



SEND NUTSHELL INFORMATION

SEND Stage	Number SEPT 2025	% of wh sch % of SEND	National % 2024-25 data
No SEN	109	75%	80.5%
EHCP	7	5% 19%	5.3% all schools 3.5% primary DERBYSHIRE: 3.2%
INCLUSION FUND	0	0% 0%	-
SEN Support plan	18	12% 50%	14.8% primary DERBYSHIRE: 16.6%
SEN monitoring and medical	5	3.3% 14%	-
Total SEN	36	25%	19.5%

Outcomes and attendance – 2023/2024

% of Children with SEN achieving in 2025/25			
GLD at end of EYFS	Year 1 Phonics Screening 2025	Y2	Y6 SATS
12/21 = 57%	80% yr 2 recheck 89% achieved	50% combined R- 61% W-50% M-67%	43% combined + 9%GD R = 61%+ 9% GD W= 43%+9% GD M= 61% +13 GD GAPS 57% + 17% GD

EHCP SCHOOL	EHCP NATIONAL
Pupils with an EHC plan make up =19 % of all pupils with SEN	Pupils with an EHC plan of all pupils with SEN for 24/25 = 18.2% 14.8% nationally of pupils

Area of Need	Number / % of pupils
Cognition and Learning	13 pupils 36% of ALL on SEND register 9% of whole school
Communication and Interaction	14 pupils 39% of ALL on SEND register 10% of whole school
Social, Emotional and Mental Health	4 pupils 11% of ALL on SEND register 3% of whole school
Medical and/or Physical	5 pupils 14% of ALL on SEND register 3% of whole school

SEN PUPILS BY CLASS	
ADVENTURERS	3 (0 ehcp)
THINKERS	8 (4 ehcp)
EXPLORERS	10 (2 ehcp)
INVESTIGATORS	6 (0 ehcp)
ENQUIRERS	9 (1 ehcp)

SEN PUPILS BY YEAR GROUP	
R	
Y1	3 (1 ISAT)
Y2	8 (4 ehcp+ 2 ISAT)
Y3	5 (1 ehcp + 1 ISAT)
Y4	5 (1 ehcp+ 2 ISAT)
Y5	9
Y6	6 (1 ehcp + 2 ISAT)

SEND pupils who are disadvantaged	Disadvantaged pupils who are SEND	Total number of disadvantaged in school
13/36 = 36%	17/54 = 31%	54/145= 37%
SEND pupils who are vulnerable:	Vulnerable pupils who are SEND	Total number of vulnerable pupils
5/36 = 14%	8/23 = 35%	23/145 = 16%

Sept 2024 to July 3 rd 2025	% - SEN	% - EHCPs	% - Non SEND
Attendance	95.46%	94.54%	96.65%
Unauthorised attendance	0.24%	0	0.4%
Fixed term exclusions	0	0	0
Permanent exclusions	0	0	0

CPD	
WHOLE SCHOOL TRAINING:	SENDCO training:
<ul style="list-style-type: none"> Relational schools EEF Teaching assistant deployment 	<ul style="list-style-type: none"> PINS

The budget allocated to support pupils with need:	COSTINGS for SEND pupils:	SUPPORT FOR PUPILS
<p>Notional budget 25/26: £114552 (based on 147 pupils on roll (for DFE purposes only) equates to £779.27 per all pupils. When divided by 41 pupils on send register this equates to £2793.95 per SEN pupil.</p> <p>Funding from EHCPs: £81760.33 Funding from Inclusion panel: £0</p> <p>EHCP + Inclusion panel + Element 2 funding = £123760.33</p>	<p>School cost per EHC +inclusion funding pupil: (element 2 funding) = £42000</p>	<p>Number of pupils with small steps document at start of 2024/25: =19. In 2025/26 there are 13 pupils with a small steps document.</p> <p>Number of students with dyslexia support in place: 12</p> <p>76 pupils accessed targeted SEND interventions in 2024/25 (51% of the whole school) with 20 pupils accessing more than 1 intervention to meet need (26%)</p> <p>Number of pupils with 1:1 key worker: 4</p>
Parent views –how are these gathered? What are the findings?	Strengths in SEND:	Areas to develop in SEND:
<p>Parent coffee morning in January 2025 – 9 parents attended</p> <p>Parent survey conducted 2024; Main findings are:</p> <ul style="list-style-type: none"> • 90% know their child has someone to talk to • 90% of parents feel that concerns are addressed quickly • 95% of SEND parents feel school support their child so they can access the same provision as all other pupils • 95% of SEND parents feel supported by school and feel they will listen • 95% of parents feel able to approach staff if they have a concern 	<ul style="list-style-type: none"> • Data tracking • Staff communication and proactive approach • Range of support offered • Speed of response when a need is identified • Support for parents/relationship with parents. Feedback from coffee morning • Co-operation with outside agencies 	<ul style="list-style-type: none"> • Continue to develop Parental involvement and feedback –developing greater awareness of SEND provision in school. ISAT teacher was involved in this 2024/2025 • Managing support for all pupils and balancing need of SEND in a mainstream classroom – particularly with budget constraints • Governor for SEND involvement with SENDCO • Inclusion -PINS Project • Deployment of TAS and supporting SEND need across school
How are we meeting needs of pupils?	How do we know provision is good?	What are barriers to further improvement?
<ul style="list-style-type: none"> • 1:1 key workers for specific pupils with EHCPs • Specific targeted SEND interventions daily • Regular reviews of targets from all agencies not just EHCP • Dyslexia strategy to support pupils with English needs • Small steps trackers to identify specific gaps in learning • Sports coach • Forest school • Parent support on school website and relationships with parents 	<ul style="list-style-type: none"> • Small steps documents – tracking and monitoring to ensure progress of SEND pupils • Regular data monitoring that feeds into pupil progress meetings • Ofsted feedback and comments • Observations/learning walks to look at provision • Regular review of targets • Parent comments at reviews • ISAT rag rating document and action plan • Learning walk by ISAT 	<ul style="list-style-type: none"> • Capacity of SENDCO – most of time taken up with admin and preparation for meetings, reviews and liaising with outside agencies • Capacity of teaching assistants • Number of SEND pupils across school and high proportion in some classes means support is stretched • Lack of sensory space – a much needed resource for many EHCP pupils • Delay in Medical assessment means correct support not always available • LA not providing funding to meet the provision outlined in section F of EHCP despite school requesting funding • Lack of clear communication from LA • Number of EHCP pupils school are being directed to take by LA (3 so far since July 2025) • Number of consultations sent in 2024/25 school responded to 10 consultations - each taking at least 3 hours each

