

Peasedown St John Primary School
Annual SEND Report: September 2025

SENCO: Jenny Tombs

Number of SEND Pupils on Roll	101 (Rec-Y6)
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Number of pupils with EHCP		SEN Support	
23 (12 in The Star)		79	
Boys	Girls	Boys	Girls
14	9	43	36

	PSJ School (R-Y6)	National Average
Total No of Children with SEND	28.3%	19.5%
No of Children with SEN Support	22.1%	14.2%
Pupils with EHCP	6.4%	5.3%

Distribution of SEND Pupils by Year Group (Nursery - Year 6)

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL
SEND support	3	9	3	13	14	15	13	12	82
EHCP	1	1	1	0	3	0	3	3	12
Star ECHP	0	0	3	1	3	4	1	0	12
Boys	3	7	5	4	9	11	10	11	60
Girls	1	3	2	10	11	8	7	4	46
Total	4	10	7	14	20	19	17	15	106

Distribution of SEND Pupils by Primary Area of Need

(some pupils have more than 1 e.g. physical and ASD)

Communication and Interaction		Cognition and Learning		Social, Emotional, Mental Health	Physical Difficulty	Visual Impairment	Hearing Impairment
SALT	ASD	SpLD	MLD				
45	27	20	8	22	3	1	2

Headlines:

- Our total number of SEND pupils is above National Average
- Our number of pupils on SEND support is above National Average
- Our number of pupils with an EHCP is above National Average
- The most common type of need is Speech, Language and Communication Needs (40.1%) followed by Autism (23.2%)
- There is also 1 pupil in Nursery with an EHCP
- 3 pupils are waiting for the outcome of an EHC Needs Assessment
- 1 Y5 pupil is in Alternative Provision
- 6 Reception pupils have Transition Support Funding- this is our highest number to date
- The Star is now at full capacity. Pupils range from Y1- Y5
- In Y2 and Y3 there are more girls with SEND than boys
- There are 10 children on the waiting list for a formal Autism assessment (ADOS)
- 2 children are full time wheelchair users

Pupils in Receipt of Top Up Funding

- Inclusion Funding in N- 2 pupils
- Transition Support Funding in Reception- 6 pupils
- EHCP Band 2- 0 pupils
- EHCP Band 3- 2 pupils
- EHCP Band 4- 15 pupils
- EHCP Band 5- 6 pupils
- EHCP Band 6- 1 pupil

SEND Outcomes 2024-25

Whole school % ARE+ by subject area SEND

SEND	Cohort size	Maths TA	Maths NFER / SATs	Maths TA Higher	Maths NFER Higher	Reading TA	Reading NFER / SATs	Reading TA Higher	Reading NFER Higher	Writing TA	Writing TA Higher	TA All	NFER / SATs All	TA Higher All	NFER Higher RM
Year 1	16	56.25%	62.50%	18.75%	37.50%	43.75%	37.50%	6.25%	18.75%	43.75%	0.00%	37.50%	25.00%	0.00%	18.75%
Year 2	18	33.33%	33.33%	5.56%		27.78%	27.78%	5.56%		16.67%	0.00%	5.56%		0.00%	
Year 3	19	36.84%	52.63%	5.26%	5.26%	47.37%	42.11%	10.53%	10.53%	15.79%	0.00%	5.26%	15.79%	0.00%	5.26%
Year 4	16	31.25%	31.25%	0.00%	0.00%	31.25%	43.75%	0.00%	18.75%	12.50%	0.00%	0.00%	12.50%	0.00%	0.00%
Year 5	17	47.06%	47.06%	5.88%	5.88%	41.18%	47.06%	5.88%	5.88%	5.88%	5.88%	5.88%	29.41%	5.88%	5.88%
Year 6	20	45.00%	50%	0.00%		60.00%	55%	5.00%		40.00%	0.00%	35.00%	35%	0.00%	

Year Group	Number of Pupils with Thrive Plans	Percentage of children who made progress and/or are working at ARE
N	1	100%
R	4	75%
Y1	11	73%
Y2	9	78%
Y3	11	73%
Y4	11	73%
Y5	8	63%
Y6	3	100%
Total	58	79.4%

Regular Outside Agency Support in School 2025-26

Professional	Involvement	Impact
Speech & Language Therapy	1 day per week through MNSP	All pupils with SALT needs have regular therapy, assessment and reviews in order to meet their targets and/or EHCP outcomes
Speech & Language Therapy Assistant	1 day per week through MNSP	Pupils with high SALT needs have weekly small group sessions to achieve their targets
Art therapy	Half a day per week through MNSP	Pupils who need a more specialist, therapeutic approach have support for their emotional wellbeing
MHST	1 day per week (for pupils with low level anxiety)	Pupils with low level anxiety can have direct work with the MHST practitioner to prevent mental health issues from escalating. The team can also support parents/carers.
Evo Sports Mentoring Sessions	2 afternoons per week (working all year round with selected pupils)	Pupils at risk of anti social behaviour/ disengagement from education have regular mentoring sessions to improve attendance, engagement and behaviour.



Total number of referrals 2024-25

Agency	Number of referrals
Paediatrician	12
SALT (Pre school NHS)	3
SALT (MNSP)	10
OT (NHS)	6
SASS	6
MHST	17
School Nurse	4
Art Therapy	4
Play/Yoga Therapy	9
Mentoring Plus	6
SEND and AP Service (BANES)	3
Young Carers	2

New OFSTED framework Expected Standard	Actions
Leaders identify pupils' needs quickly and accurately, including any emerging or changing needs. This includes the needs of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing.	Regular classroom observations to ensure everyday high quality inclusive teaching. Regular monitoring of books and SEND plans to ensure pupils receive effective support and scaffolding where necessary.
Leaders have high expectations for these pupils. Typically, the support they provide (following specialist advice if needed) reduces barriers to their learning and/or well-being.	Regular in-house SEND assessments and referrals to external specialists. Regular monitoring to ensure that staff implement external agency advice as necessary.
Leaders take a graduated approach, which means pupils' needs are generally met. Staff receive suitable training and support to implement this approach.	Regular staff training and CPD in staff bulletin. Use of APDR approach in SEND support plans and all interventions. Revised SEND Passports ensure systems for SEND pupil progress are robust and lead to good outcomes
Leaders have a secure understanding of these pupils' needs and the progress they make. They use appropriate evidence to inform their pupil premium strategy, including when selecting approaches to take. The strategy and approaches are generally understood and implemented by staff.	Pupil Progress meetings are used to identify pupils' emerging or changing needs quickly and accurately, make sure support is effective and draw on any specialist advice when necessary. Close tracking of progress for all disadvantaged groups. Class teachers are proactive in supporting children from disadvantaged families to sign up for clubs / return paperwork / seek financial assistance as needed
The qualified SENCo has sufficient authority within the leadership structure to make a positive difference for pupils with SEND.	Regular SENCO classroom observations to ensure everyday high quality inclusive teaching. Regular monitoring of books and SEND plans in SLT meetings to ensure pupils receive effective support and scaffolding where



	necessary.
Leaders are committed to, and understand, their role in the local area partnership's strategy to improve the experiences of, and outcomes for, pupils with SEND. Where appropriate, they ensure that local partnership strategies have a positive impact on pupils at the school.	Close working with MNSP colleagues and Network meetings. Attending Banes Inclusion conferences and working with SEND and AP service. Using local support services to provide early help to families.
Leaders support pupils who are known (or previously known) to children's social care, including looked-after and previously lookedafter children, well. Staff work effectively, including with the virtual school, so that pupils' personal education plans generally improve their learning opportunities and experiences.	All pupils previously looked after and previously known to social care are included in tracking data and are monitored closely. Additional academic support, supporting well-being and reducing barriers to attendance are prioritised. Each looked-after child has a personal education plan and receives high-quality support to improve their learning and/or well-being.
Alternative provision is commissioned appropriately and is used in pupils' best interests. Leaders take responsibility for the education and welfare of pupils who are placed in it.	SLT makes sure that any alternative provision the school uses is suitable and safe, and the decisions to place pupils in it are made in pupils' best interests. Regular communication with providers is documented and regular visits are undertaken.