

SEN Review of Academic Year 24 – 25

This review has been written by Nikki Scarsbrook (Special Educational Needs Coordinator) at Grangefield Primary School. This includes an overview of the year, SEN data, data comparison from September 2024 and July 2025, and analysis of this data, a highlight of successes and targets set for the year 2025 to 2026.

Successes

SEND provision has continued to show strong impact and positive outcomes this year. We have successfully secured three EHCPs, and for the second year in a row the number of pupils on My Plan+ has almost doubled; this reflects both the increased number of children receiving support from external agencies and those being referred to the autism and ADHD assessment services. All My Plans have been successfully uploaded to Insight, which has made the writing and reviewing process significantly smoother and more efficient. Our Den provision continues to develop and be highly effective, with multiple children accessing it throughout the day for structured workstations, sensory breaks and multi-sensory activities. Two pupils have successfully transitioned to specialist settings, demonstrating effective transition planning and partnership working. Pupils have also participated in Move More Panathlon events, including swimming, multi-skills and bowling, promoting inclusion and positive engagement in physical activity.

The Natter and Know How sessions continue to run with varying levels of success; we have welcomed external professionals to lead sessions and continue to trial different times of day to increase parental engagement. Super Start remains a successful provision, supporting both attendance and pupil wellbeing. An SEN review took place at the end of the summer term and was very positive, with the school receiving a high level of positive feedback. In addition, meetings have taken place with Jen Kirwan to review contextual information and plan future visits; the next visit, scheduled in the coming weeks, will focus on gathering pupil voice.

Areas for Development

Quality First Teaching (QFT):

Continue to strengthen Quality First Teaching so that lessons are consistently well structured, clearly sequenced and appropriately pitched to meet the needs of all learners, particularly those with SEND. This includes ensuring adaptations and scaffolds are planned in advance, clear learning objectives are shared, and strategies such as modelling, visual supports and chunking of learning are used effectively to support access and progress.

Monitoring and Support:

Further develop robust monitoring systems through regular SLT learning walks, book looks and pupil voice activities to evaluate the impact of teaching and provision on SEND outcomes. This will allow strengths to be shared, identify areas where additional support or training is needed, and ensure consistency of practice across the school.

Targeted Interventions:

Strengthen the use of targeted interventions by ensuring they are well matched to pupil need, delivered consistently, and clearly linked to desired outcomes. Baseline assessments and regular review points will be used to measure effectiveness, inform next steps and ensure interventions are adapted or replaced where impact is limited.

Retention of Knowledge:

Develop approaches that support pupils to retain knowledge over time, including the use of recall activities, overlearning and spaced retrieval. This will help SEND pupils consolidate key skills and knowledge, reduce cognitive load and support long-term learning rather than short-term performance.

Attendance of SEN Pupils:

Improve the attendance of SEN pupils through early identification of barriers, closer monitoring of attendance patterns and strengthened communication with families. This will include working collaboratively with the attendance team, external agencies and parents to put tailored support plans in place that promote engagement, wellbeing and regular attendance.

Summer 25 contextual information

Date:	July 2025	Completed by:	Nikki Scarsbrook (SENCO)
Total Number of SEN	School SEN total 69 (14.2%) SEN support 60 (16.3%) EHCP 9 (2.1%)		National SEN total 14.8% SEN support 18.3% EHCP 3.5%

	My Plan		My Plan +		EHCP		Total	
	Jul 24	July 25	Jul 24	July 25	Jul 24	July 25	Jul 24	July 25
Reception	6	2	3	3	2	0	11	5
Year 1	5	4	3	1	2	0	10	5
Year 2	3	6	4	5	1	1	8	12
Year 3	10	8	2	4	2	4	14	16
Year 4	5	3	2	7	0	1	7	11
Year 5	5	8	2	2	1	2	8	12
Year 6	5	5	2	2	3	1	10	8
Total	39	36	18	24	11	9	68	69

The total number of pupils receiving support has remained broadly stable, increasing slightly from 68 (Jul 24) to 69 (Jul 25).

However, there has been a shift in the type of support pupils are receiving:

My Plan numbers have decreased (39 → 36)

My Plan+ numbers have increased (18 → 24)

EHCP numbers have slightly decreased (11 → 9) – although this will pick up in 25-26.

This shows a graduated response in action, with more pupils requiring enhanced support (My Plan+) rather than remaining at My Plan. 2 children with EHCPs moved to specialist provision.

Our overall SEN percentage is slightly below the national average (by 0.6 percentage points). This suggests that identification levels are broadly in line with national expectations.

Lower EHCP percentage suggests effective in-school provision

SEN is not disproportionately high, which reflects good quality first teaching

Areas of need

	Cognition and Learning		Communication and Interaction		SEMH		PD/S		Total	
	Jul 24	Jul 25	Jul 24	July 25	Jul 24	Jul 25	Jul 24	Jul 25	Jul 24	Jul 25
Reception	0	0	8	4	2	1	1	0	11	5
Year 1	4	1	4	2	2	2	0	0	10	5
Year 2	0	3	3	5	4	3	1	1	8	12
Year 3	7	5	7	6	0	5	0	0	14	16
Year 4	4	0	1	3	1	8	1	0	7	11
Year 5	4	7	2	3	1	2	1	0	8	12
Year 6	5	4	1	1	4	2	0	1	10	8
Total	24	20	26	24	14	23	4	2	68	69
% of SEN		28.9%		34.7%		33.3%		2.8%		

Communications and interaction remains our highest area of need, closely followed by the increasing SEMH needs.

The number of SEMH needs have almost doubled for the second year in a row and this continues to be a challenge within school, we have seen an increase in the number of risk assessments and Positive Support Plans and suspensions. We continue to work as a team to support our children and families. It has also led to a change in the behaviour policy for Spring 26.

SEN data

Summer SEND Data			
	Reading	Writing	Maths
ARE and ARE+	28%	15%	32%
Progress – below	10%	17%	18%
Progress - exp	69%	64%	58%
Progress - above	8%	7%	11%

The data shows that SEND pupils are making **secure progress overall**, with the majority working at **expected progress levels** across all three core subjects. Attainment at ARE/ARE+ remains lower, which is expected for this cohort, but progress outcomes indicate that many pupils are closing gaps or maintaining steady development from their starting points.

Reading

- **69%** are making **expected progress**, showing that reading strategies and support are largely effective.
- Only **10%** are making **below expected progress**, and **8%** are exceeding progress expectations. This suggests that reading interventions and classroom adaptations are having a positive impact, though there is still scope to increase attainment further.

Writing

- Writing shows the **lowest attainment**, with only **15%** at **ARE/ARE+**.
- **64%** are making **expected progress**, which is positive, but **17%** are below expected progress, the highest across the three subjects.
- **7%** are making above expected progress. This indicates that writing remains a key area for development for SEND pupils, likely due to additional demands around transcription, language processing and stamina. Further targeted support and adapted approaches are needed.

Maths

- Maths has the **highest attainment**, with **32%** of SEND pupils achieving **ARE/ARE+**.
- **58%** are making **expected progress**, slightly lower than reading and writing, however **11%** are exceeding expected progress, the highest 'above progress' figure across subjects. This suggests that while some pupils excel with structured and concrete approaches in maths, others require additional support to secure consistent progress.

Key strengths

- The majority of SEND pupils are making **expected or better progress** in all subjects.
- Reading and maths show comparatively stronger outcomes.
- A notable proportion of pupils are exceeding progress expectations, particularly in maths.

Key areas for development

- **Writing** remains the weakest area for both attainment and progress.
- Reducing the percentage of pupils making **below expected progress**, particularly in writing and maths.
- Continuing to focus on Quality First Teaching, targeted interventions and strategies that support retention and application of learning.

Break down of SEND group data

Summer progress SEND Data % ARE and ARE+			
Groups	Reading	Writing	Maths
Boys – attainment EXP/above	30%	16%	39%
Progress – below	16%	23%	18%
Progress - exp	64%	59%	64%
Progress - above	9%	7%	7%
Girls – attainment EXP/above	25%	15%	22%
Progress – below	0%	7%	18%
Progress - exp	79%	71%	50%
Progress - above	7%	7%	18%
Year 1 – attainment EXP/above	25%	8%	25%
Progress – below	0%	33%	50%
Progress - exp	83%	50%	33%
Progress - above	0%	0%	0%
Year 2 – attainment EXP/above	32%	25%	32%
Progress – below	25%	31%	31%
Progress - exp	56%	63%	63%
Progress - above	13%	0%	0%
Year 3 – attainment EXP/above	0%	0%	27%
Progress – below	9%	0%	9%
Progress - exp	82%	82%	64%
Progress - above	0%	9%	18%
Year 4 – attainment EXP/above	31%	23%	23%
Progress – below	8%	15%	8%
Progress - exp	77%	54%	69%
Progress - above	15%	31%	23%
Year 5 – attainment EXP/above	14%	14%	14%
Progress – below	0%	0%	0%
Progress - exp	100%	100%	86%
Progress - above	0%	0%	14%
Year 6 – attainment EXP/above	55%	11%	55%
Progress – below	11%	11%	0%
Progress - exp	56%	78%	67%
Progress - above	22%	0%	22%

Strengths:

- Most SEND pupils are making **expected or better progress** across subjects.
- **Reading and Maths attainment** is strong in Year 6 (55% ARE/ARE+).
- **Above-expected progress** is notable in Year 4 Reading (15%) and Writing (31%), and Year 6 Reading and Maths (22%).
- **Girls' Reading progress** is high (86% expected progress), showing strong engagement and learning.

Areas for Development:

- **Writing attainment** remains low across most year groups (highest ARE/ARE+ is 25% in Year 2).
- Some **below-expected progress** remains, particularly in Writing (Year 1 33%, Boys 23%)
- Early and middle years (Year 1–3) show variable progress, especially in Maths and Writing, indicating a need for targeted support.
- Focus needed on **raising attainment while maintaining progress**, particularly in lower-performing groups and Writing.