



SEND Annual Summary Report

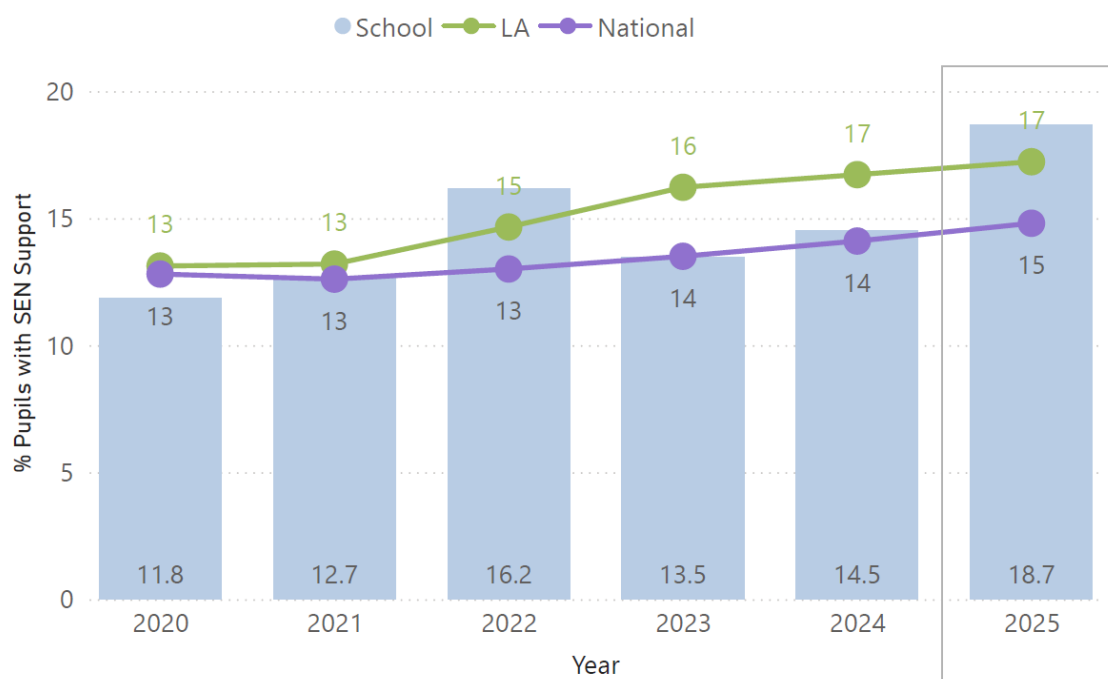
Covering Academic Year 2024 – 2025



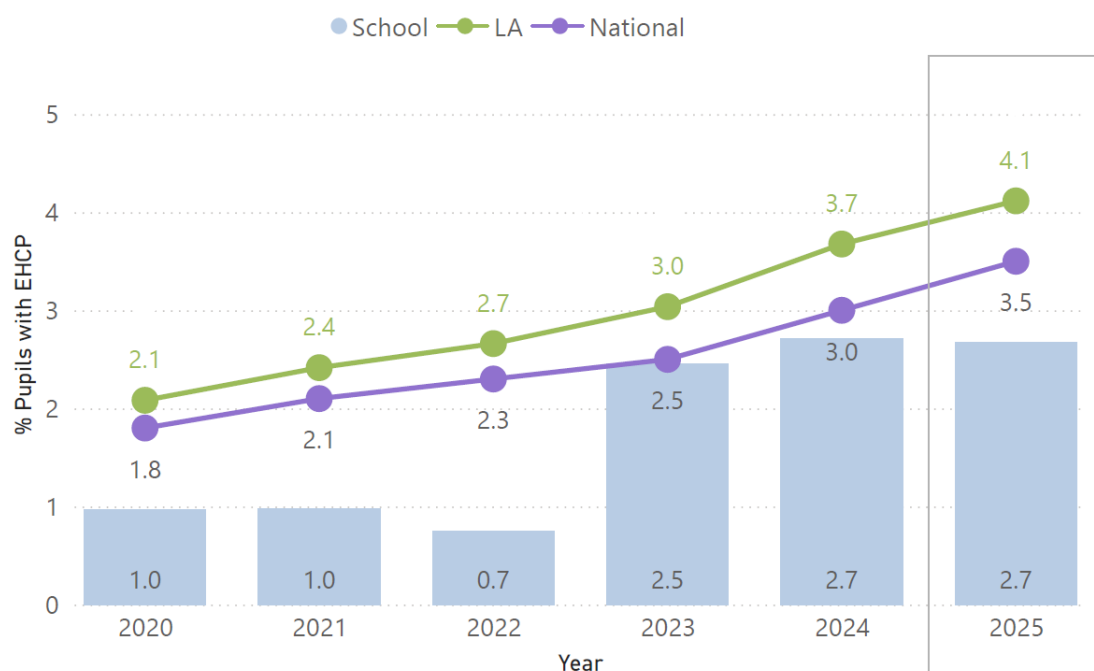
Context of School

The following data is taken from the September 2025 School Information Pack sent to all head teachers as well as information from Arbor which is our data collection computer system in school. The data information pack and Arbor data covers the previous academic year (2024-2025). The school's data pack is collated using the January census data. The SEND register will vary throughout the year as we are constantly reflecting on children's attainment and working in conjunction with outside agencies to identify need and progress.

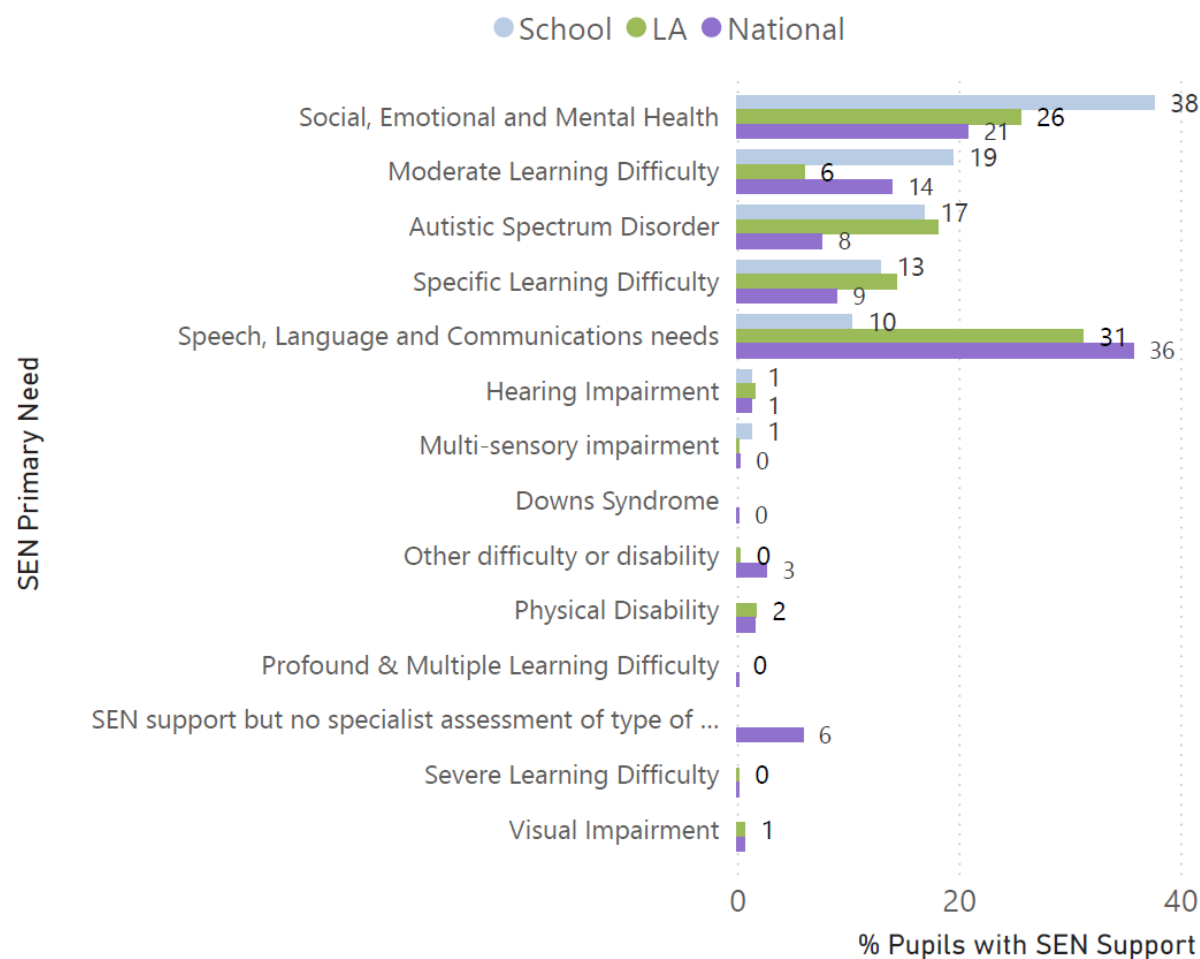
Pupils receiving SEN support



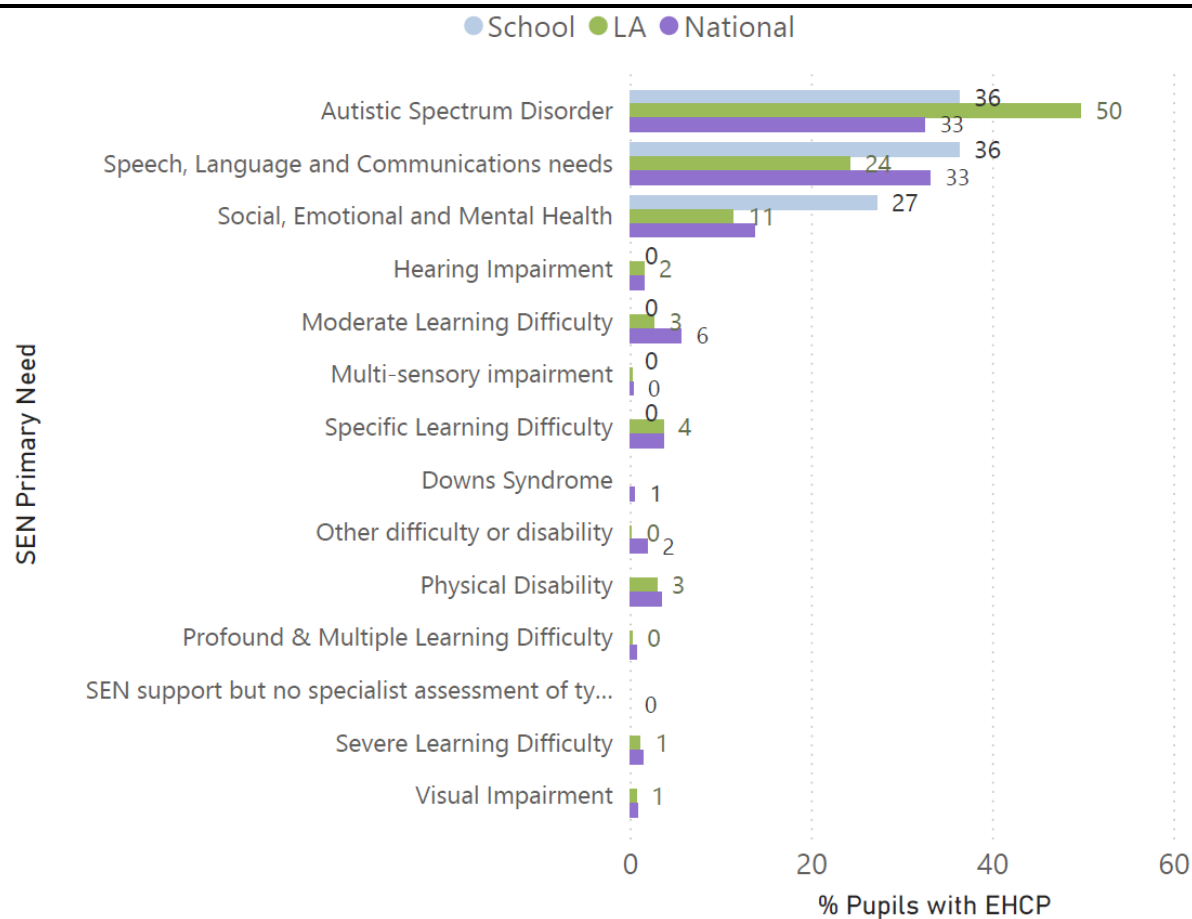
Pupils with Education, Health, Care Plans (EHCPs)



Primary Area of Need for Pupils with SEN Support



Primary Area of Need for Pupils with Education, Health, Care Plans



Gender of Pupils on SEND Register – Numbers taken from July 2025		
	Boys	Girls
EYFS (Reception)	6	2
Key stage 1 (Years 1 and 2)	12	11
Lower KS2 (Years 3 and 4)	13	19
Upper KS2 (Years 5 and 6)	27	13
Total	58	45

End of Summer Term 2025 progress for SEND pupils

Progress of SEND children in Year R						
Progress	% of SEND group			% of whole year group		
	Reading	Writing	Maths	Reading	Writing	Maths
Accelerated	17%	8%	25%	3%	2%	5%
Expected	25%	33%	33%	5%	7%	7%
Slow	25%	25%	8%	5%	5%	2%
None or very slow	0%	0%	0%	0%	0%	0%
% SEND at EXS	27%	36%	45%	(This is referring to the % of SEND children per cohort at age-related expectations)		

Progress of SEND children in Year 1						
Progress	% of SEND group			% of whole year group		
	Reading	Writing	Maths	Reading	Writing	Maths
Accelerated	13%	13%	13%	2%	2%	2%
Expected	13%	0%	0%	2%	0%	0%
Slow	0%	75%	75%	0%	10%	10%
None or very slow	63%	0%	0%	8%	0%	0%
% SEND at EXS	25%	13%	13%	(This is referring to the % of SEND children per cohort at age-related expectations)		

Progress of SEND children in Year 2						
Progress	% of SEND group			% of whole year group		
	Reading	Writing	Maths	Reading	Writing	Maths
Accelerated	8%	8%	15%	2%	2%	3%
Expected	15%	15%	31%	3%	3%	7%
Slow	31%	46%	31%	7%	10%	7%
None or very slow	31%	23%	15%	7%	5%	3%
% SEND at EXS	15%	15%	31%	(This is referring to the % of SEND children per cohort at age-related expectations)		

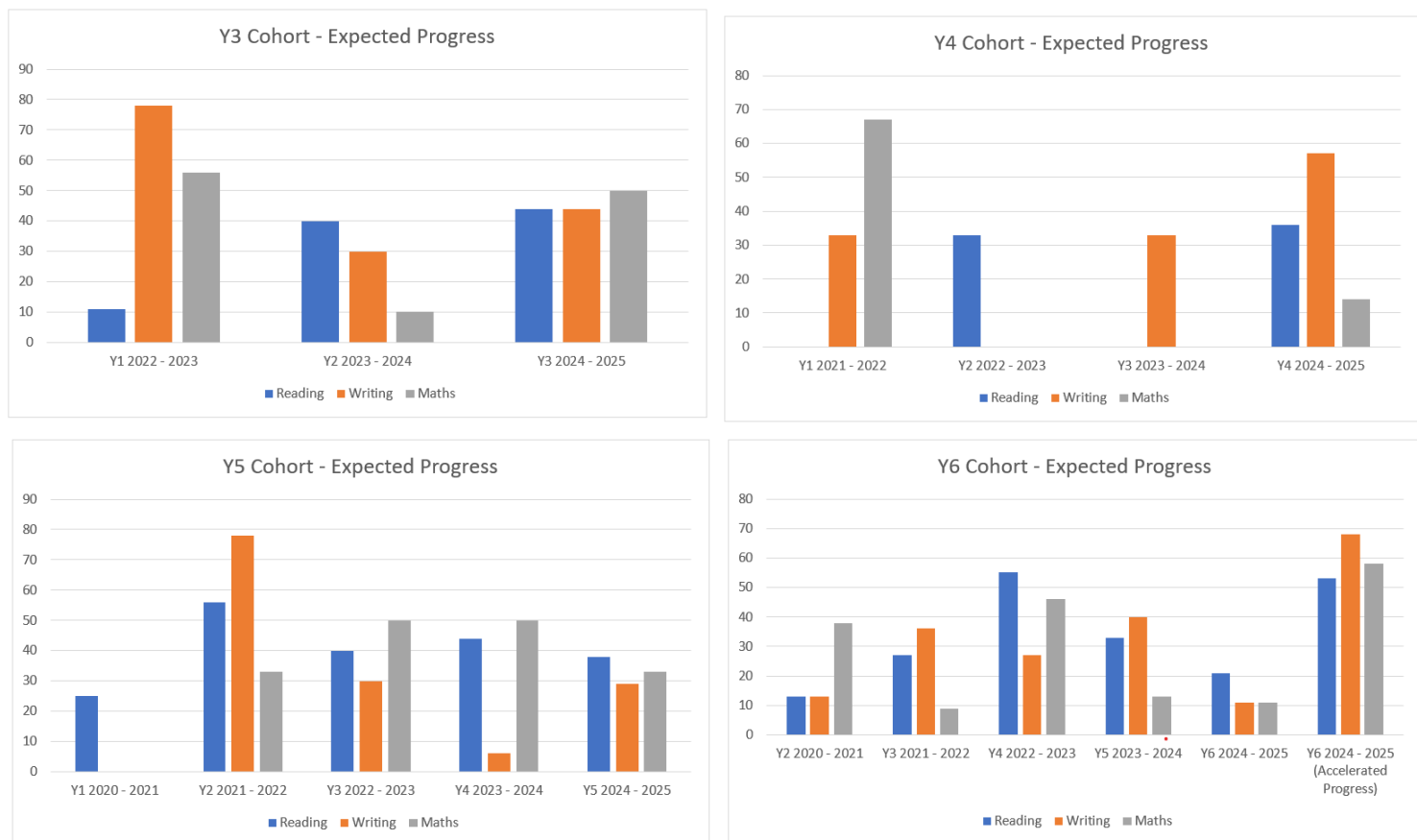
Progress of SEND children in Year 3						
Progress	% of SEND group			% of whole year group		
	Reading	Writing	Maths	Reading	Writing	Maths
Accelerated	25%	6%	13%	6%	2%	3%
Expected	44%	44%	50%	11%	11%	13%
Slow	6%	19%	19%	2%	5%	5%
None or very slow	6%	13%	0%	2%	3%	0%
% SEND at EXS	38%	13%	13%	(This is referring to the % of SEND children per cohort at age-related expectations)		

Progress of SEND children in Year 4						
Progress	% of SEND group			% of whole year group		
	Reading	Writing	Maths	Reading	Writing	Maths
Accelerated	14%	7%	14%	3%	2%	3%
Expected	36%	57%	14%	8%	13%	3%
Slow	29%	7%	43%	7%	2%	10%
None or very slow	7%	7%	7%	2%	2%	2%
% SEND at EXS	14%	14%	7%	(This is referring to the % of SEND children per cohort at age-related expectations)		

Progress of SEND children in Year 5						
Progress	% of SEND group			% of whole year group		
	Reading	Writing	Maths	Reading	Writing	Maths
Accelerated	24%	24%	19%	8%	8%	7%
Expected	38%	29%	33%	13%	10%	11%
Slow	5%	24%	19%	2%	8%	7%
None or very slow	10%	5%	5%	3%	2%	2%
% SEND at EXS	14%	5%	14%	(This is referring to the % of SEND children per cohort at age-related expectations)		

Progress of SEND children in Year 6						
Progress	% of SEND group			% of whole year group		
	Reading	Writing	Maths	Reading	Writing	Maths
Accelerated	53%	68%	58%	18%	23%	20%
Expected	21%	11%	11%	7%	4%	4%
Slow	11%	11%	11%	4%	4%	4%
None or very slow	5%	0%	5%	2%	0%	2%
% SEND at EXS	47%	21%	26%	(This is referring to the % of SEND children per cohort at age-related expectations)		

Visual Representation of expected progress per cohort – tracking across Key Stage 2



Key Findings from the 2024–25 Data Analysis

General Notes:

- Year 5 has the highest number of SEND pupils, closely followed by Year 6.
- Year 1 has the lowest number of SEND pupils.
- Some pupils are registered under Moderate Learning Difficulty (MLD) while awaiting Specific Learning Difficulty (SpLD) diagnoses. As LSS dyslexia screeners continue, we expect the number of officially diagnosed SpLD pupils to increase over time.
- SEND pupils often make progress in smaller steps due to the barriers they face in accessing learning. To reflect this, the school plans to introduce a new SEND assessment system to capture and celebrate smaller increments of progress.

Expected progress – 3 sublevels (e.g. Emerging – Working Towards - Expected). This is the rate of progress that we expect all children to make.

All children learn at different paces. Our key indicator is **progress** and wanting all children to make at least expected progress. This is more difficult for SEND children to achieve due to their needs and the barriers this often causes for them to learn in the classroom environment. This is why we are going to introduce an alternative SEND assessment system to catalogue smaller steps of progress more easily.

Key Points:

Reading:

- Year 6 sustained the highest proportion of SEND pupils making accelerated progress.
- Years 3, 5 and 6 also showed notable levels of accelerated progress.
- Years 1 and 2 recorded the most instances of slow or limited progress, though this is partly due to the smaller SEND cohort size skewing percentage data.

- Year 3 saw the highest proportion making expected progress.
- All KS2 year groups improved their accelerated progress outcomes compared to the previous year.

Writing

- 68% of Year 6 SEND pupils made accelerated progress in Writing.
- Years 3 and 4 showed the highest proportion making expected progress — an improvement on last year, when the Year 4 cohort had the most pupils making less than expected progress.
- Years 1 and 2 had the highest percentage making less than expected progress.

Maths

- Year 6 again achieved the highest proportion of SEND pupils making accelerated progress.
- Year 3 demonstrated strong performance, with the most pupils making expected progress — a reversal of the previous year's trend.
- Year 4 continues to have a relatively high percentage of pupils making less than expected progress.
- Year 1 showed the most limited progress, particularly in Maths.

Key Events, Initiatives and Activities for 2024-25

- The school had no assigned NHS Speech and Language Therapist (SALT) for an entire term for the third consecutive year, causing significant delays in reviews and target-setting.
- This gap particularly affects Reception pupils, who can wait up to nine months before being seen.
- For 2025–2026, the SENDCo has secured agreement that Spring Term SALT support will be reinstated.
- The SALT/ BHISS Language team reviewed or assessed 18 pupils this year (an increase of 5 from the previous year).
- 16 pupils with ASC were supported by the BHISS ASC specialist. This is a decrease from last year, however, this could be attributed to an overall increase in referrals to the main development service (Seaside View) across Brighton and Hove and increased waiting lists for the clinicians at Seaside View to manage these referrals. We have lots of outstanding referrals with waiting lists now around 2 – 2.5 years for an Autism diagnosis.
- 11 pupils received 1:1 support from the BHISS SEMH specialist teacher, with two small-group interventions during the summer term supporting a further six pupils.
- The Educational Psychologist (EP) assessed 8 children, five of whom were part of EHCP assessments or annual reviews.
- 15 pupils accessed support from the Early Mental Health Practitioners (EMHPs).
- Young Carers Group was successfully continued by Sam Barfoot, building on the work started by the Mental Health Support Trainee.
- Three SEND coffee mornings were hosted in partnership with the BHISS Family Support Team.
- The SEND policy was updated to address issues around private therapist involvement in school, following local authority recommendations. These are to maintain equity, quality assurance and safeguarding as well as managing staff workload.
- The SENDCo attended cluster meetings with the City Centre Partnership to discuss local SEND issues, including the establishment of provision units in mainstream schools.
- By July 2025, the school had 13 pupils with EHCPs.
- Termly SEND review meetings between class teachers and the SENDCo continued, ensuring regular review of provision and early identification of new concerns.
- Continued success of TalkBoost interventions in EYFS and KS1 to strengthen early speech, language and communication skills.
- SENDCo attended parent consultations in Autumn and Summer Terms for all children on the SEND register.
- SENDCO attended Foetal Alcohol Spectrum Disorder (FASD) awareness training led by an Educational Psychologist.
- Sam Barfoot, Senior Inclusion Mentor, also served as Designated Safeguarding Lead (DSL), had reduced capacity for direct SEND work due to safeguarding responsibilities.

Next Steps for Academic Year 2025-2026

The key priorities for next year are:

1. Introduce a new SEND assessment system ("Next Steps") to capture smaller increments of progress.
 - Training from Hillpark (Specialist provision in the West of the city) to commence in Autumn Term; full staff rollout by end of Spring 1.
2. Integrate SEND data into Arbor, aligning with whole-school assessment tracking procedures.
3. Support the implementation of the updated Behaviour Policy across the school.
4. Reallocate staffing for *Munch Club* (lunchtime provision) to Inclusion Mentors, freeing senior leaders for proactive behaviour support.
5. Review and update Positive Handling training for relevant staff.
6. Support the Disadvantaged Lead in participating in the *Belonging Project* (University of Sussex) to address attendance and inclusion, in response to IDACI data showing high deprivation among some families.
7. Expand assistive technology, including full subscription to Nessy (reading, writing and maths fluency support).
8. Reduce waiting lists for Educational Psychologist assessments for pupils not on the EHCP pathway.
9. Optimise Inclusion Mentor deployment to ensure equitable and efficient support across all phases.
10. Continue developing parent partnerships through themed coffee mornings and workshops with external professionals.
11. Produce a FAQ Guide for prospective SEND Reception parents, including key expectations on communication and the transition process.

Summary

Elm Grove Primary School continues to demonstrate a strong and evolving SEND provision, with clear systems for monitoring, supporting and reviewing the needs of pupils with SEND.

Despite ongoing challenges with external agency capacity—particularly within speech and language therapy—the school's Inclusion Team has maintained robust internal support mechanisms, prioritised staff resourcing and developed effective multi-agency links.

The school remains committed to inclusive practice, early identification and collaborative working with families and professionals to ensure every child achieves their full potential.

There has been an increased need to manage parental expectations regarding the timelines for support and the scope of provision that can be offered within school. This reflects the growing pressures on public services, with mainstream settings being required to meet the needs of pupils with increasingly complex profiles. The school remains fully committed to delivering high-quality support wherever possible; however, it is also necessary to prioritise provision and maintain realistic communication with families about what can reasonably be achieved within a mainstream context and the constraints of a deficit budget.