



# Hunton

C of E Primary School

Life in all its fullness - John 10:10

# Annual SEN Evaluation Report

## October 2025

**Achieving Excellence Together**

SENDCO: Amy Wichall

Report Author: Amy Wichall

SEND Governor: Rebecca Parnham

This report provides an evaluation of the SEN provision at Hunton C of E Primary School for the academic year 2024-2025.

### Contact details

The SENDCO is: Amy Wichall

The SEND Governor is: Rebecca Parnham

Both can be contacted at the school on:

Phone: 01622 820360

Email: [office@hunton.kent.sch.uk](mailto:office@hunton.kent.sch.uk)

The most recent Governor visit to the school was 25<sup>th</sup> March 2025 and the focus was to discuss how SEND support strategies are integrated in whole class school teaching.

### SEND Support at Hunton CE Primary as of July 2025

Year Group	No of Pupils in class	SEN Support	EHC Plan
<b>R</b>	15	2	-
<b>1</b>	15	3	-
<b>2</b>	15	2	-
<b>3</b>	16	3	-
<b>4</b>	16	2	1
<b>5</b>	15	1	2
<b>6</b>	16	0	1
<b>Total</b>	108	13	4

	School	National Mainstream
<b>SEND register (%)</b>	15.74%	17.1%
<b>EHCP (%)</b>	3.7%	3.5%
<b>SEND support (%)</b>	12.04%	14.8%

The national average for pupils on a SEND register in a mainstream primary school is 17.1%. At Hunton, our SEN register is just below this average at 15.74%. The national average for incidence of students with SEN support in mainstream primary schools is 14.8%. At Hunton, we are just below this at 12.04%. The national average for incidence of students with an EHCP in mainstream primary schools is 3.5%. At Hunton, we are just above this with 3.7%. We are gathering evidence for a further two ECHNA requests. Three ECHNA requests were successful in the academic year 2024-2025.

During the 2024-2025 academic year, four pupils were added to the SEND register. Three of these pupils were either in Year R or transferred to Hunton during this last academic year.

National data: June 2025.

Please note: [pupil premium](#) information is available on our school website.

### Primary SEND Need Type at Hunton CE Primary (% of pupils)

Yr Gp.	Primary SEND Need Type			
	Communication and Interaction	Cognition and Learning	Social, Emotional, Mental Health Difficulties	Sensory and / or Physical
<b>R</b>	1.85%	-	-	-
<b>1</b>	2.78%	-	-	-
<b>2</b>	-	0.93%	0.93%	-
<b>3</b>	0.93%	1.85%	-	-
<b>4</b>	0.93%	0.93%	0.93%	-
<b>5</b>	0.93%	0.93%	0.93%	0.93%
<b>6</b>	-	0.93%	-	-
<b>Total</b>	7.42%	5.57%	2.79%	0.93%

The table above shows the Primary SEN Need Type. In our school our main area of need is Communication and Interaction.

We have continued to develop Communication and Interaction across the school. Staff have received additional training relating to The Balanced System, coordinating support for children with Communication and Interaction needs as well as Colourful Semantics and creating Inclusive Classrooms. We have purchased Widgit and are using the visuals to support all learners within classrooms for things such as visual timetables, task management boards, learning aids and transition booklets. We are in the process of updating all visuals across the school for a consistent approach. Following whole school training, we have also begun implementing Colourful Semantics as a whole class inclusive approach to again support all learners. We have arranged a review of this via The Balanced System in term 1 of the academic year 2025-2026 for specialist advice and support to help us embed it. We have also enquired about further training and support to ensure classrooms are communication friendly. In the academic year 2024-2025, we set up The Balanced System within the school and built good relationships with our link practitioners. We have been able to access their advice and support for individuals and groups of pupils which have been implemented. Lastly, due to an increasing level of language needs across the school, we have decided to screen every pupil on Language Link as they enter a new Key Stage (Early Years, Year 1 and Year 3). This enables us to identify quickly, especially for those who previously were at risk of needing further support, and put additional support in place.

Along with Communication and Interaction, many of our students have secondary SEN needs such as Cognition and Learning, Social, Emotional and Mental Health and/ or Sensory and/or Physical Needs. Here are some of the key ways that we have supported and developed them further:

- Creating the '5 key ingredients' for each lesson- developed from training that staff attended as well as considering the mainstream core standards and guidance from the EEF.
- Staff making reasonable adjustments and adaptations using the mainstream core standards.
- Developing Reading Fluency groups across the school.
- Assessing on 'Phonological Awareness Pack' to then be able to support and develop pupil's pre-phonetic skills.
- Using RNIB bookshare across KS2 to support pupils in accessing a range of books.

- Further training to support Social, Emotional and Mental Health Needs- Emotional Regulation training, Emotional Based School Avoidance training completed as well as a Mental Health and Wellbeing course completed. We now have wellbeing warriors in each year group, wellbeing boxes in each class and a communal wellbeing area offering a calm space with a selection of wellbeing books and a 'Hunton Helpline' to offer additional support. We continue to have a trusted adult for each pupil as well as regulation boxes in each classroom.
- Implementation of 'Drawing and Talking' intervention following a staff members successful completion of the course and an increase in need across the school.
- We have also continued to build relationships and work collaboratively with the Educational Psychology team, Specialist Teaching and Learning Service and our local schools SENCO collaboration to gain additional advice, support or monitoring for individuals or groups of students.
- The continuation of offering SENCO Socials to parents and carers around common themes that have arisen such as 'What is Autism?', 'What is ADHD?' and 'How to support the transition to secondary school'.

#### Funding provided to the school for SEND 2024-2025

Formula Budget 2024/25				
		Pupils	Rate	Total
Factor 1	Basic Entitlement Primary	98	£3,502.72	£343,267
	Total Basic Entitlement Funding			£343,267
Factor 2	Deprivation FSM- Primary	22.0	£481.85	£10,601
	Deprivation Ever 6 FSM (Notional SEN Factor)- Primary	22.0	£806.35	£17,740
	Deprivation IDACI Band F (Notional SEN Funding)- Primary	18.0	£231.09	£4,160
	Deprivation IDACI Band E (Notional SEN Funding)- Primary	2.0	£280.26	£561
	Deprivation IDACI Band D (Notional SEN Funding)- Primary	0.0	£437.59	£0
	Deprivation IDACI Band C (Notional SEN Funding)- Primary	0.0	£476.93	£0
	Deprivation IDACI Band B (Notional SEN Funding)- Primary	0.0	£506.43	£0
	Deprivation IDACI Band A (Notional SEN Funding)- Primary	0.0	£668.68	£0
	Total Deprivation Funding			£33,061
Factor 4	English as an additional language (Notional SEN Factor)- Primary	5.8	£580.18	£3,384
Factor 6	Low cost, high incidence SEN (Notional SEN Factor)- Primary	17.5	£1,150.53	£20,134
Factor 7	Lump Sum			£132,163

As part of our budget, we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is high in the school and that there are sufficient resources to deploy additional and adapted teaching for pupils. It contributes towards providing a Teaching Assistant in each of our

four classes, training as well as being used to purchase subscriptions to a number of different online interventions and assessments that are widely used across the school. In few cases, a very high level of resources is required, and we would apply to the local authority for additional funding as needed. During the last academic year, nine successful applications were made for this additional funding (High Needs Funding), providing an additional £61,808.96. The High Needs Funding was used towards additional resources, specialist training, interventions, access to Dandelion Time as well as support for smaller groups or 1:1 support for more personalised plans and bespoke curriculums.

From September 2025, schools will no longer be able to apply for High Needs Funding, instead, schools will work in a Community of Schools (CoS) to apply and allocate additional funding.

### Outcomes Achieved by Last Leaving Group of Pupils with SEND

#### Analysis of progress of students with EHCPs:

Subject	Number in cohort	Progress against EHCP outcomes/ Assessment data from SATs 2025
Reading	1	Made progress from starting point and progress towards outcomes.
Writing	1	Made small steps of progress from starting point and progress towards outcomes.
Maths	1	Made small steps of progress from starting point and progress towards outcomes.

#### Analysis of progress of students with SEN support:

Subject	Number in cohort	Progress against SEN targets/ Assessment data from SATs 2025
Reading	No pupils on SEN support.	-
Writing	No pupils on SEN support.	-
Maths	No pupils on SEN support.	-

This data shows the students in year 6 on the SEN register who completed summer assessments in May 2025. It shows that there was one pupil with an EHCP and no further pupils on SEN support.

#### Progress data for Current Pupils: number of students who made progress or accelerated progress from their starting point:

	Reading		Writing		Maths	
	Progress	Accelerated Progress	Progress	Accelerated Progress	Progress	Accelerated Progress
Year R	2/2	-	2/2	-	2/2	-
Year 1	3/3		3/3		3/3	
Year 2	2/2	-	2/2	-	2/2	-
Year 3	2/3	1/3	2/3	1/3	3/3	3/3
Year 4	2/3	1/3	2/3	-	2/3	1/3

Year 5	2/3	-	2/3	-	2/3	1/3
Year 6	1/1	-	0/1	-	0/1	-
No.pupils in receipt of HNF making expected progress from starting point	7/9	1/9	6/9	-	6/9	4/9

This table shows that in most areas of learning, students with SEN made progress from their starting point. Some students with SEN made accelerated progress and hence gaps are closing in some areas; in particular 44.4% of pupils that are in receipt of HNF made accelerated progress in maths.

Where this is not the case, additional observations and interventions have been put in place (e.g. LIFT, STLS, paediatrician and/or High Needs Funding provision) and a request for an assessment for an EHCP have been made or due to be made.

#### Attendance of Pupils with SEND

<b>2024-2025</b>	<b>% attendance for last academic year</b>	<b>% persistent absentees – absent 10% or more sessions</b>
<b>No SEND</b>	94.7%	16.2%
<b>SEND support</b>	89.7%	31.3%
<b>SEND with EHCP</b>	96%	0%

This shows that pupils with an EHCP attend school slightly more than pupils receiving no SEN support or those on SEN support. Attendance is something that we continue to monitor closely across the school. We continuously work and communicate with parents and outside agencies to promote and encourage attendance. Attendance is also a priority on our school improvement plan for the academic year 2025-2026.

Please note, there is currently no national data available for attendance of pupils specifically receiving SEN support or those with an EHCP, hence it is not possible to compare this currently. However, all groups of pupils are attending more than the national average which is 94.8%.

#### Exclusions Occurring in the Last 12 months

Number of fixed term exclusions – 0% pupils with SEND / 0% pupils with no SEND

Number of permanent exclusions – 0% pupils with SEND / 0% pupils with no SEND

#### Secondary Destinations of pupils with SEND

One pupil with SEND transitioned to secondary school at the end of the 2024-2025 academic year. They were transferred to a mainstream secondary school. Appropriate additional support, above the transition package, is offered to those pupils such as weekly access to the school counsellor,

additional visits to the secondary school, additional meetings with the SENCO and an annual review with the child, parent and staff from both schools.

As in previous years, all pupils in Year 6 took part in a comprehensive programme of transition activities to prepare them for the move to secondary school. This was delivered as part of the Transition Project, led by the specialist teaching service, and includes weekly activities for year 6 pupils to complete as well as tips for parents to help prepare them for the transition. A SENCO Social was also organised in the summer term to offer additional transition support to all year 6 parents.

**Result of last satisfaction survey of parents of pupils with SEN- will be collected at annual review of EHCPs**

	2024-2025	
	Parents	Pupils
<b>Fully Satisfied</b>	1 100%	1 100%
<b>Partially Satisfied</b>	-	-
<b>Not Satisfied</b>	-	-
<b>Not completed</b>	-	-

At the Annual Review meeting for the child with an EHCP, the parents indicated that they were happy with the support their child receives. The parent expressed:

*“Excellent Annual Review and very thorough. Very pleased.”*

A whole school survey was distributed in March 2025. From 54 responses, 91% of parents believe that Hunton is a happy school and that 94% believe their child is making good progress. 94% also said that they were happy with the curriculum and 96% feel that they were supported when their child started at Hunton.

Parents were asked ‘My child has SEND and the school gives them the support they need to succeed.’ 5.56% said strongly agree, 12.96% agree, 7.41% said I don’t know, 1.85% disagree and 1.85% said strongly disagree. 70.37% said that my child was not on the SEN register. Previously, a high percentage of parents did not know how to answer this question, it is positive to see that this has significantly decreased. We continue to notify parents if their child is on the SEN register by a formal letter or if there are any changes to their child’s SEN status. We inform all parents that SEN letters have gone out to those on the SEN register so that parents and carers are aware. We continue to welcome feedback from parents throughout the year and we welcome an open-door policy.

Some positive comments to note:

*“The school has a nurturing environment where kids are happy and confident to express their feelings in class. They both have thrived here at Hunton.”*

*“This is a caring school and I like the fact that everyone knows everyone throughout the years and they can interact with and help each other.”*

*“I know all staff know my child and are able to respond to his individual needs.”*

*“Effectively communicating with parents and encouraging a family orientated environment.”*

*“I think Hunton is a very nurturing school and really cares about each and every student. The opportunities that they are given for extracurricular activities and trips rivals that of much bigger schools, so they are very lucky to have the best of both worlds. I feel encouraged by the teaching and support staff and that there is a strong leadership in Mrs Makey, who also holds pupils to a high standard.”*

*“All staff work so hard and are nurturing towards the children.”*

*“Everyone is amazing. Such a nice environment for the children to learn in. My children enjoy coming to school.”*

*“The children all seem so happy and it’s lovely that they support each other and encourage one another.”*

### **An update of the improvements made to the school through the Accessibility Plan and evaluation of the Equality Objectives**

An [Accessibility Plan](#) and [Equality Policy](#) has been written and is available via the office or on the website.

### **An evaluation of the interventions used by the school to support pupils with SEN**

Having analysed the interventions from the last academic year, as of July 2025, we were offering 44 interventions with 79.5% having a good impact.

New resources we’ve invested in this year were:

**Widgit-** Purchase of Widgit to ensure we offer consistent visuals across the school that offer both vocabulary and picture (real or symbol). We have developed the visuals that we are using to be inclusive for all e.g. communication boards, learning aids, new vocabulary walls/books.

**Colourful semantics-** All staff (teachers and support staff) have been trained in the use of Colourful Semantics. All staff have taken the time to implement this for their whole class so that it is used and inclusive for all.

**Mental Health and Wellbeing-** Mental Health and Wellbeing practice developed across the school. Wellbeing warriors in each year group who lead the way to demonstrate empathy and kindness. Wellbeing boxes in each class as well as a communal wellbeing area which offers a calming space, a selection of wellbeing books as well as a ‘Hunton Helpline’ to offer additional support.

**Language Link-** Due to an increasing level of language needs across the school. We have decided to screen every child as they enter a new Key Stage (Early Years, Year 1 and Year 3). This enables us to identify pupils quickly, especially for those who previously were at risk of needing further support, and put additional support in place for them.

**Drawing and Talking-** A person-centred therapeutic approach that uses drawing as a non-verbal way for pupils to express emotion in a safe space.



A wide range of interventions are used to support both children with SEN and those who are identified as struggling in specific areas. The table below outlines the interventions used by need type. These interventions continue to be reviewed regularly via pupil progress meetings, pupil voice, provision maps and provision map analysis.

Provision:	Number of students accessing the provision:			Impact % making progress/achieving targets			Implications for 2024-2025 (continue/drop/re-train TA/ select pupils more accurately)
Communication and Interaction							
	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6	
Speech and Language Link	13	9	7	61.5%	55.6%	71.4%	<b>Intervention to continue 2025-2026.</b> Rescreen pupils, new staff to be trained. Resources to be sent home so parents and carers can support at home. Balanced system tutor to be booked in for specific individuals next academic year.
SALT Programmes	3	6	6	66.7%	83.3%	83.3%	<b>Intervention to continue 2025-2026.</b> Rereferrals for individuals for external specialist support in their next steps. Balanced system accessed if needed.
Lego Play	3	3	4	0%	0%	75%	High student absence as well as level of need effected progress %. STLS supported individuals and progress seen in last two terms. <b>Intervention to continue 2025-2026.</b> Groups to be designed based on needs and ensure consistency with timetabling.
Talkabout	5	5	5	60%	80%	80%	<b>Intervention to continue 2025-2026.</b> Part way through programme at end of year- will complete section with mini

							assessments in new academic year.
NELI	-	-	5	100%	4	100%	<b>Intervention to continue 2025-2026</b> as needed once screening taken place.
<b>Cognition and Learning</b>							
	Terms 1 & 2	Terms 3 & 4	Term 5 & 6	Terms 1 & 2	Terms 3 & 4	Term 5 & 6	
Little Wandle Catch up	25	20	19	72%	80%	84.2%	<b>Intervention to continue 2025-2026.</b> Baseline assessment to be completed at the start of the academic year to identify those that require additional phonics intervention.
Precision Teaching	7	6	8	85.7%	83.3%	87.5%	<b>Intervention to continue 2025-2026.</b> New staff to be trained on Precision Teaching. Start new year by reassessing and seeing the needs in the school.
Writing Support	19	17	22	52.6%	52.9%	77.3%	<b>Intervention to continue 2025-2026.</b> Class based support. Pupils and their outcomes to be identified in Autumn assessments. Colourful semantics began being implemented in summer term- to continue.
Reading	8	12	14	100%	91.7%	92.9%	<b>Intervention to continue 2025-2026.</b> Pupils and their outcomes to be identified in Autumn assessments.
Comprehension	0/2	-	-	0%	-	-	<b>Intervention stopped.</b> Provision changed to support pupils through whole school reading fluency- inclusive approach.
Maths support -Plus 1 -Power of 2 -Dyscalculia Solutions	17	17	21	76.5%	76.5%	95.2%	<b>Intervention to continue 2025-2026.</b> Pupils and their outcomes to be

							identified in Autumn assessments.
Memory Magic	4	5	5	75%	40%	80%	<b>Intervention to continue 2025-2026.</b> Pupils and their outcomes to be identified in Autumn assessments. To discuss next steps with intervention with link EP.
<b>Physical and Sensory</b>							
	Terms 1 & 2	Terms 3 & 4	Term 5 & 6	Terms 1 & 2	Terms 3 & 4	Term 5 & 6	
Handwriting -Write from the start -Speed up	13	6	4	84.6%	66.7%	75%	<b>Intervention to continue 2025-2026.</b> Staff meeting booked for Autumn term 1 to discuss and explore new handwriting scheme altogether. TA training also booked in in term 1 to share training.
Fine motor (Clever fingers and dough disco)	4	2	2	75%	100%	100%	<b>Intervention to continue 2025-2026.</b> Pupils and their outcomes to be identified in Autumn assessments. Dough disco also used in EYFS/KS1 to help develop finger muscles.
Movement breaks	8	8	7	100%	100%	85.7%	To continue as needed.
Alternatives to writing -scribe -use of laptop (Clicker/immersive reader)	6	9	3	66.7%	88.9%	100%	Success seen with the progress of writing, specifically with SEN pupils. To continue to embed strategies in all areas of the curriculum.
Touch Typing	7	7	7	28.6%	100%	71.4%	<b>Intervention to continue 2025-2026.</b> Recommended as part of their homework for some individuals for additional practice.
BEAM (Balance, Education and Movement Programme)	4	3	1	50%	66.7%	25%	<b>Intervention to continue 2025-2026.</b> Pupils to be reassessed in Autumn term. Ensure consistency with

							frequency of sessions. Additional help being sought from OT next academic year.
Sensory Circuits	6	6	6	100%	100%	100%	<b>Intervention to continue 2025-2026.</b> Ensure consistency with frequency of sessions. Train new staff.
<b>Social, Emotional and Mental Health</b>							
	Terms 1 & 2	Terms 3 & 4	Term 5 & 6	Terms 1 & 2	Terms 3 & 4	Term 5 & 6	
Counselling	6	5	4	100%	80%	100%	<b>Intervention to continue 2025-2026.</b> Pupils will automatically continue. Waiting list in place. Boxall Profile's completed as necessary.
Drawing and Talking	1	-	2	100%	-	50%	<b>Intervention to continue 2025-2026.</b> Pupils will automatically continue. Boxall Profile's completed as necessary.
Additional adult check ins	4	4	1	100%	75%	100%	All children will have the choice whether to keep or change their trusted adult.
Nurture	1/1	1/1	1/1	100%	100%	100%	<b>Intervention to continue 2025-2026.</b>

Having analysed the summer provision maps. The focus of training for September 2025 will be:

**Writing framework-** To explore and share writing framework with staff. To train all staff on new handwriting scheme.

**Colourful semantics-** To embed and monitor the implementation of Colourful Semantics. Sharing good practice, joint problem solving for any difficulties that have arisen. Working with an NHS specialist to help us monitor, reflect and analyse what our current practice is. Booked for term 1.

**Widgit-** To embed and monitor the implementation of Widgit. Refreshing our training from last academic year. Looking at different ways that we can make resources and how we may use them to support pupils. A time to share good practice and joint problem solve and queries and questions.

**Provision map training-** To continue to monitor them to ensure the consistency of provision maps across all classes. Are targets SMART? How are we assessing and using the entry/exit data? *Monitor and revise in staff training.*

With changes in SEND systems and procedures in Kent, we will continue to embed processes with external agencies:

**Link Educational Psychology service-** To book surgery/ time with our EP in the Autumn term to discuss working memory. Hoping to link this support to support staff training as well as to offer drop in sessions for teachers to discuss identified groups or individual pupils.

**Balanced System-** Ensuring additional support is set up for identified pupils and any additional support in monitoring the support we have in place. A handover meeting between us and our link practitioners is booked in for term 1 as well as discussions for individual pupils.

### SEN Training provided to staff over the last year:

Staff have undertaken a wide range of training to enhance and develop their ability to improve outcomes for pupils with SEND.

Training 2024-2025 Date provided - Title	Uses in the school and impact
September 2024 and ongoing – TA/SENCO meetings	<p>TA meeting themes have been planned based on new guidance, themes arising within the school or from analysis of the provision maps.</p> <ul style="list-style-type: none"> <li>• SEN at Hunton- creation of orange folders and staff understanding the process, needs and key SEN information at Hunton.</li> <li>• Safeguarding- annual update.</li> <li>• SEND updates – Staff and support staff are aware of changes in Kent with SEND, e.g. changes to High Needs Funding.</li> <li>• Maths White Rose Short Topic videos- TAs now watch short videos to watch common errors which pupils may experience.</li> <li>• Creating an Inclusive Classroom – TAs are aware of changes nationally with SEND, suitable strategies to support children's learning, including '5 key ingredients' and to use these when supporting learning.</li> <li>• Provision Maps- How to write SMART targets, and the importance of entry and exit data.</li> <li>• Prevent – TAs undertook training and are aware of how to refer.</li> <li>• Widgit- Introduction on what Widgit is and how staff can log in and use it.</li> </ul>
November 2024- Balance System	SENCO attended an update on how to access the balanced system, how to fill in the paperwork and next steps.
December 2024- Emotional Regulation	SENCO attended training delivered by an NHS practitioner on 'Understanding Emotional Regulation', how we can recognise it in pupils, the barriers they may have and how to support them.
February 2025- Colourful Semantics	SENCO attended Colourful Semantics Training delivered by a Specialist Teacher from STLS. This is to understand what it is and how we can use it in school to develop speaking, listening, reading and writing skills. SENCO then redelivered this training to all teachers and support staff at school and colourful semantics has begun being implemented across all classrooms for an inclusive approach.

February 2025- Coordinating support for children with Communication and Interaction needs	Developing leaderships skills in supporting communication and interaction. Exploring effective strategies, how to use the mainstream core standards and reflecting on current practice.
February 2025- Mental Health and Wellbeing	Training completed by SENCO Assistant- Mental Health and Wellbeing practice developed across the school. Wellbeing warriors in each year group who lead the way to demonstrate empathy and kindness. Wellbeing boxes in each class as well as a communal wellbeing area which offers a calming space, a selection of wellbeing books as well as a 'Hunton Helpline' to offer additional support.
March 2025 – Working Memory	All teachers, SENCO and Headteacher attended the training led by our link Educational Psychologist. Understanding different types of memory and more specifically working memory. How we can assess, the barriers people may have and how to support them.
March- July 2025 – Community of Schools	SENCO and Headteacher attended KCC training and Weald 2 meetings. SENCO now more aware of how meetings will run and what support will be available. More information will be available in September 2015.
April 2025- Emotional Based School Avoidance	SENCO Assistant/FLO completed EBSA training. Understanding of EBSA and how to access for further support using EP service. This was then used in the summer term.
May 2025 – Special Arrangements Briefing for 11+	Deputy head/Year 6 teacher attended briefing. Aware of procedures to apply for special arrangements for 11+
May 2025- Supporting Pupils Working Below the Curriculum	Teacher completed training on developing school practice for supporting pupils working below the curriculum.
June 2025 – This Is Me	SENCO and SENCO assistant attended training on the new referral process for Community Paediatrics. This now includes a piece of community work supporting families before a formal referral. SENCO due to complete first This Is Me meeting with a parent in September.
Throughout the year	Kent Countywide SEND Conference, STLS and SEN Countywide Forums - SENCO aware of national and local changes with regards to SEN (e.g. updates on how to run an Annual Review and new online form/documentation).
Liaison with outside agencies	<p>We have continued to use our best endeavours to employ the support of outside agencies to work with our children with SEN:</p> <ul style="list-style-type: none"> <li>• High Needs Funding Applications</li> <li>• Statutory Assessments for EHCP</li> <li>• In Year Reviews and Annual Reviews for Pupils with EHCP's</li> <li>• Reviewing personalised plans for pupils with HNF and a high level of need</li> <li>• Liaising with a range of professionals, for example; STLS, SEND Inclusion Advisor, KCC, NHS Practitioners, SALT and Educational Psychologists</li> <li>• Attending LIFT meetings and SENCO surgeries</li> <li>• Consultations with teachers and specialist teachers and sharing information with parents</li> <li>• Local SENCO meetings – with SENCOs from collaboration of schools meeting to share resources/expertise.</li> </ul>

	<ul style="list-style-type: none"> <li>• Organising and holding SENCO Social Meetings for parents throughout the year.</li> </ul>
--	---

### **SEND Action Plan for the academic year 2025-2026:**

Actions that will be included in the next school improvement plan to develop provision further for disadvantaged pupils including those with SEND:

1. To continue to review the impact of learning experiences and use robust assessment in foundation subjects, to ensure that knowledge and skills in foundation subjects deepen over time.
2. To improve writing attainment and ensure all pupils, especially the bottom 20%, are showing progress in their writing through recommendations from the Writing Framework (2025) and adaptive practice and continuing to embed colourful semantics across the curriculum.
3. To further enhance independent learning opportunities, both inside and out through consistent and effective adult facilitation.

Following on from summer term provision map analysis and things that have arisen this past academic year, we also plan to focus on the following:

4. Provision map training- To continue to monitor them to ensure the consistency of provision maps across all classes. Are targets SMART? How are we assessing and using the entry/exit data? *Monitor and revise in staff training.*
5. Writing:
  - To explore and share the new writing framework with staff.
  - To train all staff on the new handwriting scheme.
  - To ensure new staff are trained on Little Wandle Phonics.
  - To embed and monitor the implementation of Colourful Semantics and Widgit across the school.
6. Ongoing and regular TA/SENCO meetings. Sharing good practice amongst staff, allowing time to share, problem solve together and answer questions, updating staff on new updates and policies as well as planning themed training based off of staff interests, changes and provision map analysis.
7. With changes in systems and procedures in Kent, we will also focus on ensuring that processes are embedded effectively so that children and staff receive support from external services (Communities of Schools, SALT- Balance System and This Is Me).

### **Glossary of terms used:**

ALS	Additional Literacy Support (Wave 3 materials for LKS2 for old curriculum)
APS	Average Points Score
ASD	Autistic Spectrum Disorder

BEAM	Balance, Education and Movement Programme
CT	Class Teacher
CoS	Community of Schools
EAL	English as an Additional Language
EHCP	Education, Health and Care Plan
ELS	Early Literacy Support (Wave 3 materials for LKS1 for old curriculum)
HNF	High Needs Funding
ITACC	Integrated Therapy and Care Co-ordination Service (Physiotherapists and Occupational Therapists)
KS1 and KS2	Key Stage 1 and Key Stage 2
LIFT	Local Inclusion Forum Team
QFT	Quality First Teaching
SALT	Speech and Language Therapist
SAT	Statutory Assessment Tests
SENCo	Special Educational Needs Co-ordinator
SES	Single Equality Scheme
SMART	Specific, Measurable, Attainable, Relevant and Timely
TA	Teaching Assistant