

Report to the Governing Body on SEND Policy and Provision

SENDCo: **Laura Taylor**

Link Governor:

Date: **Summer 2025**

SEND Register at Morpeth First School – An Overview 2024/25

Key Stage	School Support	STAR funding	Education, Health and Care Plan	PI/VI/HI Need	Total per Key Stage
EYFS	2	0	2	2	6
Key Stage 1	12	0	0	1	14
Key Stage 2	26	0	7	0	33
Total in School					53

At the end of Year there are 53 SEND pupils, making up around 16% of the whole school population. This is up 20 children from last year. The latest Government figures show a national average of around 17% of children in schools have SEND making us close to the national average.

There are 9 children in school with EHCPs. This is around 4% of the school population. The latest Government figures show a national average of around 6% of children with EHCPs putting us again close to but below the national average. 2 children received their EHCPs during this academic year. 1 child with an EHCP moved to a specialist provision during the year. 4 children in Year 4 left at the end of the academic year. 3 to a mainstream middle school and 1 to a specialist provision. 2 children left from Key Stage 1 to move to other local schools due to family moves. All these transitions were supported by parents, ourselves and the new receiving schools with additional meetings and transition events.

9 of the SEND pupils are also eligible for Pupil Premium.

Area Of Need	Numbers of Pupils (Pupils may appear in more than one list)
Cognition & Learning	10
ASD	10
Social, Emotional, Mental Health Needs	30
Sensory and/or Physical Needs	4
Speech, Language and Communication	7

Social, Emotional and Mental Health is our greatest area of need. Followed by Specific learning needs most often linked to Literacy.

There is a trend of Literacy needs being linked to poor early phonological awareness skills due to missing Nursery/Reception experiences during lockdown.

There has also been a trend of poor general retention, working memory, processing skills affecting attainment in all subjects. This is often the same children who lack early phonics skills. Again we are linking missing early school experiences to finding it harder to pick up daily learning skills. We have worked with the Educational Psychology service on a trial group of children practising 'learning skills' explicitly and seen good progress in these children. The strategies used are going to be embedded by staff in lessons throughout the next academic year.

SEND Actions taken during Academic Year 2024/25

Numbers of pupils moving down a stage on the SEND register = 0

Number of pupils added to the SEND register = 10

Number of pupils who received an Education Health and Care Plan = 2

Number of SEND pupils who left the school during the year = 1

Number of EHCPs pending = 0

Number of SEND children leaving the school in July 2025 = 14, 11 moving to Middle School, 2 to other local first schools and 1 moving to special school setting.

Number of SEND children expected to join the school in September 2025 = 3 currently.

Findings from Attainment and Progress Data

- Maths progress all good or very good. Mixed ability paired mastery Maths approach alongside some targeted interventions and pre-teaching where needed working well.
- Key Stage 1 Writing and Reading progress all good or very good. Linked to additional Writing work in Phonics groups. Continuing trend from last year with more SEND learners achieving ARE in Writing and shows achievement towards targets on Action Plan.
- In Year 3 there was more children with below expected progress in Reading and Writing. This cohort has more children still accessing Read Write Inc program than any other year group. Additional interventions running to continue in September and target lowest 20% readers with more additional reading skill development from September.
- Numbers of children secure or above are consistent/similar across all core subjects.

Actions from Data for 2024/25

- Continue to develop positive attitudes to and engagement with Writing. Link to Reading enjoyment also.
- Phonics to be continued across Key Stage 2 to continue to support those who need it, especially lowest 20%.
- Lowest 20% in Reading in Key Stage 2 to be targeted more.
- Social, Emotional development a big barrier to Academic engagement and achievement. Continue to use of SEND/SEMH breakout spaces from September to target individuals for whom this is an issue. Developing relationships with key adults and positive attitudes to school. Safe space to use if needed so able to re-join class and teaching more readily. Some children this year became over reliant on these spaces and were then finding it an extra challenge to be part of the whole class again. Make sure to keep a balance between time in and out of the main class.

SEND developments and Management of SEND provision 2024/25

- Miss Taylor worked with EYFS staff to help early identification of needs and early Initial concerns. Co-ordinated a whole cohort referral to HINT service to get advice for managing SEND groups within the year group.
- Staff have continued to keep SEND files up to date. Have begun to move to storing information in Google Drive as more staff like this for centralising information and meaning it is accessible to everyone. Continue to move forward with this next year.
- Face to Face meetings with Parents have happened regularly. These included EHCP reviews, Phase change reviews and meetings with parents and outside agency staff. All SEND parents have attended termly meetings to communicate successes and targets. Miss Taylor has also attended some with the class teachers.
- Miss Taylor set up a whole school provision map to aid the monitoring of intervention planning and booster group planning termly. She will continue to also monitor the progress of any children who have made below expected progress this year. She will look for use of baseline assessments to identify barriers to learning/problem areas, correct target setting, evidence of progress and adjustments made if progress not seen.
- All staff received training in trauma informed approaches.
- Miss Taylor has shared advice on accurate target setting with all staff. Miss Taylor to continue to monitor these termly.
- Miss L. Taylor has tracked SEND attendance every half term this year and tracked children with lower than average attendance. This has been discussed with class teachers, the head teacher and parents as needed.
- Staff have continued to plan, monitor and evaluate interventions using either individual pupil or small group tracking sheets. They have also continued to use 'Notice and Adjust' sheets to track day to day changes with children and how they have altered their practice to better meet a need. Miss L. Taylor uses itrack software being used in school to check each term that children on the SEND register are making the expected levels of progress. If they are not progressing as well as hoped different approaches which could be tried are discussed with staff.

- Miss Taylor has worked with the County Council as a SEND Peer reviewer and has took part in reviews of 3 settings. Miss Taylor also sat on the SEND EHCP panels for County for a half term.
- Mike Finlay left as SEND link governor.

In-School Interventions

Read Write Inc, White Rose, Speech and Language programs from the SALT team, Memory activities from Educational Psychology Service and precision teaching have been used as Intervention schemes throughout school. Support Teachers or HLTAs deliver additional small group interventions to help groups of children who are not achieving Age Related Expectations, these include Practical Maths groups and additional Writing and Reading groups in all Year groups and nurture groups in all Year groups. There are a number of children who use brain breaks, sensory circuits and break out spaces to help with SEMH and self-regulation.

Multi-agency Interventions and Support

During this Academic year staff in every year group have worked with the Speech and Language service.

Additional SEND support is accessed from the SEND High Incidence Needs Team (HINT).

Emotional Wellbeing service, Autism Support service and Literacy and Numeracy Specific Learning difficulties services have supported children and provided advice to staff in all Key Stages.

Educational Psychology have carried out classroom support work in all Key Stages and EHCP assessments in EYFS and Key Stage 2.

School has worked with the Early Help School Support service to co-ordinate support from different agencies for a number of children and their families.

SEND Attendance

6 children below 95% attendance.

5 children below 90% attendance.

These have been discussed with Key stage leaders, class teachers and parents where necessary.