

# King's Cliffe Endowed Primary School

SPECIAL EDUCATIONAL NEEDS & DISABILITIES  
(SEND) ANNUAL

REPORT

JUNE 2025



Kings Cliffe Endowed Primary School has a duty to report annually to all parents on the provision for children with Special Educational Needs or Disabilities (SEND) and implementation of our Equality Policy and Accessibility Plan.

Children with SEND have very specific needs with requires individual provision that is different from or additional to other children.

The Special Educational Needs Code of Practice lies at the heart of the school's SEND Policy and sets out the processes and procedures that all organisations should follow to meet the needs of children. The Code describes a graduated approach that recognises that children learn in different ways and can have different kinds of SEND. If further support is required, the child may be in possession of an Educational Health Care Plan or Statement.

## **Policies**

The Inclusion Policy was reviewed and amended in July 2025 in line with the new SEND Code of Practice (2014). This is available to any parent on request and is published on the school website.

The Special Educational Needs Coordinator/ Inclusion Lead (SENDCo) is Mrs. Barbara Yeo and the SEND Governor is Mr Lloyd-Bennett

## **Number of pupils with SEND**

We currently have 24 children this year that were identified as having special educational needs or disabilities:

Of these 24 children:

24 children, have additional support and are on our SEN support register in school with individual targets, modified resources and assessed according to their progress against these personalised targets.

3 children have specialised individual educational targets which are highlighted by their Educational Health Care Plans.

3 children have been identified by the school and have a RSA ongoing.

Parents, children and teachers are all involved in SEN Support Plans which are developed for each of these children if it is felt necessary and to provide clear a Assess, Plan, Do, Review journey of support.

## **Progress of pupils with SEND**

The progress of children with EHCP's is reported annually to parents through annual reviews. Progress for children who have SEN support is shared formally 3x a year through progress meetings as well as the standard 2 parents evenings and end of year written reports.

Parents and teachers can request more meetings throughout the year.

## **Budget allocation**

The total income to the school's budget allocated specifically to SEND for 2024-2025 is £77,034.14. This money is used for teaching assistant support both in the class and at non-teaching times, specialist educational advisors such as an educational psychologist, Occupational therapy support, specialist dyslexia teacher, speech and language therapist, SEND ICT programs and apps as well as equipment such as Cubbie, specialist books, quiet space barriers and mental health support materials.

## **Deployment of staff and resources**

6 Teaching Assistants (TAs) work alongside the class teachers by delivering specialised programs, general classroom support and 1:1 support (for short periods of time) for high needs children. This year support staff have been involved in a range of intervention programs, such as: Early Literacy Support, Early mathematics boosters, Phonics Booster, Speaking and Listening interventions, Dyslexia programs, LEXIA support, Toe by Toe, Accelerated Accelerate, Sensory Skills, Occupational Therapy programs, mental health support, fine motor skills development, Lego Therapy drawing and talking, 1 to 1 maths interventions, Third Space 1 to 1 interventions and Emotional Literacy Support.

It is an important focus of the SENCo to ensure that interventions are robust and that they are delivering impact for children and that TAs and teachers are held to account for the progress of SEND children. The SENCo talks to the class teachers during half termly pupil progress meetings as well as parents to support these children; supporting and meeting the needs of support staff in order for them to deliver individualised and small group teaching, tracking progress, assessing/observing individual children, and administrative work as well as liaising with parents, other agencies and specialists.

## **External agencies**

This year the school has liaised with and had meetings with a number of external advisers including: specialist out-reach workers, educational psychologists, speech and language consultants, IT consultants, visual aid and technology specialist, Special, SEND, Services, educational advisors and consultants. The school works alongside 'Futures in Mind' who provide educational psychologist and occupational therapy advice.

## **Secondary school liaison**

We continue to maintain links (meetings/visits/telephone calls) with our local primary and secondary schools and have undergone training with other special needs staff in our partnership to ensure information and skills are shared

amongst schools. Special attention is also made for younger SEND children transferring to or from other schools. Transition to Year 6 has also been a focus and information is gathered to ensure that all children are correctly catered for when they move on.

If possible, stronger links between secondary schools are being requested to support parents with children with SEND.

### **Staff development**

Staff have attended training for various programs. These include:

- Solihul Training
- Cubbie Training
- Read To Write
- Tapestry for assessment
- Talk for Writing.
- Lexia UK
- Supporting positive behaviour
- Assessment for learning
- Social and emotional development and anger management
- Paediatric first aid.
- Lego Therapy
- Emotional Literacy Support Assistant Training (ELSA)
- Mindfulness Training
- Level 3 Teacher Assistant Training
- Mental Health for Learning.
- Autism Training
- Anti bullying Training
- Support children with ASD
- Supporting reluctant writers.

- Speech and language Courses.
- Happy lunchtime
- En-fold autism awareness training
- Team teach.

## **Equality Policy and Accessibility Plan**

The Equality Policy and Accessibility Plan will be reviewed in October 2025.

Under the Equality Act 2010 we are required to take proactive steps to ensure that disabled pupils, staff and governors, parents/carers and other people using the school are treated equally. We have incorporated our duties under the Equality Act 2010, and specifically on disability issues, into two main documents: our Equality Policy & Objectives, and our Accessibility Plan (our access to the physical environment, to learning, and to information for pupils and others in our school community with impairment or other needs that may put them at a disadvantage from others).

The School has identified a person responsible for Equality, Lynda Bowyer (Headteacher) and a school Equality Governor, Eve Copeland.

The school has very small numbers of children of other cultural or racial backgrounds than White British or that are described by their parents/carers as having a disability.

Due to the small numbers involved trends are difficult to establish, children with specific needs (due to diversity, medical or learning needs) are provided with interventions on a needs basis to ensure maximum support to close any gaps.

The school have a number of children with specific medical needs and have identified and provided for these children in terms of resources, staff training and SEN Support plans as appropriate and will continue to be ongoing.

The school also has a number of children with specific impairments for which reasonable adjustments, resources, and staff training have been provided to ensure they are not disadvantaged in their access to the school, to learning or to information.

The facilities provided to assist access to the school by disabled pupils is documented in the school's objectives and accessibility plan document.

Barbara Yeo  
SEND Co  
July 2025

Peter Lloyd Bennett  
SEN Governor  
June 2025