

Sherwood Primary School

SEND Annual Report 2024-2025



We are Sherwood. Each of us unique. As one family, we all thrive and excel together.

Introduction

The information and data in this report relates to the Academic Year 2023-24 at Sherwood Primary School. This report meets the requirements of the Special Educational Needs and Disability Regulations 2014 and should be read in consultation with the SEND Policy, Accessibility Plan and Equality Objectives. This information report covers the relevant points detailed in the SEND Code of Practice (Section 4.34 -4.36 and 6.79 – 6.83).

Contextual Data

School Profile	
Number of pupils on roll	427 pupils
% SEND Pupils	12.9%

Level of Need	Number of Pupils
SEND (excluding Cause for Concern)	55
Cause for Concern	19
Individual Education Plan	39
Learning Plan	4
Education Health Care Plan	5

SEND Areas of Need (including pupils with a Cause for Concern)	FS	KS1	KS2
Children who display need in more than one area	33%	21%	31%
Cognition and Learning	33%	25%	61%
Speech, Language or Communication	100%	22%	24%
Sensory/Physical	0%	11%	16%
Behaviour, Social and Emotional	33%	7%	35%
Specific Learning difficulty	0%	0%	10%
Other	0%	0%	0%

Attendance	FS/KS1/KS2
Average % Attendance of all pupils 2024-2025	96.09%
Average % Attendance of all SEND pupils 2024-2025	95.28%
Average % Attendance of SEND pupils (EHCP) 2024-2025	74.49%

SEND Pupil Progress

	FS	Y1	Y2	Y3	Y4	Y5	Y6
% SEND Pupils meeting progress targets in Reading	16%	88%	100%	84%	100%	92%	100%
% SEND Pupils meeting progress targets in Writing	16%	88%	100%	84%	91%	92%	73%
% SEND Pupils meeting progress targets in Mathematics	16%	88%	100%	91%	100%	85%	100%

NB: SEND pupil progress is measured using PIVATS attainment targets, EYFS Development Matters Documents and assessment criteria identified for provision. Academic targets are set to support high expectations for all pupils and these are taken into account. Provision is highly personalised and progress is closely monitored for all children receiving SEND support.

Key Stage 2 Outcomes	Y6
% SEND Pupils achieving the expected standard in Reading	82%
% SEND Pupils achieving the expected standard in Writing	45%
% SEND Pupils achieving the expected standard in Mathematics	82%

Effectiveness and Impact of SEND Provision on Pupil's Outcomes

Update on SEND Provision Arrangements

- Our SENCO works with staff to support the implementation of the IEPs and learning plans through daily teaching, organisation and practice, facilitating the progress of children further.
- IEP and Learning Plan templates continue to be used to ensure SMART targets and pupil voice.
- Adaptive and inclusive teaching across all year groups.

The effectiveness and impact of school intervention and support

- Intervention programmes and in-class support have been closely monitored by class teachers alongside the Deputy Headteacher to evaluate effectiveness. This is tracked termly. Intervention is focused upon clear and achievable targets from IEPs and Learning Plans. These are all evaluated and next steps planned. School intervention and support has impacted on pupil progress. This has been carefully measured through the evaluation of targeted provision and levels of pupil engagement. Impact and targets have been discussed at termly review meetings and progress scrutinised. This includes impact of support provided by Teaching Assistants and Learning Mentor.
- The use of CPOMS as a recording tool continues to have a significant impact on communication across the school. It ensures meetings with parents/carers are logged, providing evidence of support in place and next steps. This provides a clear chronology for SEND support within the school.

The Views of our Parents and Carers

The views of our Parents and Carers are closely consulted and form a key aspect of our self-evaluation. SEND Parents Questionnaire Autumn Term 2024 feedback:

	Yes		No		Unsure		Total Responses
I am aware of my child's needs and how their needs are supported in School	29	93.5%	1	3.25%	1	3.25%	31

	Agree		Partly Agree		Disagree		Unsure		Total Responses
I feel that my child is making good progress at School	23	74.2%	8	25.8%	0	0%	0	0%	31
I feel that I have sufficient information and communication about my child's progress	24	77.4%	7	22.6%	0	0%	0	0%	31
I am able to approach staff about any concerns I have regarding my child	27	87.1%	4	12.9%	0	0%	0	0%	31
I know how to support my child's learning at home	21	67.7%	9	29%	1	3.25%	0	0%	31

(31 responses = 62% of parents/carers invited to contribute)

Feedback from Parents and Carers Autumn Term 2024 (For further feedback, please [click here](#)).

Thank you for all the support through the years. I have watched my child grow and excel academically and I know the staff at Sherwood has put in so much effort through the years to support my child's needs. My child feels supported by staff and friends. Thanks to Base, our child has learnt how to entertain himself with board games and make new friends. In a nutshell, I appreciate each and every one at Sherwood that has made it possible.

I am very happy with the strategies put in place for our child in the classroom and the advice and guidance offered to how best we can support his transition to high school.

Feedback received from our Parents and Carers is carefully reviewed and any queries raised are followed up swiftly by our SENDCo and Class Teachers.

Pupil Voice – Autumn 2024

"We like using SeeSaw to record our work".

"Being part of a team makes me feel like I've achieved something".

"I like knowing there is equipment I can use to help me, even if I don't always choose or need to".

The effectiveness and impact of learning support services

- Specialist support has a positive impact on High Quality teaching and teachers are advised on developing appropriate intervention in class. As a result, children's needs are met, enabling them to break down some of the barriers in accessing the daily curriculum. Learning Plans enable teachers to provide a tailored curriculum to those children working significantly behind age related expectations.
- The role of the Inclusion Advisor also provides high quality identification of a child's specific learning needs and includes the child understanding their own next steps and barriers to learning. The Inclusion Advisor role therefore accelerates the progress of children.
- Specialist Speech and Language Support has continued this year, through working with staff and children. This has ensured that the skills of school staff have continued to develop in order to continue to target individual need, with appropriate and personalised intervention.

The effectiveness and impact of Educational Psychologist Support

- Lancashire Education Psychologist has supported provision through group and individual consultations this year for 2 pupils. The Consultation meetings have supported and further developed school provision and home strategies for parents. This partnership strengthens provision between home and school resulting in smooth daily transitions for pupils, good attendance and greater productivity in lessons.

Impact of partnerships with external agencies to improve quality of SEND provision in past 12 months

- Close liaison with the Speech and Language team has ensured that the targeted provision is delivered and effectively evaluated in terms of pupil progress.
- Guidance is also provided to support referrals to the Community Paediatric Team.
- Working closely with the School Nurse, support has been made available to families to support pupils needs in the home setting and promote better attendance in School.
- Working closely with CAMHS, CANW and the Primary Mental Health Team has ensured support has been provided for children with SEMH vulnerabilities.
- Working with external assessment providers, such as Sensory Assessment teams.

Impact of SEN developments, projects or initiatives:

- Key priorities within the School improvement plan support the development of SEND provision and careful consideration is given to ensuring that SIP priorities support the development of provision for this group of children.
- Significant work has taken place on the wider curriculum and adapting it to meet the needs of all children.
- The provision map has been updated to ensure accurate records are kept of children's interventions.
- We have continued to implement Red Rose phonics scheme and teach it with fidelity to support our children's early reading and writing journey and invested significantly in new reading materials over the academic year. This has now been rolled out into Year 3.
- Significant work on the development of pupils' vocabulary links to the School Improvement priorities and underpins the offer of high-quality teaching for pupils with additional needs.
- The use of PIVATS continues to improve with development of staff skill and confidence. This has now extended to the use of the PIVATs to support social and emotional needs, which has been especially beneficial to assess and support children during the pandemic.
- The role of the Learning Mentor has developed to support children on SEMH plans.
- We delivered our 5th annual book drop this year alongside a wealth of reading initiatives to continue to nurture children's love for reading.
- Adaptive teaching has been further developed this year and its impact is observed through pupils with SEND being able to access the same learning as all children in class.
- There has been further development of a whole school oracy strategy. The impact for pupils with SEND will be through learning how to talk and listen, as well as recording their ideas, both orally and in writing.
- The wider curriculum has been further developed with focus on adaptive teaching overviews linked to SEND areas of need, allowing all teaching staff to know how to best adapt subject areas for SEND children to achieve.
- Wellcomm, an early language assessment, is implemented in EYFS and is now an established program of intervention.
- There is now an early language lead, based in EYFS.
- There has been delivery of internal professional development of the Wellcomm program, which allows all staff in EYFS to run the program of intervention for the children who need it.

Impact of partnerships with Parent Partnership in past 12 months

- We have not had any parents or carers supported by Parent Partnerships in the last twelve months.

Additional Information and Priorities

Update on Equality, Diversity, Inclusion & Accessibility arrangements

In consultation with our parents and Carers, the following Equality Objectives have been set for 2022-2026 in order to further support pupils, raise standards and ensure inclusive teaching:

- Objective 1: Curriculum To further develop reading materials (author and character) and resources that promote positive role models for all groups, to overcome preconceived ideas of any of the protected characteristics.
- Objective 2: Enrichment To further develop our enrichment programme to ensure equity and fairness in access and engagement for all pupils.
- Objective 3: Community To develop curriculum contributions from all faith groups (including collective worship) to further develop pupils' understanding of cultural and religious diversity within the School and British Community.

We have continued to develop and promote all of the protected characteristics through Reading Initiatives and assembly themes through the Academic Year 2024-2025 and we have achieved our Equality Mark badge.

Provision for Social and Emotional Development

We recognise that the development of strong, trusted relationships is key to supporting children's emotional wellbeing and we see this as a real strength of our School. During pupil voice collected in Autumn 2023, the children all spoke really positively about how members of staff have taught them how to deal with their emotions in different situations at school using Emotion Coaching training. The impact of Emotion Coaching was clear to see through the way in which the children were able to articulate their emotions, the physical effects different emotions had on their bodies and the way in which staff were supporting them to manage different situations by themselves.

The role of the Learning Mentor has developed to support children on SEMH plans. There are 7 children currently on an SEMH plan, representing 1.6% overall. These plans allow staff to support the children's social, emotional and mental health needs, as well as academic needs. These plans are crucial for good attendance for pupils with an SEMH need.

Extra Curricular Provision

Our pupils are invited to attend an extra curricular club each term. In 2024-2025, 100% of children with an EHCP attended a club. 98% of children with SEND attended an enrichment opportunity. 91% of children with SEND represented Sherwood and 100% of children with an EHCP represented Sherwood. We have targeted children and have used pupil voice as a tool to achieve this.

SEND Budget allocation for Academic Year 2025-2026

In the academic year 2025-2026, SEND funding will be allocated to the following areas:

- TA Intervention/in class support
- Staff Continuing Professional Development
- Specific Learning resources
- Specialist Inclusion Teacher SLA

- The allocation of the budget to these areas has impacted on effectiveness as outlined previously in this document.

SEND Leadership

- SENDco works as a part of a wider equality, diversity and inclusion team and liaises with the Headteacher, Deputy Headteacher and Inclusion Teacher, as well as other specialist services.
- New SEND Governor to continue September 2025: Mrs Lasheen.

Complaints relating to SEND in past 12 months

- One

Actions: As a result of this complaint, we have introduced an additional parental meeting at the beginning of September, we are rolling out "Spotlights On" in Key Stage staff meetings (this is already implemented in the PPA room) and we are improving reporting on SEND parental meeting using CPOMS.

Impact of Staff training or INSET on improving SEN pupil's outcomes

Our staff continue to access a wealth of internal and external professional development opportunities to support the development of SEND practice and quality first teaching. Internal training is delivered by our knowledgeable subject leaders and members of our senior leadership team. We access a wealth of external training, utilise DFE funded training routes and support our staff in accessing Nationally recognised qualifications to support the leadership of equality, diversity and inclusion across the School.

Teaching and Support Staff CPD Overview 2024-2025

CPD	Number of staff members	Average of Overall Evaluation
Autism	2	5
ADHD	2	5
PDA (pathological demand avoidance)	2	5
Makaton	2	5
Selective Mutism	1	5
Deaf awareness	1	5
ADHD and Autism in girls	20	4.5
ADHD and Autism in girls	19	5
Adaptive Teaching	25	4.5
Speech Sounds	2	4.5
Bubble Handwriting	30	4.5

Touch Type Intervention	30	4.5
Sensory circuits	19	5
Dyslexia	30	5
Dyslexia (Edge Hill)	3	4.5

Grand Total	188	4.8
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Feedback from CPD

"The training will enable me to better identify and assist children with Neurodiversity"- Autism in girls.

"The training will help me to consider strategies for managing PDA when supporting children on the yard. I know how to support welfare staff in developing these strategies on the playground"- PDA.

The CPD will mean I ensure Cause for Concerns are opened for children who are exhibiting traits"- Neurodiversity.

I will consider support for TAs - how to intervene and scaffold without providing the answer. I will think about adaptations across the whole curriculum and review the classroom environment - clutter, calm colours, seating? I will consider how we use pre-teach; are we using it enough to provide children with confidence and a strong starting point?- Adaptive Teaching.

Key priorities for improvement for the next 12 months

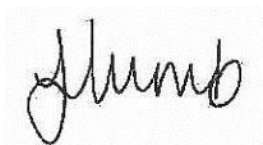
- To continue CPD for key staff in neurodiversity.
- To use sentence stems and the recording facility on SeeSaw to promote oracy skills in children with SEND.
- To develop fluency in maths for children with SEND.
- To review strategies for adapting through pre-teaching for children with SEND.

Review and Approval

This SEND Annual Report was reviewed by the Curriculum Committee.

Approval date: September 2025

Review date: September 2026

A handwritten signature in black ink, appearing to read 'J Lumb', on a light-colored background.

Mrs J Lumb
Headteacher

A handwritten signature in black ink, appearing to read 'E Cockburn-Hyde', on a light-colored background.

Mrs E Cockburn-Hyde
Chair of Governors