



PARKSIDE PRIMARY ACADEMY

SEND ANNUAL REPORT TO GOVERNORS AND PARENTS

JULY 2025

Implementation of SEND regulations

As part of their statutory duties, Governing bodies must publish information about and report on, the academy's policy on special educational needs.

The Special Educational Needs Co-ordinator is Miss Katy Haverty.

The Special Educational Needs governor is Mrs Elizabeth Bellis.

The school has a Special Educational Needs and Disability Policy that defines our aims and objectives and can be viewed on the academy website. A hard copy is available to any parent on request.

The policy is reviewed and updated annually and is written in line with the Special Educational Needs Code of Practice 2014 and the Special Educational Needs and Disability Act 2001.

Identification

We believe that early identification of special educational needs is crucial to the wellbeing of all our children. To support us in our early identification we:

- *Carry out home visits for all pupils starting at Parkside*
- *Attend all transfer reviews for pupils with SEND transferring to us*
- *Provide the appropriate intervention, e.g., Communication and interaction, Speech and Language for pupils as appropriate*

These allow us to meet the parents and give us the opportunity to discuss the child's strengths and needs. This allows for any additional resources, interventions or referrals to be made quickly

Assessment of pupils continues throughout their time with us. We do this by:

- *Analysing assessment data termly to identify children who are falling behind*
- *Class teachers continually monitoring the children in their class observations, discussions, marking and written feedback*
- *Carrying out and tracking outcomes of more detailed assessments e.g., reading tests to determine reading age*
- *Providing all adults including parents with the opportunity to discuss concerns at any time*
- *Providing adults with the opportunity to attend SEND parents' evenings in addition to the parents evening held by class teachers*

The process for identifying and monitoring pupils with special educational needs is explained in more detail in our SEND information report, which is available on the school website.

SEND School Profile

Currently in school, there are 64 children on the SEND register, which equates to 30% of the school population. This is higher than average, which stands at 14% for pupils on SEND support and 5.3% for pupils with an EHCP. This is due to needs being accurately identified in both the Early Years Foundation Stage and when children transfer from other settings.

Of the 64 children on the SEND register, seventeen of those have an EHCP, which equates to 8% of the school population. 6 EHCP's have been issued during the year. Specialist provision has been requested for four children with an EHCP. The continued high number of EHCPs fits with government statistics showing a continuing trend of increases since 2017.

During the year, the Educational Psychologist (EP) has been involved with five children in school. As discussed in the EP planning meeting there is a need for involvement with other children however, due to the EP service prioritising statutory assessments, involvement with other children will begin in the autumn term.

	Number of pupils								
	F1	F2	Y1	Y2	Y3	Y4	Y5	Y6	LINC
SEN support	4	4	2	7	6	8	3	10	3
EHC Plan	0	0	2	1	0	2	2	2	8

Main areas of need	Number of pupils
Cognition and Learning	8
Social, emotional and mental health (SEMH)	8
Communication and Interaction needs	47
Sensory or Physical	1

- The main area of need in school continues to be Communication and Interaction with 73% of children on the SEND register having this as the main area of need. Fifteen children have a diagnosis of ASD with a further twenty-five children accepted on the ASD pathway. SCI Team have been involved with six children over the year with further ASDAT referrals to be submitted. There are currently 11 open Early Help Assessments opened in order to submit ASDAT referrals. Training focusing on developing Communication and Interaction/ASD is a priority for the year ahead to ensure all staff receive appropriate training.

Gender of pupils on SEND register

Boys	42
Girls	22

- Boys continue to outnumber girls on the SEND register, which fits with national data.

Ethnicity

White British	Dual Heritage	Asian	Black	Chinese	Other	Refused
63	0	0	0	0	1	0

Total number of SEND pupils eligible for FSM	22
Total number of SEND pupils who are pupils' premium / ever 6	22
Total number of SEND pupils who are LAC	5

- The number of SEND children eligible for FSM from and/or pupil premium has remained stable from the previous year.

Number of SEND pupils with 1 or more days exclusion	1
Number of non-SEND pupils with 1 or more days exclusion	0

Behaviour logs are analysed half-termly to identify percentage of SEND receiving behaviour points. This is also to identify triggers and patterns. For example, behaviours showing in the same lessons or during unstructured times. When patterns have been identified, provision has been adapted to support need. For example, for some children with communication and interaction/SEMH needs unstructured times are particularly difficult. Following analysis of behaviour points, timetables have been adapted and/or different strategies used to support behaviour of children with SEND. For example, children accessing nurture/lunchtime club or receiving additional support during transition times.

For the majority of children, the behaviour system works, however reasonable adjustments are made for SEND children, particularly children with SEMH needs as DfE guidance states, 'behaviour policies need to be consistent with the legal requirement that treating all pupils the same may be unlawful where a disability affects behaviour'. Therefore, for pupils with SEMH /communication and interaction needs, which affect their ability to regulate their emotions, alternative strategies are used which support them to be able to regulate. Team teach strategies and emotion coaching techniques are used to support children to manage feelings before they reach the point where they are dysregulated. However, if children do reach this point and need to be positively handled to keep themselves and others safe a restorative always takes place after every incident. The idea of a restorative is to support children to identify what went wrong and how we could react differently if this situation occurs again.

Top up funding is used effectively to support these children, as due to their complex needs, they are not able to access class on a full-time basis. Therefore, funding is used to keep these children within the resourced provision as being educated full time in class would be incompatible with the efficient education of others and it would be an inefficient use of resources.

In order to support pupils with SEND to manage their behaviour, processes are in place for early intervention and identification with referral to external agencies where needed. A number of strategies are also used throughout school to support behaviour such as access to sensory support tools and emotion coaching techniques.

Data

EYFS

(29 Ch'n)	Baseline Assessment 2024			GLD July Data 2025	
	On Track	Not on Track		On Track	Not on Track
ALL (29)	13.8% (4)	86.2% (25)		65.5% (19)	34.5% (10)
PPG (8)	0% (0)	100% (8)		62.5% (5)	37.5% (3)
BOYS (16)	18.75% (3)	81.25% (13)		56.3% (9)	43.7% (7)
GIRLS (13)	7.6% (1)	92.4% (12)		69.2% (9)	30.8% (4)
SEND K (4)	0% (0)	100% (4)		25% (1)	75% (3)
SEND E (0)					

Context:

EYFS data shows that children with SEND have made excellent progress from their starting points as, in September 2024, 100% of children with SEND were not on track to achieve GLD. In June 2025, 25% of children were on track to achieve GLD. The 3 children who were not on track have made excellent progress from their starting points, two of whom are currently waiting for a statutory needs assessment and will access the LINC full time in Year 1. 13.7% of children in F2 are SEND which is above national average. Comparison to current national and local data shows that GLD is just below National Average however in line with previous years due to nature of Parkside's pupil intake.

Key Stage 1:

Phonics

2.1 Phonics Year 1 2025		
	Target %	Achieved %
All pupils (30)	60% (18)	73.3% (22)
Boys (14)	64% (9)	71.4% (10)
Girls (16)	56% (9)	81.25% (13)
PPG (7)	42.8% (3)	57% (4)
SEND (10) E(4*) K(6)	30% (3)	30% (3)

Context:

Children with SEND continue to make excellent progress from their starting points. Currently 33.3% of Year 1 children are identified as SEND (10 children) which is much higher than National Average. 8 pupils did not reach the standard. However, 5 of these are in The LINC full time and did not take the PSC due to their high needs e.g. non-verbal, global development delay etc. Of the 8 children who did not reach the standard, only 1 is currently not identified as SEND, however they are under monitoring and will go on to the SEND register in Y2 as SEND K. Comparison to current national and local data shows that Parkside has achieved below National and Local Averages. However, this is due to the high proportion of SEND children in the cohort which impacts on attainment results.

2.6 Phonics Year 2 2025		
	Target No of ch'n	Achieved No of ch'n
All pupils (5)	0% (0)	20% (1)
Boys (3)	0% (0)	33% (1)
Girls (2)	0% (0)	0% (0)
PPG (4)	0% (0)	25% (1)

SEND (5) E(2) K(3)	0% (0)	20% (1)
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Year 2 phonics

Context:

All 5 pupils who did not reach the PSC standard in Y1 are SEND children. 2 EHCP children did not take the PSC this year as they are pre–Key Stage, working at EYFS levels and are in The LINC full time. 3 SEND K children took the PSC and did not reach the PSC standard. They will continue to receive 1:1 bespoke interventions.

Year 6 SATs results:

SEND (14)	EXS+		GDS	
	Target	Achieved	Target	Achieved
Combined (SEND E)	0%	0%	0%	0%
Combined (SEND K)	50%	62.5%	0%	0%
SPAG (SEND E)	0%	50%	0%	0%
SPAG (SEND K)	58.3%	50%	8%	8%
Reading (SEND E)	0%	50%	0%	0%
Reading (SEND K)	58.3%	91.7%	8%	25%
Writing (SEND E)	0%	0%	0%	0%
Writing (SEND K)	58.3%	70%	0%	0%
Maths (SEND E)	0%	50%	0%	0%
Maths (SEND K)	66.6%	83.3%	8%	0%

Summary:

Key stage 2 results are exceptional for SEND. 48% of children in this class are SEND which is much higher than national average. There is also a high level of dyslexia in this class with 6 children showing dyslexic tendencies when screened. This has impacted GPS especially in spelling. There is a high level of ASD in this class with 10 children having either a diagnosis of ASD or are on the ASDAT pathway. There are also connections between ASD and poor fine motor skills. This can also affect pupils' creative writing ability as understanding can be very literal.

Provision

The school implements a graduated response to special educational needs provision. These are:

Wave 1: High quality first teaching that recognises that all teachers are teachers of Special Educational Needs. This includes differentiated planning and delivery, inclusive and inspiring classrooms with visual aids, learning walls and a variety of learning resources and a personalised learning approach. All teachers are responsible for the progress of their children and they work closely with parents, staff and pupils to monitor and assess progress.

Wave 2: Additional provision through small group or individual interventions. This is outlined on the year group provision map which records any support in addition to quality first teaching which is needed for pupils within the class. At the end of the intervention, the class teacher together with the teaching assistant review the pupils' progress against the exit criteria.

Wave 3: Personalised intervention and monitoring to support specific learning needs and / or disabilities. All pupils receiving wave 3 intervention are recorded on the SEND register.

Additional and / or different provision is currently being made in school for children with a range of needs, including:

- *Communication and interaction – ASD, selective mutism, speech and language*
- *Cognition and learning – Moderate learning difficulties, specific learning difficulties – global developmental delay, dyslexia*
- *Sensory and/or physical – Amniotic band syndrome, sensory processing difficulties*
- *Social, emotional and mental health – attention deficit hyperactivity disorder, anxiety*

Intervention programmes and deployment of teaching Assistants.

A number of intervention programmes have taken place this year and all have been reviewed at the end of the term to assess their quality of impact.

LINC provision

- The resourced provision continues to run in school having being initially set up in September 2020. The LINC (Learning, inclusion and nurture centre) has evolved over time, to include children with a wider range of needs, and also as the main school environment for some children, as opposed to a more time-bound/part-time intervention model. The provision continues to meet the complex learning needs of children throughout school, offering personalised learning experiences to help children reach their full potential. Currently eleven children are on the LINC register with specialist provision requested for two of those. Of the eleven children on the LINC register, 8 of those have an EHCP with needs assessments to be submitted for others in the Autumn Term. The main area of needs is communication and interaction. Children accessing the provision on a full-time basis follow a bespoke curriculum which is adapted to meet the outcomes outlined in their EHCPs. The curriculum aims to equip children with a high level of basic skills but also develop independence, resilience and strategies to be able to effectively manage their feelings and emotions. As an Inclusive school, other children access the LINC provision alongside mainstream in order to meet need. This includes children accessing for social skills interventions and also to support SEMH needs.

	What provision is being made for these pupils?	What impact is this provision having?
Wave 2	<ul style="list-style-type: none"> • School Focused Plan • Friendship Formula (ASD/C&I intervention) • Time to Talk (ASD/C&I intervention) • Incredible Me • RWI phonic teaching and reading • Nessy reading and spelling intervention • Access to nurture provision • Targeted maths intervention • Targeted reading • Learning mentor • Visual timetable • Music Interaction • 5-point scale • Use of SEND resources e.g. fiddle toys, coloured overlays, sensory objects, sand timers • Pre and/or post teach • Teaching assistant support • Small group work to develop play and co-operative play and social skills • Gross and fine motor skills including handwriting • Small group circle time • Support at times of particular stress e.g. coming into school/home time/lunchtimes • Use of visual aids such as iPad and talking tins to assist working memory • Emotional literacy • Access to support from familiar adult during unstructured times • Home/school record (daily) • Support with toileting • Non-verbal communication 	<p>SEND provision ensures all children have access to a broad and varied curriculum which is not hindered by need. Children are individually assessed on a regular basis and progress is tracked. The development of the whole child is considered and evaluation/assessments of these needs feed into the provision map.</p>
Wave 3:	<ul style="list-style-type: none"> • Nurture curriculum • External agencies – specialist support brought in EP, OT, SCI team • Play therapy • Positive Regard Behaviour Support • Modified literacy and maths curriculum • Individual medical support • Support for pre-teaching concepts and vocabulary • Individual behaviour charts/reward systems • Social stories written for specific areas of difficulty • 1:1 support for emotional, behavioural and social skills • Individual literacy intervention e.g. RWI 1:1 • NESSY 	<p>1:1 support impacts children in a range of ways. For those with physical and medical needs, it enables children to physically access the school and have their needs managed safely by an adult. Sometimes this may involve toileting or administration of medical support.</p> <p>For others, provision enables children to remain part of whole class learning through careful assessment and monitoring of learning needs and by providing access to the curriculum through a range of strategies.</p> <p>For some children who find it difficult to access learning as part of a whole class environment alternative provision is provided in the nurture classroom in order to meet children's complex needs. Children accessing the nurture provision on a full-time basis are awaiting placements in specialist provision.</p>

	<ul style="list-style-type: none"> • Friendship Formula (ASD/C&I intervention) • Time to Talk (ASD/C&I intervention) • Speech and language • 1:1 handwriting • Sensory breaks • Individualised timetable • Support available if pupil has to leave the classroom to go to a pre-arranged place • Support or alternative provision for break times/lunchtimes • Risk assessments • Calming down/safe area 	
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Deployment of staff and resources

We currently have 5 teaching assistants employed at Parkside. All teaching assistants work with individual pupils or a small group of pupils, following a variety of intervention programmes. All teaching assistants receive appropriate training and resources. Pupils are primarily supported in class with some withdrawn in class time for targeted support. However, removal from class is kept to a minimum. In addition, 3 SEND Support Learning Mentors work within the nurture provision and EYFS. Furthermore, a Learning Mentor and Progress support manager is employed to deliver bespoke 1:1 intervention such as phonics as well as delivering speech and language interventions. The SENDCo's main task is to oversee and coordinate SEND provision throughout the school. The SENDCo meets with parents, liaises with outside agencies, works with children, assesses children and completes paperwork ensuring the children receive the best support and provision possible. She also attends meetings and training and keeps up to date with government requirements and changes regarding SEND. The SENDCo meets regularly with all staff to discuss pupil progress and the impact of intervention programmes. The SENDCo also regularly talks to pupils in depth to collaboratively think about ways to support them further. This gives the pupils a clear voice regarding their learning. The SENDCo looks carefully at school data and uses this to help identify pupils who are vulnerable to underachieving and to monitor the impact and success of intervention programmes. The SENDCO also holds locality meetings in school to discuss practise in other schools within the area.

Staff Skills

Various training has taken place over the year with both teaching staff and support staff. Staff training remains a priority for the year ahead.

Summary of staff CPD 2024/25	
Teaching staff	Teaching Assistants / Support staff
<ul style="list-style-type: none"> • An Evidence informed Approach to meeting the needs of pupils receiving SEND support – Miss Haverty • Working Memory: Research into practice – Miss Haverty • SENDCO Forum (Local authority) – Miss Haverty • Early Help Assessment Training – Miss Haverty • Early Identification of SCI Needs in the Early Years – Miss Lindley-Wood • Analysing and Managing Behaviour for Children with SCI Needs – Mr Howden • Supporting Children with SEND in the Early Years – Mrs Mann, Miss Staley, Miss Lindley-Wood • Autism Awareness Educare • ADHD Awareness Educare • Trauma and ACES Educare • Behaviour staff training: Relational practice and restoratives • Directed time used each term for staff to work together on School Focused Plans and provision matched to need 	<ul style="list-style-type: none"> • Children's Therapy Speech and Language – Stammering • Building vocabulary skills – Mrs Rhodes • Children's Therapy Speech and Language – Stammering – Miss Chappell • SALT: Echolalia training – Miss Chappell • Supporting Children with SEND in the Early Years – Mrs Rhodes, Miss Chappell. Miss St Helaire • Neurobears ASD training – Miss St Helaire • SEND phonics – Miss St Helaire/Miss Chappell • Behaviour staff training: Relational practice and restoratives • Support Staff training sessions used to share School Focused Plans/EHCPs • Autism Awareness Educare • ADHD Awareness Educare • Trauma and ACES Educare

SEND funding (How the school's SEND funding is allocated and spent)

High needs funding for 2024-25 was £61,683. This is to support individual pupils who have an EHC Plan.

In addition the school's delegated budget includes funding for supporting children with SEND. The amount spent on supporting SEND from the school's delegated budget in 2024-25 was £75,094

	EHC Plan	SEN Support	Total
SEND Support Learning Mentor	£73,604		
Specialist resources inc. ICT, room resources, ear defenders etc		£300	£300
Nessy reading and spelling intervention	£450		£450
Nessy Dyslexia Quest	£62.50		£62.50
Clicker	£500		£500
Widgit		£178	£178
	Total		

Work with external agencies

Since September 2024 several agencies have been involved in supporting our children with SEND. These include:-

Educational Psychology Service

Beth Thompson from the Barnsley Psychology Service continues to work with school supporting children with EHCP/SEN support. An allocating formula continues to be used based on data which includes the number of pupils on role. Due to the nature of the service, work has prioritised children for whom needs assessments have been agreed. At the beginning of each term Miss Thompson and Miss Haverty have met for a planning meeting. The next meeting is arranged for September 2025 to plan work for the Autumn term.

Barnsley Social, Communication and Interaction Team

Hayley Audin and Gemma Whitfield from the Social Communication and Interaction continue to support children throughout school with identified SCI needs. They have discussed teachers and parents concerns and provided written reports of observations documenting strategies for individual children. They have provided templates for visual support materials and modelled how to use them in class for both staff and children. Reports have been provided to submit alongside ASDAT referrals to support children being accepted on the ASD pathway.

COMPASS

Compass Be Mental Health Support Team (MHST) have carried out work during the year to support with issues related to mental health and emotional wellbeing. Kirsty Taylor and Emma Turton have carried out a number of workshops in both KS1 and KS2 focusing on social media, self-esteem and emotional wellbeing. Further Girls on Board sessions have taken place with the Year5/6 girls. This is

an evidence-based programme designed to empower girls to navigate their own relationship challenges to reduce bullying and the future impact this has on mental health. The approach which helps girls, their parents, and their teachers to understand the complexities and dynamics of girl friendships. The language, methods and ideas empower girls to solve their own friendship problems and recognises that they are usually the ones who can. Link meetings take place at the start of each term to discuss work to be carried out within school.

Speech and Language Therapy Service

Therapists have visited school to observe and assess children in the classroom environment. Reports and strategies have been received to inform EHCPs and School Focused Plans for individual children. They have also written reports for children on the ASD pathway to provide information for MDT meeting.

Child and Adolescent Mental Health Team

Referrals have been made for a number of children, but as this service is in such high demand many have only had initial appointments and have been signposted to appropriate waiting lists for their needs.

Community Paediatricians

A growing number of children have been referred to this service to investigate individual needs particularly ASD. Reports received in school have supported teachers in planning support for children's individual needs and as evidence for statutory needs assessments.

School Nurse

The 0-19 Team have supported with TAF meetings and provided medical advice for children with a range of medical issues. She has met with staff and parents to write health care plans for children with significant medical conditions.

Key Priorities for 2025 – 2026

The priority areas to develop in the next academic year are:

- Continued development of the LINC to meet the complex learning needs of children throughout school. Staffing in the LINC will consist of a qualified class teacher, with specialism in Early Years alongside three SEND Support Learning Mentors. Priorities will focus on ensuring the early identification of needs to ensure provision is in place to enable children to make further progress. Children who cannot have their needs met within the mainstream classroom will continue to attend the LINC on a full-time basis alongside a larger number of children throughout year groups accessing according to individual needs. The LINC will continue to offer personalised learning experiences to help children reach their full potential with children in KS1 and the early years having a continued high level of adult support to meet their communication and interaction needs. Children with social, emotional and mental health needs

will be supported to develop strategies to manage their feelings and emotions to enable them to access learning alongside the whole class. Children with learning and cognition needs will be provided with personalised learning experiences to enable them to make progress and develop self - confidence and resilience. In addition, the LINC outdoor area will undergo a transformation to allow children to access a calming and engaging outdoor space to support emotion regulation alongside making progress towards their individual targets including fine and gross motor skills and social and communication skills.

- **Communication and Interaction:** As C&I continues to be the main area of need for children identified as SEND, training will focus on developing knowledge of communication and interaction needs to ensure staff feel confident to implement strategies to further progress. Staff delivering bespoke SALT intervention will continue to access specific CPD through Barnsley Speech and Language therapy training programme. In addition, all staff will receive training focusing on Understanding Autism to develop knowledge around adaptations which can be made within school, to positively impact on children who have autism. This includes the use of sensory support tools to manage sensory needs and also the different types of visual supports which can be used to support information processing. School will work towards gaining the Autism Friendly Schools accreditation.
- An evidence informed approach to meeting the needs of pupils with SEND will continue to be employed with a distributed leadership model in place, whereby all staff are responsible for meeting the needs of SEND. This will be achieved through ongoing high-quality training and support for all staff demonstrate greater confidence and skills in meeting the needs of pupils at Parkside.
- Focus on supporting SEMH needs through strategies to support emotion regulation. This will be achieved through ongoing training focusing on Trauma and ACES alongside continued focus on the use of Zones of Regulation across whole school. Work will ensure all children receive access to the programme, including those transitioning to Year 1 and also children who are new to Parkside and/or require more bespoke Zones interventions. This approach aims to provide children with the skills to recognise their emotions and develop strategies to promote positive mental health and well-being. There will also be further opportunities for parent workshops during the year, including access to the Emotion Regulation Workshop which will be delivered in the Autumn Term. The role of Zones Champions will continue to be developed including COMPASS delivering Peer Wellbeing training. Furthermore, all staff will receive Team Teach training in September to equip staff with the skills to use evidence informed de-escalation techniques to support regulation.