Team

Early Help Service

Occupational Therapist

Special School Outreach Service

Children Development Centre – Airedale

SEN Case Workers

SCIL Team

Traded

Educational Psychologist

ARC Consultancy

**Liaison with Nursery and School Partners**

We have links with our local Nurseries and parents, with a thorough transition process for all children that enter our reception. This includes home visits by our reception staff which are made prior to children starting, stay and play sessions which parents are invited to attend and an invitation sent by our SENDCo to every nursery provider to meet and discuss the needs of any SEN children who will be transferring to Steeton Primary School.

New parents are also invited to our new parents’ session which is led by our headteacher and we regularly hold open days for new starters.

Transition meetings take place between SENDCOs when pupils move to Secondary School. This is to ensure accurate and efficient transfer of records and information in order to minimise the disruption of support levels for pupils. Separate transition and induction visits are set up for pupils with SEN where required. Children with EHCPs who are moving to secondary school are visited by their new SENDCo and teacher, and will have additional visits and transition days with their new school. During these visits, they meet key adults and look around the areas of the school that will be important to them. Paper work will be sent to the new schools in September or at the SEN transition meetings.

**June 2025**

|  |  |  |
| --- | --- | --- |
| Number of Pupils on Roll: |  | 272 |
| Numbers of Pupils with SEND: | 51 | 18.5% |
| SEN Register Breakdown | | |
| Below Age Related Expectations | 22 | 43% |
| SEN Support | 7 | 13% |
| EHCP | 5 | 9% |
| SEMH | 19 | 35% |

**Overview of SEN pupils**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Below Age Related Expectations** | **SEN Support** | **EHCP** | **Total** |
| **Reception** | **2** | **0** | **0** | **2** |
| **Year 1** | **5** | **0** | **0** | **5** |
| **Year 2** | **0** | **2** | **0** | **2** |
| **Year 3** | **2** | **4** | **1** | **7** |
| **Year 4** | **3** | **1** | **1** | **5** |
| **Year 5** | **6** | **0** | **1** | **7** |
| **Year 6** | **4** | **0** | **2** | **6** |
| **Total** | **22** | **7** | **5** | **34** |

**Overview of SEMH pupils**

|  |  |
| --- | --- |
|  | **SEMH** |
| **Reception** | **0** |
| **Year 1** | **3** |
| **Year 2** | **2** |
| **Year 3** | **5** |
| **Year 4** | **2** |
| **Year 5** | **2** |
| **Year 6** | **5** |
| **Total** | **19** |

**Category of Need – Primary Need**

**SEN Register**

|  |  |
| --- | --- |
| Communication and Interaction | 52% |
| Cognition and Learning | 33% |
| Social, Emotional and Mental Health | 9% |
| Sensory and Physical | 6% |

**Parent Communication**

Parents and carers are updated termly on their children’s progress. The class teacher meets parents and the SENDCo is available for parent consultations on request.

**What we offer:**

* Regular academic monitoring (termly), with termly updates for parents.
* Staff available to speak with parents/ carers when appropriate. Regular termly meetings for parents/carers of a pupil on the SEND register.
* A Governing Body who oversee Pupil Welfare.
* Links with specialist teachers and other professionals including Educational Psychology, the speech and language team and the SCIL team.
* High quality teaching across school and considered SEN support offers across school
* Passionate teaching staff who regularly undertake CPD

A detailed report discussing SEND children’s academic progress is submitted to governors each year within the annual SEND report.

**Spending on SEND:**

In 2024-2025 school received £50,850 of EHCP SEN funding for the year. We will also receive a further small top up for a plan which has been finalised in July. We should receive a payment for July and August before the end of the year. This amount is currently unconfirmed.

This money has been used to support the staffing costs for pupils with EHCPs. Funding from the notional budget has been used to further support pupils with additional needs; it has also been used to fund training, resources and further SEN provision.

We purchased 2 educational psychologist sessions to further support our SEN children – at an approximate cost of £700.

**External agencies**

We have continued to receive support from the Bradford Local Offer and SCIL team.

We are able to refer through our specialist teacher when we need additional support for children who then supports with appropriate next steps. This may be involving a teacher from another specialism, providing training, completing assessments or completing an observation.

**SEN Trends**

I have been reviewing SEN trends across school and sharing this with the Head of School termly to further improve our overall picture of SEN in the wider school community, to review what we have implemented and inform discussion around our next steps.

We look at:

SEN attainment Trends

SEN attendance

SEN attendance at after school clubs

SEN and multi-vulnerable children

An annual SEND action and development plan is also submitted to governors annually to celebrate the development of SEN across school.

**Written by J Wilson July 2025**