



Annual SEN Report July 2025

Evaluating the Effectiveness of Provision for pupils with SEND at Aberford C of E Primary School

This report should be read in conjunction with the SEND Policy and Accessibility Plan.

Year on year, the needs of our SEND students are changing. We monitor their needs carefully and seek appropriate support and advice, from specialists, based upon this.

We also adapt our teaching techniques and our own support mechanisms in school, in line with these changes.

2024- 2025 context:

Number of children on roll: 102 pupils

Number of children on SEN Register: 18 (% of whole school population): (17.6%)

Number of children at SEN Support: 16 (88.8 %)

Number of children with EHC Plans: 2 (1.9%)

	Number of children	Percentage
Number of children with EHCP	2	11.1%
Number of children with current FFI funding	3	16.6%
SpLD	6	33.3%
Cognition and Learning	6	33.3%
Vision	-	
Hearing	-	
Physical	1	5.5%
SLCN	4	
SEMH	1	5.5%
Health Care Needs	-	
	Number of children	Percentage of the SEN register
Girls	6	33.3%
Boys	13	72.2%

Year group	Number of children	Percentage of the SEN register
Nursery	1	5.3%
Reception	1	5.3%
Year 1		
Year 2	2	11.1%
Year 3	3	16.6%
Year 4	2	11.1%
Year 5	3	16.6%
Year 6	6	33.3%

SEND pupil profiles and reviews

To improve communication and the level of support our SEND cohort receive, we now use individualised 'Individual Provision Maps' for any child identified with an additional need. These provision maps include the key information about the pupils including:

- Their area of need,
- Strengths
- Waves of intervention at each level
- Successful teaching strategies in place
- Short-term SMART targets
- Exam access arrangements
- External agencies that are involved with the child.

As part of these support plans, the 'Assess, Plan, Do, Review' approach is followed. Following a discussion with the young person and their parent or carer, SMART targets are set and any necessary provisions are planned and agreed upon. This support plan is then in place for the term. These are then reviewed each term. These reviews are attended by the parents or carers of the young person, class teacher and SENCO.

If a child has an Education and Health Care Plan, an annual review of this will be held and any external professionals involved with the child will be invited to attend alongside parents or carers, class teacher and the SENCO.

Waves of intervention

Waves of intervention	Provision/ resource
	Pupils have access to a broad and balanced

<p>Wave One Quality First Teaching</p>	<p>curriculum, which is well sequenced, well developed and underpinned by adaptive teaching. Clear starting points are identified so learning opportunities are made at every stage.</p> <ul style="list-style-type: none"> • Formative assessment is built into lessons to ensure pupils are working at their correct level. Plenty of opportunities to involve and engage pupils in each lesson. <p>Appropriate use of modelling, explaining and questioning for pupils to engage with higher levels of critical thinking skills.</p> <ul style="list-style-type: none"> • Recall and retention of knowledge activities built into lessons to ensure learning is embedded. Also opportunities for mastery. <p>Opportunities for children to develop their oracy skills</p> <ul style="list-style-type: none"> • Reasonable adjustments made within lessons or within the learning environment e.g. coloured backgrounds, use of manipulatives for support, visual aids and support scaffolds for writing such as sentence stems, word banks, WAGOLLS <p>. Regularly using encouragement and (authentic) praise to engage and motivate pupils.</p> <ul style="list-style-type: none"> • Laptops and iPads available to children to support their learning.
<p>Wave Two Interventions</p>	<p>Targeted support in class and some small group support as necessary.</p> <p>Pupils may attend one of the following interventions:</p> <ul style="list-style-type: none"> • Catch up phonic interventions (Little Wandle) • SEN phonics intervention (Little Wandle) • Alpha to Omega • Sensory circuits • Handwriting intervention
<p>Wave Three Individualised, targeted support for pupils</p>	<ul style="list-style-type: none"> • Toe by toe • Precision teaching • Reading fluency • Additional pastoral support • Physiotherapy • Speech and language therapy sessions • Gross motor skill intervention • Pupils accessing Wave Three may also work with outside agencies or we may seek advice and support on their behalf.

Examples of additional provision and support for each area of need

<u>Communication and interaction</u>	<u>Cognition and learning</u>	<u>Social, emotional and mental health</u>	<u>Sensory and/or physical</u>
<p>Visual timetables now/ next boards Social stories Comic strip conversations Lego Therapy Pecs Macaton Intensive Interaction Objects of reference</p> <p>SALT (Speech and Language Therapy) SENNIS</p> <p>Educational Psychologist.</p>	<p>All class teachers provide Quality First Teaching with clear adaptations and opportunities for all children to access a curriculum that meets their learning needs. Intervention which includes: extra reading support, reading fluency Colourful Semantics, Little Wandle phonics intervention Alpha to Omega. Toe by Toe</p> <p>Coloured overlays</p> <p>Adapted books and writing resources</p> <p>External support from SENIT</p> <p>Educational Psychologist</p>	<p>All of our staff, closely with children and their families to break down barriers to learning and may act as a conduit for parents/carers to enable them to access services or family support.</p> <p>Our RSE Policy</p> <p>Time to Talk</p> <p>Lego Therapy.</p> <p>On referral and based on need, MindMate can offer 1:1, small group of whole class talks, interventions and sessions on emotional well being/stress/worry and anxiety.</p> <p>We also refer children to the Garforth Cluster support.</p> <p>Bereavement and loss and counselling is offered through the Garforth Extended Services.</p> <p>SENISS Educational Psychologist</p>	<p>Wobble cushions Sensory toys Fidget toys Oral motor chews Sensory circuits/ diets Other outside agencies such as STARS support children, their families and school.</p> <p>Children with hearing impairment (HI) Sensory Support Service.</p> <p>Children with physical needs are supported by Community Occupational Therapists or Community Physiotherapists.</p> <p>We strive to respond to the varying needs of all children in our school and access support for any child on a needs led basis.</p>

Data

Academic year 2024 – 2025

<u>Attainment: reading</u>	<u>Number of children</u>	<u>Percentage</u>
Greater depth	1	<u>6%</u>
Expected standard	5	<u>29.5%</u>
Working towards expected standard	5	<u>29.5%</u>
Pre Key Stage standard	6	<u>35%</u>

<u>Attainment: writing</u>		
Greater depth		
Expected standard	5	<u>29.5%</u>
Working towards expected standard	7	<u>41%</u>
Pre Key Stage standard	5	<u>29.5%</u>

<u>Attainment: maths</u>		
Greater depth	1	<u>6%</u>
Expected standard	7	<u>41%</u>
Working towards expected standard	4	<u>24%</u>
Pre Key Stage standard	5	<u>29.5%</u>

SEN attendance

Academic year 2024 – 2025



Summary of 18 Pupils (with SEN Support or EHC Plan)

Attendance percentage

Nursery 2	96.2%
Reception	96.4%
Year 2	94.7%
Year 3	95.3%
Year 4	99.6%
Year 5	97.1%
Year 6	93.3%
National	94.8%
Local Authority	94.7%

15-18 days missed

Nursery 2	0
Reception	0
Year 2	0
Year 3	0
Year 4	0
Year 5	0
Year 6	0

19+ days missed

Nursery 2	0
Reception	0
Year 2	0
Year 3	0
Year 4	0
Year 5	0
Year 6	2

Absences

- 4.6% overall absence
 - 3.6% authorised
 - 1.0% unauthorised
- 11.1% persistent absence
- 0 pupils unauthorised absent for 10+ days

Absence Patterns

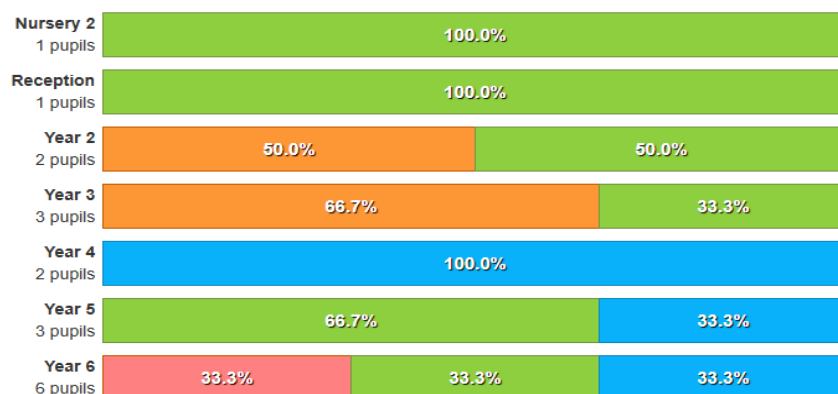
- 6 pupils have been absent before or after a school holiday
- 1 pupil has recently worsened from previous good attendance
- 2 pupils have recently improved from previous poor attendance

DfE penalty notice consideration threshold

(10+ unauthorised absences in 10 rolling school weeks)

- 1 pupil currently meets the threshold
- 0 pupils previously met the threshold between 01/09/2024 and 15/07/2025

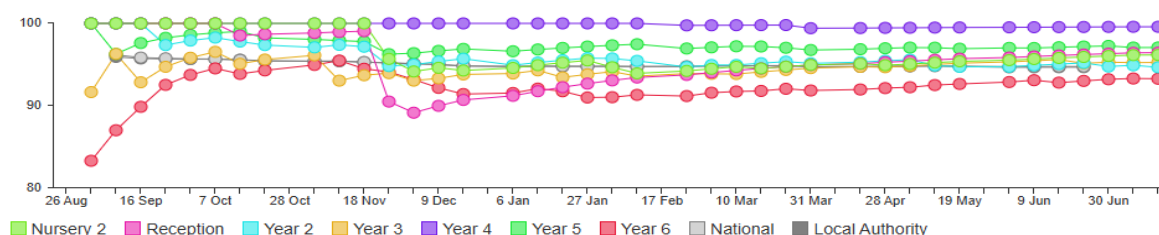
Attendance Ranges



Legend

- Severely absent (50% or more sessions missed)
- Persistently absent (10% or more sessions missed)
- At risk of persistent absence (5-10% sessions missed)
- Good attendance (95-99%)
- Excellent attendance (99%+)

Cumulative Attendance



Staff Training and Expertise (2024 – 2025)

Whole school

-Whole school training on Intensive Interaction

-Group of staff working on the 'Making Meaning of SEMH' project

SENCO

- Using Visuals to Support Executive Function and Promote Independence.
- Supporting non-verbal children in school
- SENCO Network meetings in the Spring and Autumn term
- Early Years Movement project

Working with Outside Agencies

Speech and Language

The school SENCO works closely with an NHS Speech and Language therapist who comes into school for half a day every week. The school has paid into this service since February 2024. The SENCO has referred children to the service so that assessments can be carried out and then the appropriate therapy sessions. The school SENCO has also then delivered some of these therapy sessions or helped train other staff, alongside the therapist, so that sessions can be delivered three times a week. Children with speech, language and communication needs have been identified early so that they can then receive the correct therapy. This has been highly successful and 2 children this year have been discharged from the service.

Garforth Extended Services

As a school we also work closely with Garforth Extended Services. The SENCO liaises with this service who offer support and services to young children and their families. The services that they provide are:

Behaviour
Attendance support
1:1 counselling support
Mentoring
Accessing parent programmes
Access to other professionals
Access to specialist services.

This year, we have made referrals for five families to Garforth Cluster.

MindMate

The school SENCO has worked closely with the MindMate support team this year. This year, the year 6 cohort had a workshop on managing stress and anxiety during transition. MindMate have also done small group interventions to provide sessions on emotional wellbeing. This was to support children who were: feeling worried, anxious or stressed, having difficulty managing their emotions, or experiencing changes in their mood etc. Three Year 6 children accessed this intervention.

Academy Networks



Since joining Selby Academy Trust in April, we are making network links with other schools within our trust. SENCOs across the schools meet termly to share good practice and resources, interventions etc.

Work with the Educational Psychologist

The SENCO and some staff members have worked with an Educational Psychologist on a project called 'Making Meaning of SEMH'. After receiving the training, we chose two children who we felt would benefit from this approach. We identified their needs and used the structure to provide the necessary strategies and support for their SEMH needs. We have seen some measurable progress since this training.

SEN transition

This year our Year 6 SEN children are transitioning to Tadcaster Grammar and Garforth Academy.

The SENCO liaises with the SENCO leads from the secondary schools and gives a very detailed hand over. The SENCO from the Secondary school comes and visits the children in school. A SEN transition form is also completed by the SENCO.

The SENCO visits SEN children transferring to Aberford from private nurseries in their nursery setting, prior to starting in September. The school SENCO meets with the nursery SENCO and parents for a full handover. All necessary paperwork is also transferred over.

Once the children had started school, parents/carers are invited in to meet with their child's class teacher and SENCO for an Individual Provision Map meeting.

This year, we worked with 1 private nursery and family to welcome 1 child into nursery that has an EHCP. We have supported 6 children transitioning to the next phase in education – Key Stage 3, one of which has an EHCP.

Further Development:

Our strategic plans for developing and enhancing SEN provision in our school next year include:

- Based on their individual starting point, children identified as having SEN, will make sufficient progress in Reading, Writing, Maths and other areas of the curriculum. This is in relation to their identified primary area of need and starting points. Progress to be continued to be tracked rigorously by school SENCO.
- Children identified with Social, Emotional and Mental Health will have their needs met through consistent approaches and strategies thereby improving their well-being. We will also continue to use the support of MindMate and Garforth Extended services.
- Support the effective identification of children's barriers to learning and additional needs, internally and through external support.



- SENCO to further develop their new role as mental health lead across school.
- Ensure pupils identified as SEN support are represented in specific groups across school e.g. School Council, teams for competitions, after-school clubs. Ensure they are involved in all activities such as residential, competition, shows etc.
- Continue to raise the attendance of SEN children across school.

Ofsted

We last received Ofsted in February 2024. They quoted

“Thorough systems are in place for identifying pupils with SEND. Staff provide effective support for pupils with SEND. They adapt teaching materials appropriately, so that pupils with SEND learn the same knowledge as their peers. This includes the use of word banks and sentence starters, which ensure pupils can record their understanding successfully”

Complaints procedure

If parents wish to make a complaint about the educational provision for an SEN pupil, they are invited to discuss their concerns with the SENCO. If they are still dissatisfied, they should contact the Headteacher, Governing Body or finally the LEA.

If they feel that the school and/or the LA have not addressed their complaint, then they can contact the Yorkshire and Humberside SEN Mediation Service for further advice. Address supplied on request.

A copy of the school's arrangements for the consideration of complaints is available on request.

Link to Local Offer

<https://www.leedslocaloffer.org.uk/>

Legislative Acts taken into account when compiling this report include:

Children & Families Act 2014, Equality Act 2010, Mental Capacity Act 2005, SEN & D Code of Practice 2015 Date completed: July 2023