

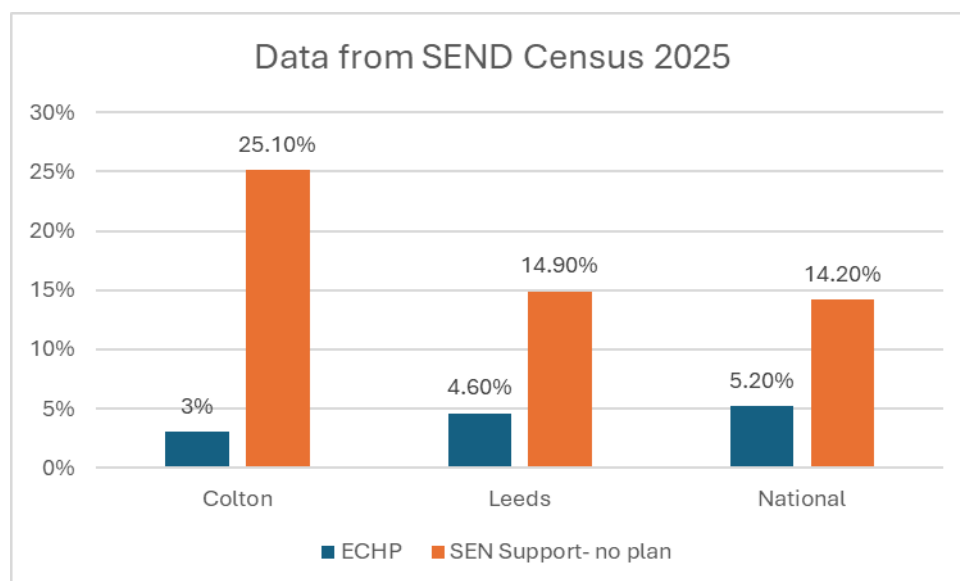
SEND Report July 2025

At Colton Primary School, we believe it is essential to provide a well-balanced, challenging curriculum for all pupils. We aim for each child to achieve their full potential in a caring, supportive environment, which provides equal opportunities for all.

1. SCHOOL PROFILE

- There are 239 children on our role from Nursery to Year 6.
- 61 children on our SEN register (25% of the school), 7 pupils have an EHCP (3%)

2. COMMUNICATION AND INTERACTION	COGNITION AND LEARNING	SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES	SENSORY AND/OR PHYSICAL NEEDS
Identified primary need, though some children may have more than one need			
31 pupils	12 pupils	15 pupils	3 pupils have hearing impairment
5 diagnosed with Autistic Spectrum Condition (ASC) 4 on a pathway for diagnosis 2 children diagnosed with DLD	9 pupils have a diagnosis of dyslexia	4 pupils with a diagnosis, 2 ADHD, 1 ADD 2 children Trauma	
5 pupils have an EHCP		2 pupils have an EHCP	

Data from SEND census January 2025

3. IDENTIFYING PUPILS WITH SEND

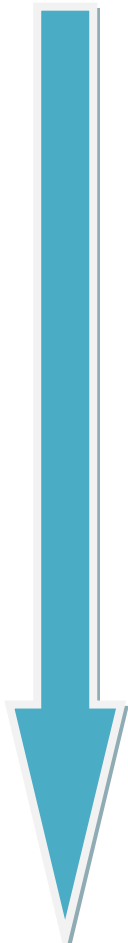
We believe that early identification of SEND is crucial to the wellbeing of our children.

To support us in our early intervention, we:

1. Arrange home visits for all of our Nursery pupils and home and nursery visits for our new Reception pupils. This enables us to meet parents and carers and provides us with the opportunity to discuss their child's strengths and needs. It also allows us time to plan for any additional resources, interventions or referrals to be made.
2. Train our EYFS staff on how to identify and support pupils with speech and language difficulties and other additional needs.
3. Employ a Speech therapist who works in school one day a week. She provides training, therapy and advice for parents and staff.
4. Work closely with outside agencies such as The Children's Centre, our cluster team, Educational psychologist, SENIT, STARS and MindMate

Assessment of our pupils' needs continues throughout their time at Colton. As part of our Pupil Conversation meetings, observations and pupil and parent discussions we identify pupils who need additional support. Through conversations with teachers, parents and the SENCO, interventions or additional provision is identified, and the first stage of our graduated response is initiated. Children are identified as 'School Action.' At Colton the graduated response is followed as shown below.

The Colton 4 Stage Graduated Response



Differentiation	All teachers plan learning activities at the appropriate level for each child to succeed and make progress.
Stage 1 (Catch up)	If children are working below age related expectations or make less than expected progress, they will be targeted for catch up. This may be targeted teaching or an intervention. If accelerated progress is not made after a half term, then stage 2 of SEN support will begin.
Stage 2 (Additional Support)	Children will receive additional support in class and/or in intervention groups. A one-page profile / Pupil Passport is written involving the child and pupil friendly targets are agreed, these are sent home to parents. If the outcomes are not achieved, then Stage 3 begins, and external support is requested, where available. The child's name will be recorded on the SEN support list.
Stage 3 (External Support)	Children will receive support from an outside agency/agencies. Children and parents will work alongside teaching staff and other professionals to begin the-Assess, Plan, Do Review cycle. An APDR plan is written, clear outcomes are set, and a review date is arranged. Child will be reported as SEN Support + on the SEN list. If there is a continued lack of progress, stage four will be considered.
Stage 4 (Education Health and care plan. EHCP)	After consultation with parents, children and professionals an Education Health and Care Plan can be applied for (EHCP).

3. IDENTIFYING PUPILS WITH SEND

Children with complex needs

As a highly inclusive outstanding school we are constantly adapting our provision to ensure the curriculum meets the needs of our pupils. Most pupils work in class alongside their peers or at breakout stations around the school. We also have an alternative curriculum with a focus on life skills and developing social and communication skills. All pupils with complex needs have a pupil passport which is used to communicate their needs to all. Pupils with complex needs, working below age related expectations, are assessed and tracked using 'b squared' or SENIT DJ in Early years to ensure small steps of progress are recorded and celebrated.

Provision:

Any child identified on the SEND register receives additional support. We use Provision Map software to produce a provision map for each year group. The provision map is written in conjunction with the class teacher and TA. Pupils on the SEND register will also have a learning plan which outlines any support in addition to quality first teaching for pupils within the class. This identifies the pupil's current level, states targets linked to their next steps in learning and suggested activities. At the end of the intervention, the class teacher and TA review the pupil's learning and state the exit level. Parents/Carers are invited to meet termly Assess Plan Do Review meetings with the class teacher, teaching assistant, SENCO and where appropriate Speech Therapist to review their child's learning and celebrate their successes and plan next steps.

4. ATTAINMENT OF PUPILS WITH SEND

% of pupils with SEND who achieved their GLD in Reception (3/8 children)	40%		
% of Reception pupils who achieved their GLD (Whole class)	67%		
% of pupils with SEND who passed the Year 1 Phonics Screening	100%		
% of Year 1 who passed phonics screening (Whole class)	90%		
	Reading	Writing	Maths
% of pupils with SEND who were ARE at the end of year 2	29%	0%	43%
% of pupils in Year 2 who were ARE at the end of year 2 (Whole class)	77%	60%	80%
% of pupils with SEND who passed KS2 SATS in Year 6 (6 children)	25%	8%	17%
% of pupils in Year 6 who passed KS2 SATS (Whole class)	66%	55%	66%

5. SEND FUNDING

2024/2025 SEND funding was spent on:

- An additional teacher to support every morning in KS2
- SEND assistant teachers
- 1-1 SEND assistant teachers

Support from outside agencies:

- Speech and language therapy and assessments
- Occupational therapy assessment and support

Resources – Lexia, Read Write Inc intervention resources

Training- Speech therapy -Alternative communication, speech sound training, speech and language screening, STARS Autism training

6. WORK WITH EXTERNAL AGENCIES

In 2024- 25 school SEND budget was used to purchase weekly support from The Talking House speech therapy services. Advice and training from our Speech and Language therapist allowed us to set up barrier games and social skills interventions. Six children were offered cluster support who provided counselling for pupils, family support and parenting advice. MindMate offered whole school training to parents and pupils and ran workshops in classes and with small groups on Anxiety. MindMate have also worked one to one with nine families offering parent-led CBT. We also made several referrals to the SENIT team who offer support for pupils with SEMH and learning needs. We also supported five families through EHCP process and four families through the diagnosis passway for ADHD and Autism.

7. SEND Priorities for 2025/26

Key Priorities for 2025-26

- To offer workshops to neurodivergent pupils to support them to understand their diagnosis -Autism and me, DLD and me
- To reduce the % of pupils presenting with anxiety through the One Life curriculum
- To train a group of KS2 children to be MindMate Ambassadors to support their peers
- To develop the Pastoral Lead role to support children effectively throughout the school
- Staff training to focus on adaptive teaching strategies
- To reduce the percentage of pupils with SEND working below ARE in KS2