



# Inkpen Primary School

*Aiming high*

## SEND Report to Governors May 2025

<b>Inkpen Primary School SEND Register over time</b>			
<b>Year</b>	<b>% of Inkpen pupils on SEND Register</b>		
	<b>WB</b>	<b>National</b>	
2020-2021 (September 2020)	18.3		
2021-2022 (September 2021)	12.3		
2022-2023 (September 2022)	21.0	16.4	16.3
2023-2024 (September 2023)	22.4	17.2	17.0
EHCP 2023-2024	6.1	4.7	4.2
2024 – 2025	37	19	18.4
EHCP 2025-2025	20	4.8	4.8

<b>Area of Need</b>	<b>% of Inkpen Register</b>	<b>% Local Authority</b>	<b>% National</b>
Specific Learning Difficulty (SpLD)	30.77%	17.5	9.4
Moderate Learning Difficulty	0.00%	13.5	15.4
Severe Learning Difficulty	0.00%	1.9	0.5
Profound and Multiple difficulty	0.00%	–	–
Social, Emotional and Mental Health (SEMH)	30.77%	16.8	18.2
Speech, Language and communication Need (SLCN)	15.38%	23.7	33.5
Visual Impairment (VI)	0.00%	0.6	0.8
Physical difficulty	0.00%	2.7	2.5
Autism (ASD)	23.08%	17.4	9.5
Other Difficulty/Disability	0.00%	2.8	2.9

## **Root-Cause of Register Increase**

The recent rise in the SEND register can be attributed to several factors. Firstly, our early identification processes are proving effective, with SEND needs flagged in Reception children and validated by a visit from our Educational Psychologist.

Additionally, one new starter joined the school already on the SEND register.

Another pupil who was initially monitored as a cause for concern has since been formally added to the register.

To guard against over-identification, we consulted our Cognition and Learning Team (CALT) advisor, who reviewed each case and agreed that all were acceptable.

## **Resource & Staffing Adjustments**

The growing number of pupils with SEND, many presenting new and complex profiles, has required some reallocation of our TAs. We have restructured TA deployment to ensure that children with one-to-one support needs receive consistent staffing.

## **Targeted Early Screening**

Our screening protocols within the Early Years and throughout the school are effective: SEND needs are being identified quickly, enabling timely intervention. Early support is yielding positive outcomes for several children. To further refine our approach for these children, the Hive Educational Psychology service has provided guidance. We are buying in to their service again in the coming year.

## **Education, Health & Care Plans (EHCPs)**

This year, we have successfully secured several new EHCPs. Two of these plans are in place to facilitate placements at the ACE resource at Trinity for the upcoming year.

## **Outside Agencies**

We continue to use:

Cognition and Learning Team (CALT) to assess pupils, usually in KS2, for literacy and numeracy difficulties.

Hive educational psychology.

Therapeutic Thinking Support Team are involved with pupils who require emotional, social or mental health support.

Existing staff are deployed to support the children with an EHCP in school. We have 7 children with an EHCP which is a high proportion of our school number.

## **Interventions**

Reading interventions continue with children in need of catch-up and keep up. Plans to implement a standardised, evidence-based reading intervention (STAR) are being made.

STAN (structured approach to numeracy) interventions are in place for a limited number of children but this number will be expanded.

The year 6 children are receiving additional boosters to ensure they cover all of the year 6 content and have an easier transition to secondary.

ELSA continues with our SEMH children.

While interventions are important, we feel that the most important focus for us is inclusive universal practice. Good practice for SEND children is good practice for all. We continue to develop our therapeutic and inclusive practice through professional development and collaboration, involving all stakeholders.

## **Parental Engagement**

We have had good uptake in our SEND parents' evenings. These are run from 7pm to allow parents better capacity to attend. We use these evenings to review the SAPS/GAPS (support and achievement plans) for the children. It also fosters a sense of community creating a relaxed environment in which parents with children with SEND can talk and share. We offer separate meetings for those parents who are unable to attend, ensuring all SEND children have up to date targets and that their plans are regularly reviewed.

Parents will be re-surveyed before the end of the year to gauge the effect of the changes to SEND this year.