



By Brook Valley SEND report to Governors July 2025

Vision Statement

At By Brook Valley CE Primary School, we are dedicated to fostering a positive, safe, and nurturing Christian environment where every member of our school and wider community is respected and valued.

Rooted in our distinctively Christian ethos, we grow together through our core values of **hope**, **honesty**, **forgiveness**, and **friendship**. These values guide us as we support one another to flourish and become the very best we can be.

This report should be read and understood within the context of this shared vision.

Introduction

At By Brook Valley CE Primary School, our approach to Special Educational Needs (SEN) is guided by the principles set out in the Special Needs Code of Practice. This framework forms the foundation of our SEN policy and its practical application throughout the school.

Our policy details how we identify pupils with SEN, outlines the broad areas of need, and explains the tailored support we provide to meet each child's individual requirements. The SEN policy is reviewed annually and is available on the school website, with updates published each September.

The implementation of the SEN policy is overseen by our SENCO, Mr Benjamin Summers, with governance support provided by our SEN Governor, Mr David New.

School Context

- We have 31 SEN pupils on the SEN register, 26 (13.45%) at SEN support and 5 (2.6%) with an EHCP. These numbers are broadly in line with last year's headline numbers.
- Our SEN Support numbers are in line with National (13.6%) and lower than numbers locally.
- Our EHCP numbers are lower than National (4.8% and local (5.4%) figures however, these year 2 children with EHCPs have left the school to attend resource base and specialist provision. With those children included we would be 1 percentage point from National averages.
- We have 2 children on role who would potentially meet the threshold for an EHCP needs assessment. An application for one of these to be assessed with be submitted in the autumn term 2025-26. With regards to the other case, parents are not keen for their child to be assessed. They have allowed the engagement of a number of professionals to work with their child but are resistant to an EHCP NA. We are in consultation with Wiltshire IFR/MASH and will potentially move the case to an ESA in September.
- We have begun using the Needs Led Approach to support/assess neurodivergence. This approach is much more rigorous but is also significantly more time consuming for the SENCO and Class Teacher.
- We were 1 of 20 schools in Wiltshire who participated in the PINS (Partnerships for Inclusion of Neurodiversity in Schools) Project and have access significant staff training on neurodiversity and sensory needs and have had professional visit the school to undertake pupil conferencing and environmental audits.
- We have engaged the service of the Mainstream Inclusion School Advisor team to undertake an environmental audit, train staff on the writing of SMART targets and to oversee our inclusive offer and our OPAL (Ordinarily Available Provision for All Learners) provision.

- The children on the SEND register are monitored regularly as part of the Access- Plan-Do-Review cycle and their inclusion on the register is altered in line with this.
- We also monitor children who might benefit from being included on the SEND register and add them if necessary. However, we also recognise that not all children making slow progress are children with SEN and they are monitored separately as part of our Pupil Progress conversations.
- In September our MSP will be written with the use of our data tracking system Insight in an effort to enhance their effectiveness and tighten up time frames.
- In September the Senco will be delivering training to teaching staff on PDA (Pathological Demand Avoidance) and how to reduce demands in the school.

School Profile of SEN

<u>Primary Area of Need</u>	R	1	2	3	4	5	6	Total	School %	National 2024 %	Wiltshire 2024 %
Specific Learning Difficulties (SpLD)	1	0	0	1	1	1	2	6	24.00	11.45	14.05
Moderate Learning Difficulties (MLD)	0	0	2	2	0	2	0	6	24.00	13.86	14.08
Severe Learning Difficulties (SLD)	0	1	0	0	0	0	0	1	4.00	2.21	1.39
Profound and Multiple Learning Difficulties (PMLD)	0	0	0	0	0	0	0	0	0.00	0.70	0.45
Speech, Language and Communication Needs (SLCN)	0	0	0	0	1	1	0	2	8.00	24.02	21.89
Autistic Spectrum Disorder (ASD)	0	0	0	1	2	1	1	5	20.00	15.36	15.72
Social, Emotional and Mental Health Needs (SEMH)	1	1	1	0	0	0	0	3	12.00	20.54	19.92
Visual Impairment (VI)	0	0	0	0	0	0	0	0	0.00	0.88	0.68
Hearing Impairment (HI)	0	0	0	0	0	0	0	0	0.00	1.52	1.34
Multi-Sensory Impairment (MSI)	0	0	0	0	0	1	0	1	4.00	0.30	0.31
Physical Disability (PD)	0	0	0	1	0	0	0	1	4.00	2.37	2.13
No Specialist Assessment (NSA)	0	0	0	0	0	0	0	0	0.00	3.48	3.94
Other difficulty/disability	0	0	0	0	0	0	0	0	0.00	3.30	4.1
Total								25		99.99	100
SEN Support (K)	3	3	3	5	4	4	4	26	13.54	13.6	15.0
EHCP (E)	0	0	0	0	1	3	1	5	2.60	4.8	5.4
Total number of children in school	192										
Monitored for possible inclusion on the SEN Register	2	3	1	1	2	1	0				

Gender of SEN

Boys with SEN (EHCP)	Girls with SEN (EHCP)
26 (4)	5(1)

Ethnicity of SEN

White British 28, White Other 1, White British/White Other 1.

School SEN Attainment Data in comparison to Wiltshire and Local See Appendix 1 School Attainment and Progress Data See Appendix 2

Data Analysis SEN

- 60% of children with SEN achieved ARE in Reading across the school
- 21% of children with SEN achieved ARE in Writing across the school
- 51% of children with SEN achieved ARE in Maths across the school
- 82% of children with SEN made expected progress in Reading in KS1 and KS2
- 80% of children with SEN made expected progress in Writing in KS1 and KS2
- 88% of children with SEN made expected progress in Maths in KS1 and KS2

Data Analysis Disadvantaged

- 78% of disadvantaged pupils achieved ARE in Reading across the school (67% for disadvantaged and No SEN)
- 24% of disadvantaged pupils achieved ARE in Reading across the school (67% for disadvantaged and No SEN)
- 52% of disadvantaged pupils achieved ARE in Reading across the school (58% for disadvantaged and No SEN)
- 77% of disadvantaged pupils made expected progress in Reading in KS1 and KS2
- 76% of disadvantaged pupils made expected progress in Writing in KS1 and KS2
- 76% of disadvantaged pupils made expected progress in Maths in KS1 and KS2

Attendance

Whole school attendance was 95.2%, National attendance was 94.8% and Wiltshire attendance was 95.2%. **The attendance of SEN children was 94.3%.** Two SEN children with poor attendance have significant health issues aligned with their needs and has attended a number of hospital visits.

Interventions 2023-2024

Intervention	Duration	Frequency	Cost	Notes/ Impact	Evaluation
Speech & language therapy from So to Speak	September	7 sessions a term-fortnightly.	£5155	We received 3 levels of support from therapist: 1. Universal (30%) Individual staff support with lesson planning and differentiation to support pupils with language impairment Classroom strategies highlighted in her reports 2. Targeted (50%) 1:1 LSA training provided for carrying out structured, evidence-based speech/language interventions Pupils identified with reduced vocabulary knowledge and word finding difficulties referred for pre-teaching vocabulary work Pupil identified with working memory difficulties referred to a group targeting memory strategies 3. Specialist (20%) 1:1 therapy for pupils identified with difficulties that require specialist input such as speech/language delay/disorder.	This intervention continues to be extremely beneficial and has supported our more pronounced speech and language needs. 70% of the children's Short term goals have been achieved and 9.5% been partially achieved. S< has supported a number of children directly and has also facilitated training for TA to enable them to support children's ongoing S and L development. The work of the S< TA has ensured that the S< provision has been more consistent for the children and therefore more effective.
Phonics Yr 1 & 2 additional literacy support in class	Term 1, 2 and 3	Daily phonics session 20 mins Daily in class support.	£2,835	Group of 5 pupils including 3 PP pupils. Group of 5 pupils including 2 x PP pupils in year 2. 100% of these pupils passed the resist phonic screening in year 2.	This intervention was one of the interventions to be effected by staffing changes and a reduction in capacity during the year.
ELSA Emotional Literacy Support	All year – each individuals session last 7 weeks	Weekly session of 45 mins per individual- 3.5 hours of TA time a week	£2,100	7 children including 3 PP pupils access 1:1 ELSA sessions with ELSA TAs to support their emotional development and attainment. All cases have shown improvement	All results indicate the validity of this interventions with 100% participants indicating an increase in their emotional literacy skills. Improvements ranged from 15 to 70% with the average improvement being 31.8%. Teachers and parents also report noticing improvements as a result of this intervention.
IDL Literacy software and TA support	Children predominantly in Yr3 and 4 access online	10 mins per morning with TA support- and at home	£553 (€183-subscription and £390 TA time)	8 Children including 4 PP pupils access resource each morning in EMA- TAs available to support. Children able to access it at home	85% of children accessing IDL made expected progress in reading and writing this year.

	resource in EMA and at home				However, many children have used this intervention for a prolonged period so time so its use and effectiveness needs consideration.
Play Therapy-provided by Jackdaw Play therapy.	Periods vary according to pupil need. Each pupil has had a minimum of 24 sessions	1 x 40 minute session per week per pupil	£5390	3 pupils including 2 PP pupils worked with the therapist for the academic year. Pupils enjoy sessions and mental health issues are being addressed and supported. We have seen an improvement in children's holistic presentation, measured through SDQs (Strengths and Difficulties Questionnaires), and improvement in their wider academic outcomes.	All children showed a reduction (improvement) in their SDQ scores with the average improvement being a 49% reduction in SDQ totals. All children made good academic progress in RWM with 1 child making accelerated progress in one or more subject and 1 child making accelerated progress in all 3 subjects!
Total interventions			£16033 Costs up to July 2025	Costs based on highest TA grade salary/ or cost per hour for play therapist and speech and language therapist.	

SEN update

Referrals to outside agencies

- 2 referrals to Wiltshire SSENs Team for further advice and support for pupils with cognition and learning

- 3 referrals to Wiltshire Children’s services for ADHD and ASD advice and support. However the referral pathway was shut in January 2025 and has been replaced by a Needs Led Assessment. This process is significantly more time consuming for both school staff and parents and is reducing the speed at which external professionals can be engaged in a case and it will mean that less assessments for ASD/ADHD are undertaken.
- 1 referrals to the Occupational Therapy team
- Education Psychologists service not accepting referrals this academic year but a number of cases have been discussed at termly EP Solution Surgeries. These continue to be helpful to the Senco.
- ‘Referrals’ to Molly Beach S< with So to Speak have stabilised and her work this year has been to prioritise Reception and Year 1 again and she has been supported two S< TAs who will have used protected time to work with children on her caseload one afternoon a week. This has been extremely helpful and beneficial for the children involved.

EHCPs

- Currently 5 EHCPs. This is a drop of 2 due to a child moving to a resource base and another moving to specialist provision.
- An additional EHCP needs assessment will be applied for in September 2025 and a further request is necessary for a child with some significant needs. However, parental preference at this time is not to apply- this case is detailed above and will be closely monitored.

Staff development in 2024-25

This year we will be losing a very affective TA from Reception class. However, we have managed to reemploy an existing NPA TA who’s contract was ending due to the child that she supports moving onto secondary school at the end of this year.

Written by Benjamin Summers- Inclusion Leader July 2025- Data updated November 2025

Appendix 1

2025 SEND and Disadvantaged data analysis

Key Stage 2 – Percentage achieving expected standard or greater depth

	All pupils				EHCP				SEN Support				Disadvantaged			
	R	W	M	RWM	R	W	M	RWM	R	W	M	RWM	R	W	M	RWM
National	75.1%	72.3%	74.0%	62.2%	19.8%	13.1%	18.1%	9.4%	50.0%	38.7%	47.0%	28.7%	63.1%	59.3%	60.4%	47.3%

Wiltshire	73.4%	70.4%	71.7%	58.7%	19.6%	13.4%	21.4%	10.1%	51.4%	39.9%	47.5%	28.6%	54.3%	49.8%	52.3%	37.4%
School	75%	72%	74%	65%	0%	0%	0%	0%	25%	25%	25%	25%	50%	50%	50%	25%

Year 1 – Percentage achieving phonics threshold

	All pupils	EHCP	SEN Support	Disadvantaged
National	79.9%	20.2%	52.0%	67.0%
Wiltshire	78.9%	27.5%	51.5%	62.0%
School	86%	-	33%	67%

EYFS – Percentage achieving ‘Good Level of Development’

	All pupils	EHCP	SEN Support	Disadvantaged
National	67.3%	3.8%	24.5%	51.3%
Wiltshire	68.9%	4.0%	25.2%	45.4%
School	82%	-	33%	0%

***National and Wiltshire data for 2025 not fully available. However, school 2025 data is compared to National and Wiltshire 2024 and school data remains positive when compared to National and local.**

Appendix 2

Academic Attainment and Progress of SEN and other groups.

End of Term 6 Whole School (progress data excludes Reception).		
Reading		
Pupil group	Attainment	Progress
All	81	84
SEN (28)	66	82
Disadvantaged (14)	78	68
Dis no SEN (9)	67	67
Forces (3)	66	100
Writing		
Pupil group	Attainment	Progress
All	60	71
SEN	21	80
Disadvantaged	24	50
Dis no SEN	67	54
Forces	0	67
Maths		
Pupil group	Attainment	Progress
All	78	80
SEN	51	88
Disadvantaged	52	65
Dis no SEN	58	54
Forces	100	100

Below	National average 2025	Exceeding
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	Reading 75% (72-76) Writing 72% (70-74) Maths 74% (71-75)	
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