

Stanbury Village School

Annual Report to Parents from the Governors on the provision of Special Education Needs and Disability (SEND)

January 2026

Key Staff – SENDCo: Fiona Nolan

SEND Governor: Rachel Feather

OFSTED (October 2023)

Stanbury Village School “identifies pupils’ additional needs quickly. Pupils with special educational needs and/or disabilities (SEND) get the help they need. Teachers make careful adaptations to learning plans. Pupils with SEND are supported by well-trained adults. Pupils with SEND learn alongside their peers.”

Policies

As appropriate, school policies include explicit reference to students with SEND. The SEND policy is reviewed annually (reviewed February 2026) and follows the format of all school policies. In addition to this, the school’s Local Offer, SEND Information Report and SEND Vision Statement has been reviewed and updated. These documents are available on the school website.

Number of students as identified on the SEND Register Spring 2026

Year	SEND School Support	SEND School Support +	MSP/EHCA	EHCP	Total
Nursery	0	0	0	1	1
Reception	0	0	1	0	1
Year One	0	0	0	0	0
Year Two	0	0	1	0	1
Year Three	1	0	0	0	1
Year Four	0	0	0	1	1
Year Five	0	2	0	0	2
Year Six	1	0	1	0	2
Total	2	2	3	2	9
Approx. % of School Roll	2%	2%	3%	2%	9%

Summary by Primary Need

Moderate Learning Difficulty (MLD) – 1

Autistic Spectrum Condition (ASC) – 4

Speech, Language and Communication Need (SLCN) – 3

Social, Emotional and Mental Health (SEMH) – 1

The percentages of children with SEND at Stanbury Village (approx. 9%) is below the national average which is approx. 14.2%

We have approx. 2% of children with an EHCP, which is below the national average at 5.3%. However, if the three MSPs convert to EHCPs, we will be in line with national at approx. 5%.

In addition to the SEND Register, we also have a 'Monitoring Register'. This register recognises that we have some children who do not yet meet the threshold for formal SEND involvement, but who we are monitoring. As of November 2025, we were monitoring an additional 16 children across school. This means that approx. 25% of children are either on the SEND Register or being actively monitored across school.

The previous few years had seen a huge increase in referrals to external agencies, including Paediatrician, Occupational Therapy, CAMHS and Speech & Language Therapy. Some factors that may have influenced this might be:

- Fewer referrals during Covid, so now a backlog,
- GP's referring parents to school to complete a referral,
- Parents becoming more aware of neuro-divergence due to their own research.

There is currently a two-year plus waiting list for most medical agencies. However, it appears that requests for referrals will begin to slow, as parents are being guided by school towards the 'Right to Choose' route, which often has a shorter waiting time.

Progress of Pupils with SEND 2024-25

The progress of SEND children would usually take the following format. The Senior Leadership Team analyse pupil progress data five times per year following the tracking system. The SENDCo, class teachers, parents and external agencies (where applicable) review Learning Support Plans (LSPs) at least termly. Targets and provision are reviewed and further interventions implemented, as appropriate. In addition, annual reviews are held for each child with an Education Health Care Plan (EHCP) and those involved in the education of the child, including external agencies, are invited to these reviews.

All relevant information for each child with SEND is stored electronically on the school server and in individual case logs in a locked cabinet, including LSPs and professional

reports. Each staff member has relevant information for children within their class in their electronic Inclusion File.

End of Key Stage2 Results 2024-25 (Number of children with SEND reaching expected level)

	No of children	Achieved Expected Standard - Reading	Achieved Expected Standard - GPS	Achieved Expected Standard - Writing	Achieved Expected Standard - Maths
School Support	1	1	0	0	0
School Support +	-	-	-	-	-
MSP/EHCA	-	-	-	-	-
EHCP	1	0	0	0	0

Support/intervention in a typical year might include:

- In class support
- Small group support
- Reading support (eg, Language for Thinking, Alphabet Arc, 20:20 Reading)
- Maths interventions
- Spelling groups
- Phonic group work
- Fine motor & handwriting (eg, Speed up Handwriting, Teodorescu)
- Precision Teaching

As a result of the pandemic, additional support has been provided to support children's mental health and well-being, including having a Mental Health Champion in school.

For some children, school may work alongside an outside agency to further support the needs of learners. We currently are working with the following agencies:

- SCIL Team
- Early Years Support Service
- Educational Psychologist
- Speech and Language Therapy Service
- School Nursing Service
- Child Development Centre
- Child and Adolescent Mental Health Service (CAMHS).

The Local Authority Learning Support Service (SCIL) team are continuing to work with school. The specialist teacher linked to us is from the Communication and Interaction team (Rachel Porter). The focus of her input this term (Autumn 2025) will be:

1. Supporting the implementation of 'Zones of Regulation' across school, including a staff meeting to look at planning and implementation.
2. Providing some 1:1 support for teachers around the needs of specific children in the Early Years, including the modelling of practice by an Early Years Specialist Practitioner.

3. Providing some 1:1 support for teachers around the needs of specific children in Key Stage One with Communication and Interaction Need, including the modelling of practice by a Communication and Interaction Specialist Practitioner (Charlotte Dunne).

In addition, if school feels that a child's needs cannot be met through the above actions, school can make an individual referral to a member of the specialist teams through their Link SCIL Teacher.

Budget Allocation

The SEND budget was utilised to;

- enhance staff skills
- provide in-class support to pupils.

A continual issue is the inadequate funding for children with EHCPs. The Local Authority does not provide enough funding to meet the provision outlined in the EHCP and despite the best endeavours of the SENDCo, it is rarely increased. This means that for each child with an EHCP, the school budget often goes in deficit.

As budgets become more strained for both school and the Local Authority, there has been an increase in parents challenging the Local Authority on decisions made about their child's SEND needs and provision. This has led to an increase in the number of mediation meetings that the SENDCo has attended and the number of cases that have begun the tribunal process. This has meant that the SENDCo has had to prepare witness statements for court.

Deployment of Staff

Fiona Nolan was appointed as SENDCo in March 2016. She works one day per fortnight at Stanbury. She also works as SENDCo in two other Bradford primary schools.

The class teacher has responsibility for meeting the needs of all children within their class, including those with SEND. All classes have a teaching assistant based within the class to help deliver specific programmes to children, in line with their LSPs or in response to a programme from an external agency. In addition, the children with EHCPs have support, in line with the requirements of their EHCP.

Liaison

To ensure smooth transition from pre-school to school, primary school to high schools and at other transition points within school, the SENDCo meets with relevant staff in other settings and phases to ensure that all key information is transferred and acted upon. Additional visits and meetings are arranged for those children with more complex needs or who are likely to need additional support.

SEND Development Plan

The following priorities have been identified by the SENDCo for 2025-26:

1. To improve the provision of Communication and Interaction for all children.
2. To ensure that the provision for children with SEND in the Early Years is effective.
3. To ensure that provision for children with EHCPs is effective.
4. To develop the use of visuals across school and for individual children.
5. To ensure the effective development of Speech and Language across school.
6. To continue to increase all staff knowledge on a range of SEND.

Professional Development

A range of courses have been accessed by the whole staff last year (either virtually or in person):

- Use of Visuals (SCIL Team)
- Zones of Regulation (SCIL Team)
- Child Protection and Safeguarding Updates, including attendance by FN at the Bronte Academy Safeguarding Meetings
- Early Help
- Designated Safeguarding Lead training (relevant staff)
- First Aid Certificates (relevant staff)
- Staff from the SCIL (Communication & Interaction) team have worked alongside Year 1, Year 3 and Year 5 staff on bespoke strategies to manage learning in class.
- Use of Visuals (SCIL Autism Team)

Additionally, courses have been undertaken by the SENDCo:

- Neurodiversity (Ed Psych Team)
- Attendance at SENDCo Network Meetings (SENDCo)
- Trauma & Attachment (Virtual School)
- SEMH Attachment Needs (Early Years Team)
- Boxall Training, STARR Analysis and De-escalation Strategies (SCIL SEMH Team)

Students with Disabilities and Medical Needs within School

School has a Medical Register. This is maintained and updated by Heather Roberts. All children with asthma have a care plan completed by their parents and medical professionals, along with an Asthma Policy, which outlines procedures for storing medication. Some children's needs are more complex and they have a Health Care Plan. Health Care plans are reviewed on an annual basis to ensure that the information stored on identified students is current and that the plan reflects their needs. The medical professionals are involved in the formulation of these plans.

Inclusion

All students have access and opportunities to participate in visits and school activities, through reasonable adjustments.

Parent/Carer Involvement

Parents/Carers are invited to attend and contribute to various meetings throughout the year, eg, Parent's Evenings, LSP and Annual Reviews, External Agency meetings. Health care plans are written with the involvement of medical professional and families. Mrs Nolan makes herself available for parents to meet with her on an informal basis too - at the beginning and end of each of her work days.

Information about the complaints procedure and how to access the procedure is available on the school website.