



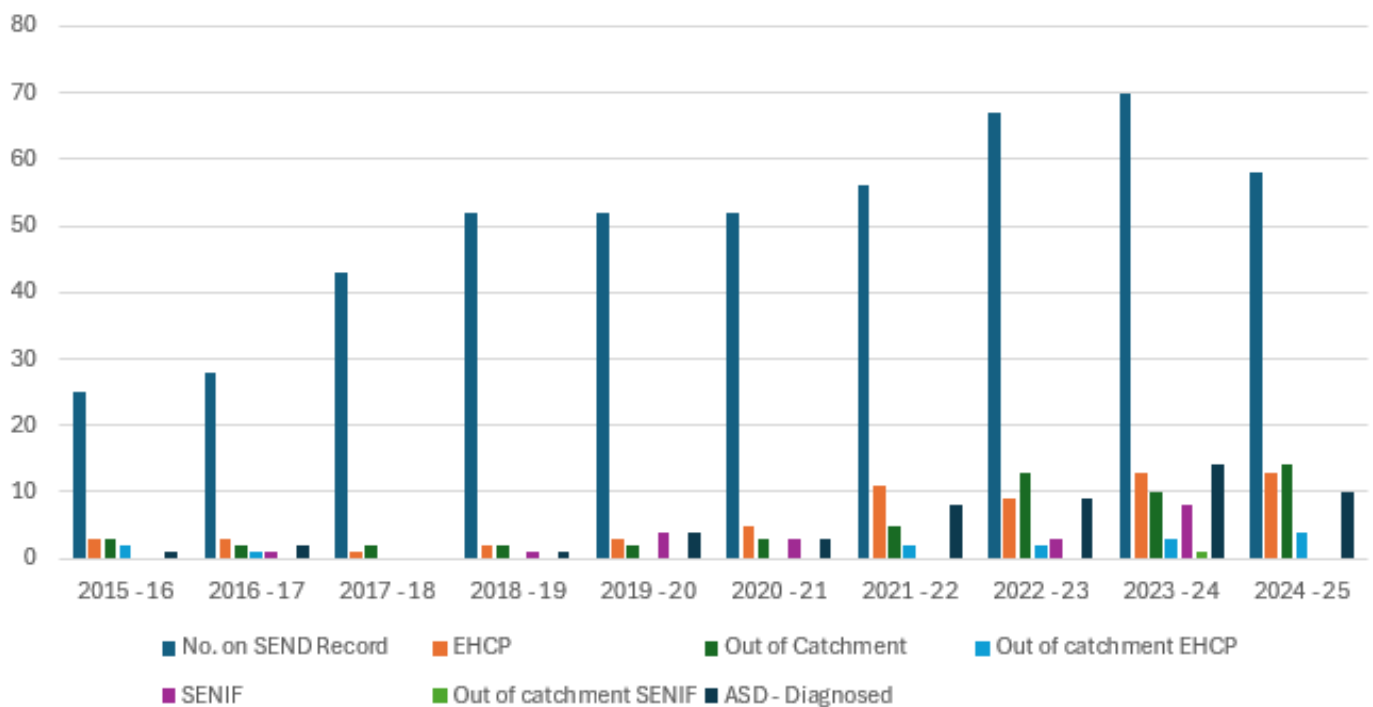
Newbold Verdon Primary School

SEND Report to Governors 2024 - 2025

At the end of the 2024-25 academic year, 30% of children in the mainstream part of the school were experiencing SEND (national average 18%). 14 children with SEND left Newbold Verdon throughout the year to attend:

- LA Special School: 2
- Independent Special School: 5
- Home Educated: 2
- Mid-Year Transfer: 5

(1 child pending transfer to specialist provision and 1 child gained specialist provision for KS3)



Year Groups

SEND Code of Practice area of need (% of cohorts)					
	Communication and Interaction difficulties	Cognition and Learning difficulties	Social, emotional and mental health difficulties	Sensory and or physical difficulties	Total SEND % of cohort
Pre-School	4				4
EYFS (35)	4				4 - 11%
Year 1 (26)	8			1	9 - 35%
Year 2 (31)	2	4	1		7 - 23%
Year 3 (23)	2	4	1	1	8 - 35%
Year 4 (23)	2	3	1		6 - 26%
Year 5 (27)	2	9			11 - 40%
Year 6 (30)	3	8			11 - 37%

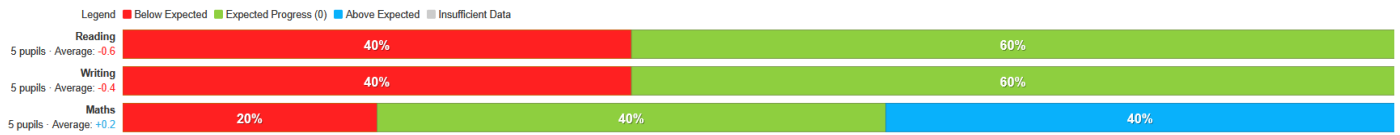
Whole School

SEND Code of Practice area of need (% of whole school except Pre-School))					
	Communication and Interaction difficulties	Cognition and Learning difficulties	Social, emotional and mental health difficulties	Sensory and or physical difficulties	Total SEND (excluding Pre-School)
All Children	23	28	3	2	56
Boys	14	18	2	0	36
Girls	9	10	1	2	20
Pupil Premium	4	6			10

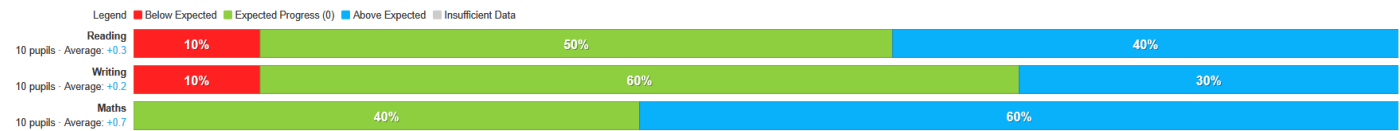
	Pre-School	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
No of EHCPs /cohort		2	3	(1 pending)	4	(1 rejected)	3	2 (+ 1 rejected)	14

Monitoring - SEND Progress Data 2023 – 24

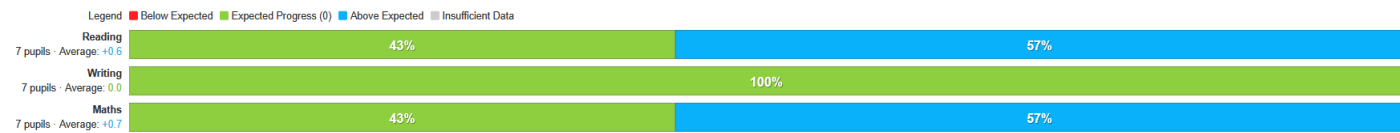
EYFS



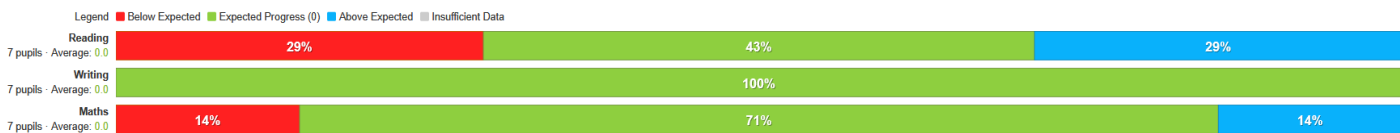
Year 1



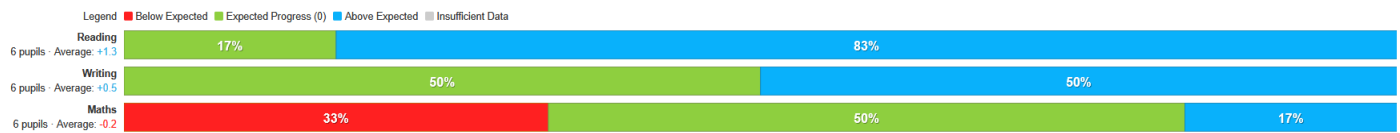
Year 2



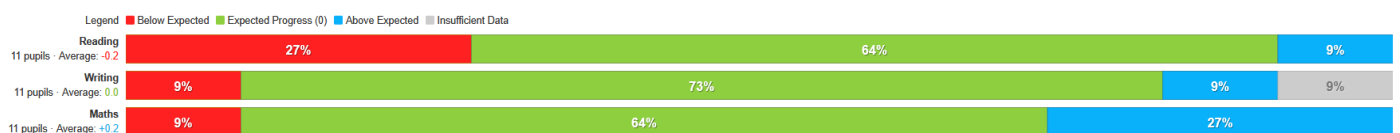
Year 3



Year 4



Year 5



Year 6



Other areas of monitoring for some children include:

- Boxall Profiles
- Observations
- Vernon Spelling
- Single Word Reading
- Diagnostic Reading Analysis
- Sandwell Numeracy
- DST-J Dyslexia Screening

Provision

Provision and resources are provided to where there is a need. All children with an EHCP meet with the SENDCo to ensure all aspects of the EHCP are provided for, this is reviewed annually to ensure objectives remain relevant and that provision has been effective.

All children have a Learning Plan that is updated three times per year and the SENDCo holds meeting with staff to review children's needs.

There have been three children with part time timetables and reintegration plans this year, The LA has been informed of these and the SENDCo is working closely with Inclusion Services and Autism Outreach to support these children. Alternative provision was sourced for one child, a safeguarding visit was carried out and recorded.

	Provision	Impact
Pupils on SEND Support	<ul style="list-style-type: none"> • Discussions with Nursery providers – baseline assessments on entry • Observations • Quality First Teaching – monitored through PM • Positioning in classroom • Wellcom Speech and Language • Nessy • ELSA support • Meet and Greet • RWI Intervention Reading Scheme • Precision Teaching /Direct Instruction • Colourful Semantics • 1:1 LSA class support when needed • Handwriting intervention • Physical Accessories: <ul style="list-style-type: none"> ✓ Coloured overlays ✓ Writing slants ✓ Wobble cushions ✓ IT reading software ✓ Fiddle toys ✓ Anxiety boxes ✓ Left handed pens ✓ Pencil grips ✓ Ear defenders 	<p>SEN provision ensures all children have access to a broad and varied curriculum which is not hindered by need. Children are individually assessed on a regular basis and progress is tracked.</p> <p>The school follows the assess, plan, do, review process to inform IEPs based on assessment data and teacher observations. These are shared with parents and children so that targets and expectations are clear.</p> <p>Interventions impact both learning needs and the whole child. We believe that learning does not occur in isolation and that although interventions are measured for their impact they cannot be seen as working alone. It is through the combined factors of quality first teaching, clear identification of need regularly reviewed, a positive learning experiences and curriculum and targeted interventions that children make progress.</p> <p>We aim for those children falling behind to accelerate their progress and show evidence of closing the attainment gap through targeted intervention.</p>
Pupils with EHC	<ul style="list-style-type: none"> • In addition to the above children are provided with; 1:1 support when necessary to facilitate access to the curriculum, personalised learning opportunities, support from local authority specialists, Annual Reviews. 	<p>Children with an EHCP have annual reviews with parents and other necessary agencies to monitor the outcomes. All provision is listed with a descriptor of how the school will prove the support outlined in the EHCP.</p>

SEND Staff Training

Course	Provider	Staff	Date
Inclusion Forum	Oakfield PRU	JB ND JY	ongoing
Team Teach	Oakfield PRU	ND KD	28.1.25
ELSA supervision	Forest Way TSA	AB	ongoing
SENDConet	LA	JB	Termly
SEND Reviewer Training	LA	LC	4.9.24
PINS Launch	LA DfE	JB	17.9.24
PINS Conference	LA DfE	JB ND	30.10.24
PINS - Engagement with parents and carers	LA DfE	Teaching staff	13.11.24
PINS - Adaptive Teaching	LA DfE	Teaching staff	20.11.24
PINS - Reasonable Adjustments	LA DfE	Teaching staff	3.12.24
PINS - Targeted and Specialist Support	LA DfE	Teaching staff	15.1.25
PINS – Approaches to Behaviour	LA DfE	PW	7.3.25 28.3.25
Zones of Regulation	Hinckley Parks Primary	JB JJ	11.11.24
Supporting Pupils with Complex SEND	Anne Sullivan	MD RA	25.2.25
Annual Review Training	LA	JB CC RA RG	5.3.25
Early Language Development	Roade English Hub	CS	20.5.25
SENDCo Conference	Leicester City LA	JB	6.6.25

All teaching staff are responsible for the SEND needs of the children in their class. Staff identify potential SEND and through discussions with the SENDCo, parents and observations over time a decision is reached as to place a child on the SEND record. The Graduated Response ensures all children receive appropriate intervention at the right time. This may be in the form of small intervention groups or may require the additional advice from outside agencies such as the Educational Psychology Services, Specialist Teacher Services, Inclusion or Autism Outreach. Occasionally it is necessary to refer children to their GP if there are signs of an underlying condition presenting. Parents are consulted at all stages of a child's SEND.

PINS – Partnership for Inclusion of Neurodiversity in Schools



<https://www.gov.uk/government/publications/partnerships-for-inclusion-of-neurodiversity-in-schools-pins/partnerships-for-inclusion-of-neurodiversity-in-schools-pins-programme>

Partnerships for inclusion of neurodiversity in schools (PINS) is a national programme that brings specialist health and education professionals and expert parent carers into mainstream primary schools to:

- help shape whole-school special educational needs and disabilities (SEND) provision
- provide early interventions at a school level
- upskill school staff
- support the strengthening of partnerships between schools and parent carers

Newbold Verdon were Cohort 1 in Leicestershire's PINS project. The initiative included 30 hours of staff training and support from the Leicestershire SEND Hub to establish a parents' group. Surveys from the project will advise the DfE in their reforms to SEND.

It was challenging to engage parents to take part in a parent's group. There were only two parents who attended all the sessions and despite sending out questionnaires regarding the timing of meetings, feedback was poor.

Children's Voice – Year 4 and 6

- 100% feel safe at school although 57% said this was only sometimes
- 97% said they felt listened to
- 67% enjoy school
- 95% are able to ask teachers for help
- 90% enjoy playtime

Outside Agency Support

SENA

Much improved adherence to statutory timescales although there remains some difficulty moving children into specialist provision. We currently have one child who is waiting for a place.

Five EHCPs were gained during the year, two parental requests were refused, one further statutory assessment is underway.

SENA are now in the Ofsted window and as such have reduced the backlog of outstanding EHCPs and annual reviews however, this has meant that school staff have been required to respond to many EHCP consultations during school holidays.

Educational Psychology

The school has a Service Level Agreement with the LA Educational Psychology Services. Much of this is used as diagnostic evidence towards ASD or ADHD, strategies for teaching and contribution towards EHCP. Five children were seen by the school's allocated Educational Psychologist with a further five being assessed as part of their EHCP statutory assessment.

Community Paediatricians

There continues to be a considerable waiting time for community paediatric appointments and also diagnostic outcomes. The waiting list has increased and services are now telling parents that there is a 3 year wait for a first appointment. This is causing difficulty accessing the correct support for certain children and also funding via EHCPs. Parents have made use of other assessment routes including The Right to Choose and Charities such as Caudwell Children.

Speech and Language Therapy

There is also a long waiting time for SALT resulting in advice not being available for some children in line with EHCP outcomes.

Autism Outreach

There are 10 children (17 pending diagnosis or further investigation) in the main school with a diagnosis of ASD. Autism Outreach have worked with five children this year.

Early Years Inclusion Service

Five children in Pre-School have gained support for the Early Year Inclusion team.

Inclusion Services and Oakfield PRU

Oakfield run a behaviour forum and once suggestions from this forum has been applied outreach workers will come out to school if this support is still required. In school support has been accessed for two children. Four children were supported by Inclusion Services with reintegration plans.

Finance

High Needs Funding 2024 - 2025 - £71424.02

Agency	Description	Cost
LA Educational Psychology	Service Level Agreement	£3300