



Fellgate
Primary School

Special Educational Needs and Disabilities Annual Report to Governors 2026



Opening Statement:

At Fellgate Primary School, we are proud to be an inclusive school and are committed to supporting all pupils to achieve the best possible outcomes. We provide a high-quality, broad and balanced academic and social curriculum that is accessible, challenging and appropriate for all learners.

We believe that all children, including those with special educational needs and disabilities (SEND), are entitled to a rich and ambitious curriculum that supports their academic, social, physical and emotional development. Our aim is to equip pupils with the knowledge, skills and confidence they need to succeed in their education and beyond, fostering high aspirations and a love of lifelong learning.

Pupils with SEND may require additional or adapted provision to support their individual needs and help them to make progress. We work closely in partnership with pupils, parents/carers and external agencies to identify needs and provide appropriate, personalised support.

Pupils whose needs are assessed as being above Range 2 will have a Personal Learning Plan (PLP). These plans clearly identify each child's individual needs, intended outcomes and the adjustments required to support their learning. Targets and strategies are informed by ongoing formative and summative assessment, as well as input from school staff, external professionals, parents/carers and pupil voice.

Pupils working at or below Range 2 are supported through high-quality, inclusive classroom practice, including:

- Differentiated teaching and learning activities
- Reasonable adjustments and targeted resources
- Adult support where appropriate
- Additional processing time
- Bespoke strategies tailored to individual needs

Where necessary, pupils may also access targeted interventions in small groups, along with regular check-ins and additional adult support.

We are committed to raising expectations for all pupils, including those with SEND. We encourage every child to develop independence, resilience and self-belief, enabling them to achieve their full potential and prepare confidently for the next stage of their education and future life.

Autism Resource Base (ARB):

At Fellgate Primary School, we have a specialist Autism Resource Base (ARB) for children with a diagnosis of Autism Spectrum Disorder (ASD) and an Education, Health and Care Plan (EHCP). We are a 60-place provision, designed to provide a highly structured, supportive and nurturing environment where pupils can thrive.

The provision is intended for pupils whose primary need is ASD, and who require a more personalised and specialist approach to learning than can typically be provided within a mainstream classroom.

We provide a carefully tailored, personalised curriculum that meets the individual needs of each child. Our approach focuses on developing the *whole child*, balancing academic learning with the development of communication and language skills, social interaction and relationships, emotional regulation and wellbeing and independence and life skills.

Where appropriate, elements of the National Curriculum are incorporated alongside bespoke learning opportunities. The curriculum is designed to be meaningful, engaging and purposeful, supporting pupils to make progress in preparation for their future.

Pupils are encouraged to take part in a wide range of activities both inside and outside the classroom, including opportunities within the local community, to promote independence, confidence and the application of key life skills.

Children are grouped flexibly according to their needs, age and developmental stage. They benefit from small group teaching with a high level of adult support from trained and experienced staff.

While pupils are supported by familiar adults, they are also encouraged to work with a range of staff to promote independence, resilience and adaptability.

Staff receive regular, high-quality training in a range of evidence-based autism strategies and approaches, ensuring they can effectively support pupils' individual communication, sensory and behavioural needs.

Inclusion is carefully planned and tailored to each child, with the aim of building confidence, fostering relationships and supporting a sense of belonging. Where appropriate, opportunities for mainstream access increase over time, depending on each pupil's individual needs and progress.

Progress is tracked using a 'small steps' approach, recognising and celebrating incremental achievements. This allows staff to monitor development in clear, meaningful stages and to set precise, personalised targets.

These targets are informed by ongoing assessment, staff expertise, external professional advice, parental input and pupil voice, ensuring a holistic understanding of each child's development.

We are committed to working in close partnership with parents and carers, recognising their essential role in supporting their child's development. We provide regular opportunities for

communication and engagement, helping to build strong, supportive relationships between home and school.

We also work collaboratively with a range of external professionals and agencies to ensure that each pupil receives the most effective and joined-up support.

Key Staff

ARB Lead – Mrs A Hearn

SENDCo – Miss C Pierce

SEND Governor – Mr Colin Jackson

Head of School – Mrs J Tones

Policies

The following policies are available in school and include the school's processes and procedures for supporting pupils with SEND:

- Special Educational Needs and Disabilities Policy
- OLT Inclusion Policy
- Admissions Policy
- Accessibility Policy and Plan
- Single Equality Plan and Action Plan

SEND School Profile – last 3 years (number of SEND pupils in school)

85 out of 131 children are currently on the SEND register – 26 in mainstream and 59 in Autism Resource Base.

Includes pupils in ARB.

	May 24 Total: 139 children	May 25 Total: 148 children	May 26 Total: 131 children
All SEND	25% (35) 60% (84)	20% (30) 60% (89)	20% (26) 65% (85)
EHCP	6% (8) 41% (57)	3% (4) 43% (63)	5% (6) 50% (65)
SEND Support	19% (27)	16% (24)	15% (20)

Current Breakdown of the prime need of pupils on the register – relating to the 4 areas of SEND *

* Mainstream *including ARB *% out of total number of SEND

Area of Need	Total	Boys	Girls
All SEND	20% (26) 62% (85)	23% (18) 47% (65)	10% (8) 14% (20)
Communication and Interaction (CI)	12% (9) 11% 43% (60) 70%	9% (7) 8% 33% (46) 54%	3% (2) 2% 10% (14) 16%
Cognition and Learning (C+L)	13% (10) 12% 9% (13)	8% (6) 7% 7% (9)	5% (4) 5% 3% (4)

	15%	11%	5%
Social Emotional and Mental Health (SEMHD)	9% (7)	7% (5)	3% (2)
	11%	6%	2%
	9% (12)	7% (10)	1% (2)
Sensory and/or Physical (S+/or P)	14%	12%	2%
	0	0	0
	0	0	0

SEND Year Group Profile – breakdown according to year group

	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Y7
EHCP (65)	4% (3)	11% (9)	7% (6)	13% (11)	13% (11)	18% (15)	11% (9)	1% (1)
SEND Support (20)	2% (2)	4% (3)	1% (1)	1% (1)	4% (3)	7% (6)	5% (4)	-

Area of Need	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Y7
Communication and Interaction (60)	6% (5)	13% (11)	7% (6)	12% (10)	11% (9)	13% (11)	9% (8)	-
Cognition and Learning (13)	-	-	-	-	2% (2)	8% (7)	5% (4)	-
Social Emotional & Mental Health (12)	-	1% (1)	1% (1)	2% (2)	4% (3)	4% (3)	1% (1)	1% (1)
Sensory and/or Physical	-	-	-	-	-	-	-	-

Systems for identifying and tracking pupils with SEND:

Children's needs are categorised into four broad areas identified in the SEND Code of Practice (2015):

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical

Children may have more than one area of need but a prime need will always be identified.

Early Identification:

Early identification of SEND ensures that we as a school are able to give individuals the support and intervention, they require to meet their needs. In order to do this, we:

- Carry out home/school visits for new reception pupils.

- Liaise with schools / nurseries transferring pupils to Fellgate – ensuring documentation is passed on and transfer reviews are attended.
- Regularly meet/communicate with parents/carers.
- Observations are conducted by teachers.
- Teachers discuss pupils with the SENDCo and complete an initial concern form if they have any concerns about a pupil so that the action and support can be planned around individual needs.
- Analyse assessment data and plan next steps.
- Provide appropriate small group support/catch up sessions or additional resources to support then child before assessing the impact as part of the graduated response.
- Make referrals to appropriate external agencies for advice, assessments or to gather more information.
- Use information supplied by parents/carers and external agencies to plan support and relevant catch-up sessions.

Assessment and Monitoring:

At Fellgate Primary School, all pupils' progress is continuously assessed and monitored by class teachers through a combination of formative and summative assessment.

Children are assessed against National Curriculum expectations where appropriate. For pupils who are not yet working at age-related expectations (ARE), learning may be adapted using objectives from earlier year groups to ensure teaching is closely matched to individual need.

For some pupils with SEND, more specialised assessment tools, such as PIVATS (Performance Indicators for Valued Assessment and Targeted Learning) and targets taken from Development Matters are used. These break learning down into smaller, more measurable steps, allowing progress to be tracked in finer detail across areas such as:

- Speaking and listening
- Reading and writing
- Mathematics
- Personal and social development (including emotional wellbeing, independence, behaviour for learning and social interaction)

We also use SEND Ranges guidance to help identify and describe pupils' needs across the four areas of SEND, in line with the SEND Code of Practice. This supports a clear assess, plan, do, review cycle and ensures provision is appropriately matched.

The progress of pupils with SEND is formally reviewed termly with the Senior Leadership Team (SLT), particularly in reading, writing and maths. In addition to academic progress, social, emotional and mental health (SEMH) development is also carefully monitored, as this can significantly impact learning.

Monitoring of teaching and learning is ongoing and includes:

- Phase group meetings
- Lesson observations

- Book scrutinies
- Moderation processes
- Analysis of attainment and progress data

This monitoring is carried out by class teachers, subject leaders, the SENDCo and members of the SLT to ensure high-quality provision for all pupils, including those with SEND.

Pupil progress meetings are held termly between class teachers and the SLT. During these meetings:

- Pupils not meeting age-related expectations are identified
- Progress and attainment are analysed
- Next steps and targeted support strategies are agreed

These discussions include all pupils, not only those with SEND, ensuring that any child requiring additional support receives timely and appropriate intervention.

Statutory Assessment:

Pupils also take part in statutory assessments, including:

- Year 1 Phonics Screening Check (with a re-sit in Year 2 if required)
- Year 4 Multiplication Tables Check
- End of Key Stage 2 SATs

These assessments provide additional information to support overall judgements about attainment and progress.

EHCP Reviews:

For pupils with an Education, Health and Care Plan (EHCP), progress is formally reviewed through an Annual Review process. This involves parents/carers, school staff and external professionals, who work together to evaluate progress towards outcomes and agree next steps.

Tracking:

At the start of each academic year, class teachers complete a pupil progress tracker in reading, writing and maths. This identifies prior attainment and key pupil characteristics, including SEND.

Trackers are updated termly and are used by teachers, phase leaders and SLT to:

- Monitor individual and group progress
- Identify emerging needs
- Plan appropriate support and interventions

In addition, the SENDCo maintains a dedicated SEND progress tracker to monitor the attainment and progress of all pupils with SEND across the school throughout the year.

Provision:

All SEND pupils who are at Range 3 or above have a personal learning plan (PLP) which is evaluated on a termly basis, with parents/carers and other external agencies where appropriate. Pupils who have an EHCP have a formal annual review too.

The support plan is written using assessment data, information from reports from external agencies detailing targets or strategies to follow, information from parents/carers, pupil voice (where appropriate) and identifies resources and strategies to use to support the pupil. A meeting is then arranged with the parent/carer to discuss the new plan and review the old one. The plan follows the, assess, plan, do, review format.

Children can be added or removed from the SEND register at any point during the academic year when assessments or new information/diagnosis indicate that the pupil requires/no longer requires SEND support. However, there are three points where data (national requirement) needs to be collected for the SEND census – October, February and May.

External Agencies

Specialist support and provision have been requested from the following agencies this year:

- Educational Psychology Service (EP)
- Inclusion Team
- Community Child and Adolescent Mental Health Service (CAMHS)
- Children and Young People's Service (CYPS)
- Speech and Language Team (SALT)
- School Nursing Service (including Diabetes and Epilepsy Nurse)
- Treetops Occupational Therapy (OT)

Staff development from external agencies/school-based support:

- Safeguarding – safeguarding all pupils as well as vulnerable groups
- Support from diabetes nurse and attendance at training by key workers
- Support from epilepsy nurse and attendance at training by key workers
- Inclusion Team
- Attendance at cluster meetings
- Liaison with other SENDCos
- SEND Network Meeting
- SEND conference
- SEN Documentation and meeting support
- Supporting pupils with speech and language needs
- Cross Trust support from Columbia Grange Specialist School

Oak Learning Trust now have a Speech and Language Therapist and Educational Psychologist working within the Trust for an agreed number of days per year. They are allocated to schools within the Trust according to need and will be carrying out assessments and have been recommending support strategies to be used with the school setting.

Attendance and Exclusion:

Attendance for all pupils including those with SEND – 93.1%

Attendance for pupils with SEND – 89.43%

Attendance for pupil excluding SEND – 94.42%

Six children have received fixed term exclusions this year.

Parent/Carer involvement:

At Fellgate Primary School, we recognise the importance of working in close partnership with parents and carers to support pupils with SEND.

For pupils identified as working at Range 3 and above, parents and carers are invited to attend termly review meetings. During these meetings, the child's previous support plan is reviewed and progress discussed. New targets, strategies, support and resources are then agreed collaboratively to inform the next plan. The SENDCo is available to attend these meetings to provide additional guidance and support where needed.

Where external agencies are involved, or where a pupil requires more targeted monitoring or is being considered for an Education, Health and Care Plan (EHCP), the SENDCo will take a leading role in coordinating and conducting review meetings.

In addition to scheduled reviews, we maintain open and ongoing communication with parents and carers. Appointments can be arranged at any time, either at the request of the school or by parents/carers themselves. Parents and carers are encouraged to contact the school office to arrange a meeting with the SENDCo or relevant staff member.

We are committed to ensuring that parents and carers feel informed, supported and actively involved in their child's education and development.

Transition for pupils with SEND:

We recognise that transitions can be a significant time for pupils with SEND, and we are committed to ensuring that this process is carefully planned and well supported.

During the summer term, additional transition opportunities are provided for pupils with SEND to help them feel confident and prepared for their move to a new year group. This may include extra classroom visits, opportunities to meet new staff, and the use of visual supports such as photographs of the new classroom and teaching team.

All pupils on the SEND register have a one-page profile and a support plan overview. As part of the transition process, these are shared with the new class teacher to ensure continuity of provision and a clear understanding of each child's individual needs, strengths and strategies for support.

For pupils working at Range 3 and above, the current class teacher will also prepare and share a Personal Learning Plan (PLP), including updated targets and relevant strategies, ready for the start of the new academic year. Additional information to support a successful transition, such as preferred routines or communication approaches, is also shared where appropriate.

For pupils with autism, individual passports are reviewed and updated as needed. These are always reviewed towards the end of the summer term to allow parents and carers to contribute any further information that may support their child's transition.

Structured handover meetings take place between the current and receiving class teachers to ensure that all relevant information is shared. Any specific resources or adjustments used to support the pupil (such as visual timetables, wobble cushions, ear defenders or other specialist equipment) are transferred to the new classroom in advance, ensuring that appropriate provision is in place from the first day of term.

We work closely with parents and carers throughout this process to ensure that pupils feel supported, secure and ready to succeed in their new learning environment.

Environment:

Oak Learning Trust (OLT) has made a significant investment in the development of provision across the school, with a particular focus on the Autism Resource Base (ARB). All classrooms have been enhanced with new, high-quality furniture and carefully selected resources designed to support learning, engagement and positive sensory experiences. The learning environments are structured, well-organised and tailored to meet the needs of all pupils, promoting independence, comfort and accessibility. These improvements ensure that all children benefit from a stimulating and supportive environment in which they can feel safe, focused and ready to learn.

Budget:

The budget is spent on:

- Providing TA support within the class,
- Providing small group and 1:1 targeted catch up sessions
- Buying specific resources to support children in their learning e.g., ear defenders, wobble cushions, sensory toys, pencil grips etc
- Providing access to the sensory room for ASD pupils and those with sensory needs
- CPD for staff
- Movement resources, spinners, bouncers, trampette
- Maintenance of the sensory room
- Commissioned services - Education Psychologist etc.

Staff Skills/Staff development/Training:

- Understanding the ranges document
- Development and implementation of PLPs
- Support completing documentation for referrals to outside agencies
- SEND Reviews and meetings
- Individual support
- Managing Diabetes
- Managing Epilepsy
- Pupil Progress meetings
- SENDCo in the process of completing NPQ for SEND
- Informal development – staff support to identify targets, write support plans and reviews, offer advice, support and possible resources to use.
- EP delivered bespoke support to staff on our Universal Offer and Zones of Regulation.
- SALT delivered bespoke support to staff re communication and interaction.

Monitoring Provision:

- Planning
- Book scrutiny
- Reviewing plans and evaluations
- Learning walks
- Reviews
- Pupil progress meetings
- Drop-ins
- Subject leader monitoring

SEND provision in Fellgate has been monitored by SLT through:

- Book scrutinies
- Lesson observations
- PLP scrutinies
- Reviews
- Lesson drop-ins
- Learning walks

Key priorities 2026/27:

- Further develop monitoring procedures across trust – streamline/effective
- Develop working relationships and procedures with OT / EP
- Improve procedures to evidence the attainment, progress and attendance of those children with SEND
- Use data sheets and other assessments to identify concerns about progress and resulting actions
- Develop communication channels with parents to support their understanding of SEND