



Grange Farm Primary School

2024-25 SEND Annual Report (Special Educational Needs and Disability)

Adopted by Grange Farm Primary School Governing Body on
Summer 2025

To be reviewed by Governors Spring 2026

Summary

The team involved in supporting our SEND provision (from September 2025) will be as follows:

- Neil Winn (Headteacher & DDSL)
- Sophie Powley (Deputy Headteacher and Designated Safeguarding Lead)
- Sam Bourke (Assistant Headteacher, SENCo & DDSL)
- Lynsay Duffy, Kelly Fielding and Natalie Wroe (Inclusion Support Workers)
- Victoria Welsh & Amanda Firm (Parent Support Advisors & DDSLs)
- Sally Hansell (Traded Speech and Language Therapist)
- Debbie Edwards (Place 2 Be Project Manager) and the counsellors working with her.

Our team of 24 Learning Support Assistants consists of:

- 2 HLTAs
- 6 LSAs with specific responsibilities for supporting children with a high level of need (2 have level 3 autism training and 1 has a responsibility to support a child with a visual impairment)
- 16 LSAs with a variety of responsibilities - but increasingly these pertain to supporting children with SEND

External agencies who support us are:

- Services from the Seacroft and Manston cluster (e.g. counselling, therapeutic assessment and family support).
- Leeds Special Educational Needs Inclusion Team (SENIT)
- East Area Inclusion Partnership (EAIP)
- STARS team
- Visual Impairment Team
- Place 2 Be
- Traded NHS Speech and Language Therapist (based with us two days a week)

SEND Register

Going into the 2025-2026 academic year, we will have 418 children on roll with 90 (22%) of these children on the SEN register. This number will likely increase as we identify the needs of new entrants into Nursery and Reception. Details of the type and number of needs in different year groups will be detailed in the next section.

There are other children who access our traded SaLT service, but are not requiring specific SEND support within the classroom. These children are not part of our SEND register and this number fluctuates throughout the year (usually between 10-20).

EHCPs

Going into the 2025-2026 academic year, we have:

- 1 child with a finalised EHCP
- 4 children with draft EHCPs
- 4 children who are awaiting draft EHCPs (having been approved for one)
- 20 children awaiting needs assessments from Educational Psychologists

There are a further 6 children for whom applications for EHC needs assessments need to be made in the autumn term.

As well as the above, the local authority declined to assess in the case of two requests made by the school and one made by the parent. There was also one decision not to issue an EHCP after a needs assessment, which the parent wishes to appeal.

Of the children listed above, there are six who certainly require placement at a specialist provision. It is highly likely that five of these children will have a placement by the start of the 2026-2027 academic year. The other child is unlikely to receive their needs assessment until the summer term, so will therefore be likely to get a placement in the 2027-2028 academic year.

A further three of these children may also require a placement at a specialist provision, one of these may be able to secure a placement for the next academic year and the other two are more likely to have a place for the 2027-2028 academic year (if required at this point).

Summary of SEND Support

At Grange Farm we recognise the changing nature of our cohorts. We continue to support a greater number and range of needs through our universal offer by improving the knowledge and skills of staff at all levels. This began in 2022-2023 where we as a whole staff took part in trauma, attachment and restorative practice training and this training continued into 2023-2024 for key members of staff. In 2023-2024 we began the year with autism awareness training delivered by the STARS team and also received training from Mindmate as we introduced the 'Zones of Regulation' throughout the school. During the 2024-2025 academic year, all teachers were required to attend (and LSAs were invited to attend) a training session on sensory processing needs. In November 2024, all teachers and LSAs attended a training day centred around neurodiversity and speech and language needs.

School Characteristics

The Primary Inspection Data Summary Report

- The percentage of pupils with SEND is significantly higher than other schools nationally (22% as opposed to 14.2% nationally – Jan 2025 census)
- Ever 6 FSMs is 53.5% as opposed to 25.7% nationally
- The school deprivation indicator places it within the 10% of most deprived areas nationally

Children on the SEND Register by year group at the end of 2024-2025

Nursery (1 and 2)	7
Reception	7

Year 1	5
Year 2	12
Year 3	16
Year 4	12
Year 5	14
Year 6	12
Total	85

Types of SEND at the end of 2024-2025 (some children have more than one type of SEN - these numbers reflect their primary needs)

Speech, language and communication needs (including autism)	35
Social, emotional and mental health needs	23
Learning and cognition needs:	24
Visual impairment	1
Hearing impairment	1
Physical disability	1

Suspensions and Permanent Exclusions

Although no children were permanently excluded, the number of suspensions rose this year to 19 sessions (having previously been 11 in the 2023-2024 academic year).

Funding Arrangements

These figures are taken from the annual setting allocation report received in March each year.

April 2024 - March 2025

Total funding received by school (elements 1 and 2)	£223,396
Number of pupils for top up (element 3) funding - FFI	22
Total funding received by school (top up funding, element 3) - FFI	£135,314
Total delegated SEN funding received by the school (elements 1, 2 and 3)	£358,710

April 2025 - March 2026

Total funding received by school (elements 1 and 2)	£253,616
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Number of pupils for top up (element 3) funding - FFI	24
Total funding received by school (top up funding, element 3) - FFI	£137,866
Total delegated SEN funding received by the school (elements 1, 2 and 3)	£391,482

Training

Whole School	Online Safety (May 2025)
Teaching Staff	Sensory Processing (September 2024) Neurodiversity Training Day (November 2024)
SENDCo	New SENCo 3-day training (November/December 2024) SENCo conference (February 2025) SENCo network (May 2025) Adaptive teaching (Day 1 June 2025 with days 2 and 3 to happen in the 2025-2026 academic year) Implementing Interventions (online July 2025)
Other	

Planned so far for the 2025-2026 year:

- Behaviour management training by Jason Bangbala (September 2025)
- SENIT - noticing and responding to movement (pilot scheme, initial discovery call happened July 2025 and participation will be throughout the 2025-2026 academic year)
- Talk Boost training for the inclusion workers and two LSAs (September 2025)
- Continuation of Adaptive Teaching Training (attended and cascaded by the SENCo - to continue)

Data

End of KS2 Results 2024-2025:

%	AT+	+	At+ national	+ national	AT+ difference	+ difference
KS2 Reading	53	13	75	33	-22	-20
KS2 Writing	50	7	72	13	-22	-6
KS2 Maths	58	22	74	26	-16	-4
KS2 Combined	37	3	62	8	-25	-5

End of EYFS Results 2023-2024:

%	2022	2023	2024	2025
GLD	49.2	66.1	61.2	65.9

B Squared:

All children tracked on B Squared made progress within the progression step they began the year on and most at least began working on the next progression step.

Performance Against Targets

The last academic year saw us move away from setting narrow targets and outcomes for children on the SEND Register. The focus (as advised by SENIT) is now upon the regular analysis of a child's universal, targeted and personalised provision. If we are getting provision right, the child will make good progress. We will therefore carefully track progress, rate of progress and the attainment gap; when any of these areas highlight additional difficulties, we will then adjust provision.

Below is the blank IPM template:

Individual Provision Map and Key Information (2025-2026) <small>Includes hyperlinks to relevant documents and additional support records (if applicable).</small>		
Pupil: Year Group: Class Teacher: Primary Need: EHCP: Y/N/In progress	Pupil Voice - link to any recent Talking Mat My strengths: My challenges: I need: Adult(s) who help me:	Parent Voice
Strengths:		Needs & Barriers:
		Relevant Quick Guides and Mind Maps (read to inform provision) <small>Guides included here do not indicate children have a specific diagnosis. If a guide is listed here, it means the child has shown some characteristics of that need. Some characteristics occur across a wide range of needs.</small>
External professional comments, advice and targets (if applicable).		
Ordinarily Available Provision (OAP) <small>OAP does not need to be listed on an IPM</small>		Additional Provision <small>Include links to B Squared, BIPRA, IEPs, ASRs and Sensory Checklists</small>
Grange Farm SEMH Provision Map Grange Farm SLCN Provision Map Grange Farm Reading Provision Map Grange Farm Writing Provision Map Grange Farm Maths Provision Map Grange Farm Meeting Neurodivergent Needs		Targeted Provision: <small>(e.g. small group academic/inclusion support or intervention)</small> Personalised Provision: <small>(e.g. 1-1 academic/inclusion support or intervention, reduced timetables, individual timetables, specific physical/medical needs that require provision)</small>

Reviews End of last year/HT1/HT3/HT6

Outcomes	Reading	Writing	Maths	Social/Emotional (Relationships with peers/adults? General/learning behaviours? Happy at school?)
Attainment GDS, ARE, WTS or BLS				End of last year:
Progress Less than expected Expected Accelerated				HT1:
				HT3:
Attainment Gap N/A 6-12 months 12-18 months 18-24 months 24 months +				End of year:

Desired Outcomes (universal)

1. The child will make expected academic progress relative to their starting point.
2. The child will be able to adhere to the school rules most of the time.

If a child's needs can be routinely met through OAP and they are meeting the universally desired outcomes (but are not BLS or close to BLS), then we will review whether or not they need to remain on the SEND register.

If a child's needs are largely met through OAP, but they need some targeted support to meet the universally desired outcomes, then they will remain on the SEND register. Keeping the IPM up to date will be sufficient in terms of tracking their progress.

If a child can not meet the universally desired outcomes without either a high level of targeted support and/or regular personalised support, we will agree upon some specific personalised outcomes to work towards. These will be recorded on an additional support record and these records will be linked to the child's IPM (reviewed every 8-12 weeks). This will also be the case for children working BLS, even if they are making a good rate of progress.

Staff are expected to review and edit IPMs:

- **At the end of HT1.** At this review they will add to/edit strengths and needs as well as fill in the targeted and/or personalised provision the child is currently receiving.
- **At the end of HT3.** This review is to document any changes that have occurred since HT1.
- **At the end of HT5/start of HT6.** This forms part of the end of year SEND review completed with the SENCo.

If an IPM needs significant changes, or a child's needs change significantly before a review is due, a meeting can be requested with the SENCo at any time. Parents will be informed when provision changes significantly.

Review

What went well?

2023-2024

The systems of record keeping and document completion moved to being completely electronic. This means we are more compliant with GDPR guidelines.

All children on the SEND register now have an IPM. Those who were on the SEND register from at least the start of the summer term had these reviewed at the end of the year so an up to date one could be set up for September.

Removing B Squared target setting has proved to be the correct decision. This was a time consuming activity that did not make a positive impact on children's attainment.

The SEND, Inclusion and Safeguarding teams are now working more closely and effectively together. A greater number of people within these teams have completed the Designated Safeguarding Lead training which means information can be shared more easily.

Use of the HUB provision, NEST and the mixed year 5/6 morning class meant that children's needs were properly catered for and this had a wider positive effect on the school community.

Place 2 Be services continued to provide valuable support to children and their families through various services.

Continuing to utilise the services of a traded Speech and Language therapist. She continues to support and monitor children's progress as well as liaising with class teachers, LSAs and parents to offer advice. She also made valuable contributions to EHC

needs assessment requests and an EYFFI application.

2024-2025 - What went well? (Some of this will be repeated in the review of planned actions)

1. Over the course of the academic year we increased the number of applications for EHC needs assessments. This work began in the summer term of the previous academic year. Although there are significant delays in the process, actions taken to make and chase up overdue applications will result in the number of children with finalised EHCPs increasing and will hopefully increase our top up funding (in place of the previous FFI system).
2. Class teachers have now adapted to IPM and B Squared systems being electronic and have increased ownership and accountability of the IPM review process. There is now a higher rate of accuracy in B Squared tracking.
3. We removed a large number of additional, lower attaining classes/groups. In most cases, we found the children benefited from being part of the mainstream teaching and that there were only a few children across school who required a completely bespoke approach.
4. Ready for the start of the 2025-2026 academic year, we have relocated the HUB provision and broadened its usage. Now, almost all of those children requiring a very or completely bespoke approach have some access to this provision in order to limit the number of LSAs providing complete 1:1 support.
5. We made a decision to expand our inclusion team and to further (and proactively) integrate the principles of academic and social inclusion. Work will begin on this in the 2025-2026 academic year.
6. Further investment in the Place 2 Be service; this service provides invaluable support to many children with SEND and to their parents.
7. Utilisation of our SaLT to provide training for adults in school. This began with training EYFS/KS1 staff.

What could have been better?

2023-2024

Although by the end of the year a good number of EHCPs were applied for, these applications ought to have been made far earlier in the year. In a couple of cases where the children clearly need specialist provision, these applications really ought to have been made in the 2022-2023 academic year. Although there is not an abundance of specialist provision, we saw three out of the four children with EHCPs find specialist provision by the end of the academic year. Going forward, we will make requests for EHC needs assessments at the earliest opportunity (in cooperation with parents).

Very few children were screened for dyslexia and these children were all in UKS2. Evidence shows screening (not diagnosis) can happen from 5 years old and intervention should be in place at this stage. Although we have a rigorous intervention system from Read Write Inc and Fresh Start, these do not address the main difficulty dyslexic children have (phonological awareness). We have also delivered intervention based around reading and memorising high frequency words; the latest research shows that this is less effective than focusing on phonological awareness.

Sensory circuits are proving to be inconsistent in terms of quality and frequency. Even when running optimally, the benefits are not always clear and them being completed on a 1-1 basis is quite costly.

My B Squared monitoring in the summer term highlighted the following issues:

- Some children being tracked on the wrong progression step (too low - although this didn't correlate to the child receiving incorrect provision)
- Children being tracked on B Squared who were not two or more years behind, therefore teachers were doing unnecessary work
- Incorrect calculation of percentages due to miscounting
- B Squared is inappropriate for year 1. It is more appropriate for children two or more years behind in this year group to be tracked on SENIT DJ.
- Most teachers did not meet deadlines for completing B Squared tracking
- Setting target percentages for children on B Squared to achieve serves no purpose.

It is clear from reading children's IPMs that some children on the SEN register have disproportionately low attendance.

2024-2025

Review of actions planned for 2024-2025 (including points that could have been better)

EHCs for:

- Children who will need specialist provision in primary and/or high school
- Children in UKS2 who will not necessarily need specialist provision but have particular vulnerabilities
- A child who is at risk of permanent exclusion
- Children currently without funding who require a very high level of support

This was a strong area over the last academic year and work will continue in this area. Difficulties we have in this area are due to delays and inaction from the local authority.

Improve provision for children with dyslexic traits by:

- Increasing the number of children screened for dyslexia and doing this at an earlier age
- Completing a free trial for a new (more modern) dyslexia intervention over the autumn term (with a view to investing if it yields positive results)
- Ensuring interventions for children with dyslexic traits are based primarily on phonological awareness
- Begin a new system of screening all children who do not pass the year 1 Phonics Screening Check (June 2025)
- Continuing to promote the use of visuals across school and within lessons.

The trial intervention was not easy to implement and embed in our setting, so we chose not to invest. I have since looked at alternate software to improve our universal offer for all struggling readers (to decide upon September 2025).

Screening of children who did not pass the PSC will happen within the autumn term of this year.

Maximise the capacity and effectiveness of alternate classes and 1-1 support by:

- Ensuring all children tracked on B Squared in years 5 and 6 are a part of the mixed 5/6 morning groups.
- Ensuring the HUB provision can be used to support SEMH needs in years 2 and 3 (as well as catering primarily for children not engaged in subject specific learning)
- Having a record of additional support for each child accessing this level of support. These will be linked to their IPMs and reviewed as often as required (but at least as often as IPMs are reviewed)

After February half-term of the previous year, the mixed Y5/6 group was dismantled. Instead, struggling readers accessed Fresh Start and the most vulnerable mathematicians were taught by the SENCo up to the final half-term. We found that most of the children benefited (academically and behaviourally) from being part of their age-related peer group.

Embed the new IPM review system and support teachers in completing the review process. I will also prioritise fairness; where a teacher has a particularly large proportion of children on the SEND register, I will provide additional support by offering cover or completing some of the paperwork on their behalf.

Staff required very little support this year. The format has been altered again to maximise the usefulness of the document

To improve attendance for children on the SEND register by listening to pupil and parent voices throughout the next academic year (and taking appropriate actions).

Some individual successes, but SEND children remain more vulnerable to poor attendance. Improving

this is a part of improving whole school attendance.

Actions for 2025-2026

- Continue work already begun on increasing numbers of EHCPs
- Create and implement a system of tracking the delivery of provision stipulated on EHCPs
- Increase amount of training provided by SaLT
- Monitor the application and impact of speech and language training in EYFS and KS1 (in provision and in Talk Boost/Intensive Interaction interventions)
- Implement system of screening for dyslexia (outstanding from 2024-2025)
- Purchase and utilise Clicker to support students (primarily) in Key Stage 2 with their writing needs.
- Renewed whole school attendance focus, celebrated with assemblies and all children being aware of the benefits of attending school
- Support class teachers in ensuring SEND children are accessing as much quality first teaching as possible. Only those accessing the HUB (as agreed with parents) may be accessing less of the main class QFT.