

Inclusion Overview 2024 to 2025

Manor Wood Primary School continues to prioritise SEND within its School Improvement Plan, recognising the increasing number of pupils with SEND and maintaining a commitment to providing outstanding provision in the evolving educational landscape.

The percentage of pupils with SEND remains above the national average, as does the number of pupils receiving additional funding. This year, we have applied for and received funding for eight nursery pupils in addition to two nursery pupils already receiving funding. All nursery pupils with FFI are on a 'yes to assess' pathway for an EHCP. This is the highest number of EHCPs in any single year group. Across the school, we are in the process of transitioning FFI funding into EHCPs, which is likely to result in the school having a higher-than-average number of EHCPs across most year groups.

Communication and interaction are the primary areas of need across the school, evidenced by the significant number of pupils receiving E Band funding. Cognition and learning represent the second largest area of need, predominantly encompassing pupils with a diagnosis of dyslexia.

Pupils are placed on our SEND register when they have a diagnosed need and/or are receiving a range of targeted and personalised support. Recognising the unique needs of each pupil, careful consideration is given in collaboration with staff and pupils before any entry onto the SEND register.

Our school is committed to inclusive education, supported by a large and highly skilled team. We dedicate significant time to SEND within our staff meeting schedule, providing whole-school training and fostering collaborative planning to ensure effective assessment and provision for all students. We also prioritise targeted training for staff working with children who have specific medical or complex needs, ensuring they receive the specialised support required.

Please see the Accessibility Policy and SEND and Inclusion Policy ([MWPS Policies](#)) for information regarding :

- *Admission arrangements for disabled pupils*
- *Facilities provided by MWPS to help disabled pupils access the school*
- *Steps MWPS has taken to prevent disabled pupils being treated less favourably than other pupils*

Names and contact information:

- SEND and Inclusion manager (SENDCo): Claire Ranshaw
- SEND and Inclusion Governor: Deborah Kenny

Contact information: FAO Claire Ranshaw/Deborah Kenny - office@manorwood.owlcotesmat.org

School Characteristics

	2021 to 2022	2022 to 2023	2023 to 2024	2024 to 2025
Total number of children on school roll (excluding nursery)	431	429	420	419
Number of children on SEND register for this period.	105	106	98	101
Number of children with EHCPs	5	6	3	5
% of children on school roll SEN	24.4%	24.7%	23.3%	24.1%
National average % of children on school roll with SEN	12% SEN Support 4% with EHCP	13% SEN Support 4.3 % with EHCP	13.6% SEN Support 4.8% with EHCP	19.6% SEND inclusive of EHCPs 4.8% with EHCPs

The number of pupils on the SEND register does fluctuate throughout the year. This is due to children's changing needs / new needs identified and due to mobility.

Education Health and Care Plan inclusive of Nursery:

	2023 to 2024	2024 to 2025
Number of EHCP applications currently in progress	5	3 Finalised 11 Yes to Assess 3 EHC1 referrals made in July 1 EHC1 referral at Mediation Stage.
Number of EHCP applications planned for next year	Following the LA's plan for transitioning from FFI to EHCP EHC1 referrals will be made for pupils without FFI funding (2) and pupils who need the EHCP process now (2)	10
Number of pupils with FFI funding	34	43 11 Nursery Pupils (10 E Band and 1 SENDIF) 32 Reception to Y6 (2 pupils receive 2 bands of funding each)

Breakdown of SEN register by primary category of need

The primary category of need is determined by what the pupil needs the most support with at school.

	2021 to 2022	2022 to 2023	2023 to 2024	2024 to 2025
Communication and interaction	65	53	53	52 11 Nursery
Cognition and learning	33	45	37	29
Social, emotional and mental health difficulties	6	6	5	5
Sensory and/or Physical	1	2	2	4

	2023 to 2024	2024 to 2025
Medical	1	1

Spread of needs across year group

	2021 to 2022	2022 to 2023	2023 to 2024	2024 to 2025
Nursery on SEND register	8	2	4	11
Reception on SEND register	13	8	9	5
Year 1 on SEND register	14	12	10	8
Year 2 on SEND register	15	11	14	10
Year 3 on SEND register	15	18	16	14
Year 4 on SEND register	11	17	16	19
Year 5 on SEND register	10	12	18	18
Year 6 on SEND register	19	21	15	17

Funding Arrangements:

The funding for the financial Year April 23 to March 2024	2023 to 2024
Notional funding received by school	£113,414.48
Number of pupils for whom top up (element 3) funding is being claimed	34
Total funding received by school (top up funding, element 3)	£196,486.00
Total delegated SEND funding received by the school (elements 1,2 and 3)	£309,900.48
Total number of pupils who are eligible for SENDIF Funding	4

The funding for the financial Year 2024-2025 Setting	2024 to 2025
Notional funding received by school	£123,860.96
Number of pupils for whom top up (element 3) funding is being claimed	43
Total funding received by school (top up funding, element 3)	£227,244.00
Total delegated SEND funding received by the school (elements 1,2 and 3)	£351,104.96
Total number of pupils who are eligible for SENDIF Funding	11

Staffing:

Support for all pupils across school is coordinated by the Special Educational Needs Coordinator (SENDCo), Miss Claire Ranshaw. The SEND and Inclusion Manager is supported by:

- Sarah Cromwell (SEND Administrative Support)
- Nim Matharu (DSL, Attendance and Pastoral Lead)
- Mitch Cummins, Emma Fyfe and Evie Taylor (Learning Mentors)

Support staff are allocated to work with pupils who require additional support across school. This support is predominantly carried out within classrooms, ensuring we promote an inclusive ethos.

	Number of Staff	Time
Nursery SENDCO	1	1 afternoon
R to Y6 SENDCO	1	5 days
SEND Officer	1	2 days
Play Therapist	1	1 afternoon
Teaching Assistants	31 (inclusive of nursery)	Mainly full time
Learning Mentors	3	Together = 1 full time mentor
ECAR Teacher and Dyslexia Assessor	1	4 Days

Staff Training and Qualifications (Relating to SEND):

Qualifications Relating to SEND:

	Qualifications
SENDCO	Post Graduate Certificate in SEND
SENDCO	Tier 3 STARS Training
Play Therapist	Post Graduate Diploma in Play Therapy registered with PTUK
Dyslexia Qualified Member of Staff	Level 7 specialist teacher

External Training Accessed:

	Purpose	Staff
SEND Conference	Linked to ADHD and Executive Functioning	SENDCO and Nursery SENDCO
'We're All Neurodiverse Aren't We?' at Leeds Play House.	Guest speakers: Dr Alice Siberry, Doddz, Christine McGuinness, Ellie Middleton and Tumi Sotire. This was an inspirational discussion highlighting that Manor Wood are on the right path in providing inclusive practice for our neurodivergent pupils.	SENDCO and SEND Officer
Training Delivered by Mind Mate: Introduction to Mind Mate and the support booklets Effective Sign Posting for Parent / Carer Mental Health and Wellbeing briefing Anxiety Low Mood Worry/Managing Transitions Understanding Emotions	Mind Mate delivered a training package to equip learning mentors in their new school-based roles.	Learning Mentors
Mental Health Champion Online Course	The Mental Health Champion Online Course empowers individuals to foster positive mental well-being in their environment. Participants learn to recognise signs of mental ill-health and provide initial, non-judgmental support.	Learning Mentors
Team Teach	Support with de-escalation and positive handling	18 Members of staff
Diabetes Training	To develop understanding of Diabetes and how to support children with Diabetes.	5 Members of staff
Stages not Ages Training (SENIT)	To support the small step assessment of pupils working within the Reception and Y1 Curriculum	SENDCO
Accessed the EP Neurodiversity Project	Four families benefited from the EP service's Neurodiversity Assessments and follow-up recommendations. This vital information has directly supported both EHC referrals and ASC / ADHD pathways.	SENDCO with support from the EP service

Accessed the SENDIT Executive Functioning Gaming Simulation Pilot.	We ran an Executive Function Stimulation Pilot, primarily with Year 5, to deepen our understanding of the diverse needs within the cohort and inform future planning. This pilot also helped support some parents navigating ASC/ADHD pathways.	SENDCO with support from SENIT / EFSIM creators.
One Day DSL Refresher	Safe Guarding Training	SENDCO
Coaching	The SENDCO engaged in leadership and work/life balance coaching provided by the Trust.	SENDCO

Training Provided by SENDCO

Training Accessed	Purpose	Staff
Zones of Regulation / Behaviour	Enhancing understanding of Zones of Regulation across the whole school. Developing a consistent whole-school approach to behaviour management, guided by 'When the adults change, everything changes.' Prioritising staff well-being	SENDCO to Whole School
Visual Support Systems	Enhancing Visual Communication Systems Discussed the purpose of school-wide visual communication systems and how we can use Widget software to improve our visual adaptations. Staff were also prepared for a Governors' walk-through focusing on these visual communication systems. The aim was to boost consistency across the school while also highlighting advanced uses for specific, funded pupils	SENDCO to Whole School. Governors Walk Summer 2.
SLE SEND support for Noctua	The SENDCO supported three other schools, assisting them with the provision they had in place to address the increasingly high level of needs entering their schools. She engaged in meetings, learning walks, and observed interventions across all schools before writing a report. The experience was invaluable, revealing the extensive provision and visual communication systems that had been developed across those schools. This experience significantly deepened the SENDCO's knowledge and also allowed her to share the outstanding practices in place at Manor Wood.	SENDCO – Three Schools outside of the Trust
Graduated Approach Staff Meetings	Staff regularly receive dedicated time to collaborate with key team members to review and update Graduated Approaches. The SEND team is actively streamlining these documents where possible, particularly as the number required is growing across the school.	All Staff.

Relevant Data Sets:

Foundation Stage:

EYFS GLD 23 to 24			EYFS 24 TO 25	
	School	National	School	National
All	77%	67.7%	75.4%	68.3%
SEND	13%	19.8%	20%	20.6%

Phonics Screening:

	2023	2024	2025
Y1	5 /9 (56%) of SEND pupils passed the test (of those who took the test)	5/10 (50%) of SEND pupils passed the test 1 pupil was unable to sit the test.	2 Pupils were unable to take the test (1 pupil awaiting an EHCP assessment and 1 pupil not on the register) 7/9 SEND pupils passed the test (63%)
Y2 Retake	2 more pupils passed the phonics retake in Y2 (of those who took the test) 2 pupils were unable to take the test.	4 more pupils passed the phonics retake in Y2	4 out of 6 SEND pupils converted the retake in Y2 (66.6%)

KS2 Data:

2024 to 2025 KS2 SATS Results						
	ARE + SEND	GDS SEND	ARE + All	GDS All	National SEND	National All
Reading	78.3%	34.8%	90%	36.7%		
Writing	73.9%	13%	88.3%	25%		
Maths	73.9%	8.7%	86.7%	21.7%		
RWM	52.2%	0%	75%	6.7%		

2023 to 2024 KS2 SATS Results						
	ARE + SEND	GDS SEND	ARE + ALL	GDS All	National SEND	National All
Reading	64%	29%	85%	38%		
Writing	93%	7%	93%	35%		
Maths	50%	14%	76%	33%		
RWM	50%	14%	72%	16%	20%	61%

Exclusions:

Total number of permanent exclusions (all pupils)	0
Total number of fixed-term exclusions (all pupils)	0
Total number of permanent exclusions (SEND cohort)	0
Total number of fixed-term exclusions (SEND cohort)	0
Total number of school days lost to fixed-term exclusions (all pupils)	0
Total number of school days lost to fixed-term exclusions (SEND cohort)	0

Alternative Arrangements:

Number of SEND pupils who are on a reduced timetable	1
Number of SEND pupils receiving their education off-site	1
Number of SEND pupils who are being taught out of their chronological cohort	3

SEND quality assurance arrangements:**Quality assurance and performance management of support staff, pastoral staff and teachers**

All teachers have performance management objectives and these are reviewed regularly throughout the year by the Headteacher and other members of the Senior Leadership Team. Monitoring of lessons takes place through drop in sessions with a focus on inclusion and provision for pupils with SEND. Monitoring of support staff is carried out through drop ins and observations of interventions. Monitoring is also carried out by analysis of data for pupils with SEND through the use of progression steps. Termly support and review meetings with the SEND team enable teachers to celebrate successes, identify strengths as well as barriers, and to plan next steps in collaboration with parents.

Quality assurance of interventions

Through the whole school monitoring cycle, interventions are observed throughout the year. These can be observations of pupils in the classroom or through observations of specific small group or one to one intervention. Support is provided for any members of staff requiring this, and opportunities are explored for further professional development. This could be within the school or through an outside agency depending on the need. Intervention reports and records are also monitored and tracked to assess progress and impact.

Compliance with statutory duties

The school continues to meet all the statutory duties. Annual reviews for EHCs have been held and paperwork submitted to the authority within the set timescales.

Pupil Voice

Pupil voice is central to our approach to neurodiversity. We've gathered insights through dedicated groups, powerful speeches (available on our website), personal passports, talking mats, and regular check-ins. Crucially, pupils were also involved in a governors' walk-around focused on neurodiversity, ensuring their experiences directly informed our discussions. A summary of their views and the impactful actions we've taken are detailed below.

What is Working Well:

- Neurodiversity (ND) groups are highly valued, providing a space where pupils feel understood and less alone. Several pupils have expressed happiness upon understanding their diagnosis, as it explained difficulties and removed feelings of fault. The cooking groups, accessed by Year 3 and Year 4 ND pupils, have been a real success, fostering an understanding that 'others' brains also work a bit differently' without explicitly discussing differences or their impact.
- Pupils are actively embracing their roles as ND Ambassadors, keen to support their peers and show that 'it's ok to have a difference'. They aim to help others understand their neurodiversity and to not feel alone.
- Pupils articulate a wide range of strengths and passions, including sports (football, running, gymnastics, swimming, cricket, athletics) , creative pursuits (art, piano, acting, singing) , problem-solving , communication , being hardworking and determined , and having a big personality. This is a key aspect of all pupil passports and of the Year 5 and Year 6 ND groups.
- Pupils are finding success with individual strategies, such as using laptops, singing timetables, and benefiting from visual scales to show feelings, pre-warnings for changes, and familiar adult transitions.
- There's a desire for pupils to talk to others with similar diagnoses to better understand themselves and each other.

A bit more work to do around:

- Many pupils voice that they struggle with sensory input and maintaining focus. Experiences include a very busy brain making it hard to focus on lesson, difficulty sitting still, feeling trapped in school, and low tolerance for peer-generated noise, particularly constant small noises.
- Some pupils report intense emotions such as feeling angry when overwhelmed, becoming upset when learning comes too quickly, and frustration when others break rules or do not listen.
- Despite a wider understanding of ND across school, some pupils still feel that they face misunderstanding or negative perceptions at times. Children find comments like 'this is easy' demotivating, and time pressure and being given different work can make some pupils feel inadequate. There has been some unease with regards to adaptations being made for pupils and the response this may elicit from their peers.
- There seems to be less understanding around autism, as the pragmatic difficulties can make school life challenging and their behaviour difficult for others to understand. Some pupils are finding their diagnosis of Autism difficult to see in a positive light.

A few quotes:

'I'm an amazing person! I'm the Y5 Neurodiversity Ambassador as I'm a great inspirational speaker. My role is to help others with differences that might affect their lives. To show them that it's ok to have a difference.'

'I felt that if I joined, I'd get to meet people who are like me – with similar thoughts. It's been nice to talk about my differences. I love the group! It's good that there's less people than there are in the classroom and that everyone is willing to help each other.' (ND Group)

'The thing that makes my brain hurt the most is maths. I'll tried really hard and finally get an answer and then I've not read the question right! I can manage a few more questions and then I feel too angry and need a break.'

A few pupils have shared their intolerance to small noises such as, 'The wiggle cushions make too much noise, and the ear defenders are too big! I found a Lego fidget that a peer was spinning unbearable.'

'People don't understand that you have to work 5 x harder. Sometimes unkind comments are made when we can't keep up.'

Next Steps Following Pupil Voice This Year:

Awareness Assemblies:

- The SENDCO, accompanied by three Year 5 pupils, led an ADHD awareness assembly.
- A former Year 6 pupil returned to deliver a 'Purple Day' assembly
- SENDCO delivered a Dyslexia Awareness assembly.

Response to Specific Pupil Voice:

- Following a Year 5 group ND check-in regarding peer understanding of differences, pupils collaborated with the SENDCO to develop a specific lesson on dyslexia. This lesson consisted of factual information about dyslexia, pupil speeches, a visual stress activity, discussions on what helps and what doesn't, videos, a speech from Mrs. Hayes, and a 'move and learn' facts and myths activity. Pupils supported the SENDCO in delivering this lesson to various year groups at Manor Wood and also visited Morley Victoria to deliver it to two Year 3 groups.
- Additionally, the SENDCO delivered a 'LEANS Want's and Needs' lesson to Year 5 to further develop their understanding of the adaptations required by some pupils.
- We also ordered more discrete eye defenders, which the children love.

Next Steps:

- Develop a comprehensive Neurodiversity (ND) curriculum that meets children's developmental needs from Reception to Year 6.
- Expand and strengthen the ND Ambassador role across the school.
- Ensure pupil voice remains central to the provision provided across the school.

Learning Walks

Two Governor SEND Visits inclusive of Learning Walks:

Autumn Term: Environment and Pupil Voice:

Pupil Voice: Governors appreciated the multiple quotes from children, gathered over several years, demonstrating the ongoing development of neurodiversity awareness. A group of Neurodiversity (ND) pupils enthusiastically shared their personal journeys, discussing what works well, current challenges, and their feelings about their diagnoses. Notably, some pupils chose to attend the discussion without actively contributing, with participation itself being a self-set target for a few.

Learning Walk: The learning walk showcased the different break-out spaces developed to support emotional regulation across the school:

- The Quiet Room is well-established and frequently utilised.
- The Discovery Room, while well-used, requires further development to align with the school's initial vision.
- The Art Studio has been instrumental in re-engaging a pupil with school attendance challenges. It is a well-used space by the ND group and is envisioned to become a whole-school provision in the future.
- The Dark Room is an established space. It needs a door with a window before it can be fully utilised.
- The Learning Mentor space is purposeful, calm, and well-utilised.

The overall school environment was noticeably more low-arousal, inspired by therapeutic classroom principles adapted with a unique Manor Wood approach.

Summer Term: Use of Visuals and Staff Voice:

- Support staff have shown significant progress and positive engagement in adapting to new strategies, including a shift from one-to-one support to a blended model. They reported positive outcomes and a growing understanding of how visual systems support diverse learners. Staff valued dedicated planning time and felt a strong sense of teamwork. Governors noted the consistently positive way the staff team has embraced changes and continued to grow, demonstrating openness even when initially having doubts, and confirming that new approaches are working well.
- The blended support model has strengthened team working, ensuring all staff are familiar with the needs of children with SEND. This consistency mitigates challenges when individual support staff are absent, as children have strong relationships with all team members.

Enhanced Visual Adaptations and Communication Systems:

- Early Years (Foundation Stage Unit): Showed a notable increase in visual support, with mobile packs effectively used in their dynamic setting and consistent imagery on walls.
- Whole-class visual timetables, Colourful Semantics, and Zones of Regulation posters are consistently evident across all classrooms.
- Classrooms showcase a range of effective visual adaptations, including desktop aids, colourful semantic posters, Widget pictures, Steps to Success, and individual visual schedules. These tools are age-appropriate, tailored to children's needs, and appear well-used, particularly in upper KS2 where students can choose their preferred tools.

Areas for Consideration:

- More visibility of visual adaptations in Lower KS2 Lessons: Some lessons in lower KS2 did not lend themselves as well to governors observing visual aids in action. This is an area for future monitoring.
- Teaching assistants expressed a need for protected planning time to continue their effective collaborative work.
- Further Development of Zones of Regulation. While present, there's a need to develop the use of Zones of Regulation posters to be more interactive and purposeful.
- Create a prominent whole-school display dedicated to Zones of Regulation to reinforce strategies and promote shared understanding of emotional regulation.
- Continue to optimise classroom environments to ensure they are low-arousal and purposeful, particularly for pupils with sensory sensitivities.

Stakeholders

Our approach includes a wide range of strategies:

Individual Support and Collaboration

- We maintain an Open-Door Policy—the SEND team welcomes meetings with all parents upon request, meeting and talking to parents daily.
- We involve parents directly in writing Education, Health, and Care Plans (EHCPs), ensuring they are co-produced and reflective of family input.
- We work closely with families to plan and implement graduated approaches, including face-to-face discussions around ECAR and Dyslexia assessments.
- Improvements have been made since our last Ofsted inspection; instead of simply sending home IEPs, we now hold in-person meetings to review and discuss individual plans.
- We support parents through complex transitions, particularly for pupils who experience difficulties with change.
- Our parents are working closely with us in the application processes for additional funding, advocating together for necessary resources.

Engagement and Awareness

- We celebrate Neurodiversity Week and other awareness days, inviting parents to attend performances by neurodivergent pupils and participate in community events, such as our dedicated Neurodiversity Walk.
- We organise and communicate about SEND Sports Activities, fostering inclusion and celebrating pupil achievements (this year 2 x ten pin bowling, panathlon events for KS1 and KS2)

Support and Signposting

- We offer hands-on assistance to parents in completing Disability Living Allowance (DLA) forms, work alongside our parents to make MindMate referrals and support them with the Right to Choose pathways.
- We actively signpost to parent support programs such as Cygnet courses (via our partnership with the Cluster team).
- Our Speech and Language Therapist (SALT) works onsite, engaging with parents and providing written reports to ensure clarity and shared understanding.

Day-to-Day Communication

- The class teacher is usually the first point of contact for parents of all our children and will respond promptly to Seesaw messages, ensuring open, ongoing dialogue between home and school.
- Our Learning Mentors maintain regular, supportive contact with parents to reinforce the home–school partnership.
- We have an effective morning transition support system, where we meet and agree plans with the parents of a significant number pupils who benefit from personalised transition plans.

Access to Learning Tools at Home

- We support our children with opportunities for home learning and provide parents with information and access codes for Nessy and TouchTyping programs, empowering families to support their child’s learning at home.

Partnerships and Pilot Programs

- Implemented a Neurodiversity Pilot Project, involving four pupils and their families to co-create best practices in SEND support.
- We hold regular joint meetings with Cluster representatives to coordinate support through shared referrals and multi-agency working.

Feedback and Impact:

- We frequently receive positive feedback from parents expressing their gratitude for the support they have received from the SEND team.
- Our collaborative work helps us effectively support parents and pupils who are often navigating extremely challenging circumstances related to emotional regulation, anxiety, and school refusal.
- Despite this, a small number of parents indicated in a recent Ofsted questionnaire that they felt their children's needs were not fully understood at school.

Next Steps:

- Invite parents into school for training sessions on neurodiversity and whole-school interventions like Zones of Regulation.
- Introduce termly coffee mornings to foster a stronger sense of community and support among parents regarding neurodiversity.
- Launch a SEND bulletin providing key information from the Local Authority and wider community, alongside neurodiversity updates from within the school.
- Refresh the internal procedure for parents to access support, improving communication and ensuring a clearer understanding of pupil needs.

SEND Action Plan				
MAID	Actions	Outcomes	Budgetary	Timings
Maintain	Statutory Compliance & Documentation Manage all statutory processes: This includes completing funding applications and Education, Health and Care Plans (EHCPs) under the new system, alongside conducting annual EHCP reviews. Maintain essential SEND documentation: Regularly update the SEND register, policy, and whole-school SEND lists to ensure accuracy and compliance. Professional Development & Pupil Understanding Champion neurodiversity understanding: Ensure pupils understand their neurodiversity, focusing on strengths, challenges, and ‘superpowers.’ Actively involve them in the weekly neurodiversity group. Deliver targeted CPD for staff: Provide ongoing professional development with a focus on Zones of Regulation and neurodiversity to ensure staff are well-supported and equipped. Maintain ND Little Adventurers and Cooking Groups in LKS2. Monitoring & Data-Driven Impact Track pupil progress below National Curriculum standards: Review and monitor the use of tools like SENIT DJ, Progression Steps, and Stages not Ages for effective progress tracking. Analyse SEND data: Regularly analyse data for all children with SEND to inform practice. Assess funding impact: Monitor how funding influences the progress and attainment of children with SEND. Facilitate parent review meetings: Ensure staff meet with parents three times a year to review Graduated Approaches.	Funding applications and EHCPs will be completed on schedule, ensuring all deadlines are met. This will secure the necessary funding for the school to effectively support the growing needs of pupils with special educational needs. It will also facilitate the process for families who wish to explore specialist settings. The SEND register, policy, and whole-school lists will be current and accurate, ensuring the school remains compliant with all statutory regulations and internal records are reliable. Empowered Pupils: Pupils will gain a deeper understanding of their own neurodiversity, allowing them to better manage their challenges and recognise their unique strengths. Their active involvement in the neurodiversity group will foster a sense of community and self-advocacy. Staff will be equipped with practical knowledge of Zones of Regulation and neurodiversity. This will enable them to better support pupils' emotional and behavioural needs, creating a more inclusive and effective learning environment. Establish a robust system to monitor and evaluate the impact of SEND provision across the school. This will ensure that teaching is well-informed and targeted, demonstrating a clear, positive impact of funding on pupil outcomes. To manage the growing needs and workload, dedicated time will be allocated for staff and key support staff to complete necessary paperwork. Consistent parent meetings and a dedicated review schedule will strengthen home-school partnerships.	Staff Costings	Ongoing

	Allocate meeting time: Provide additional staff meeting time each term, plus one dedicated school day per term for parent meetings (including Nursery and Reception). Governor focus on SEND need, provision and impact across school. SEND Team & Provision Oversight Maintain essential SEND team capacity: Ensure we retain all Learning Mentors (equivalent to one full-time role) and the SEND Officer (two days), alongside a full-time SENDCO. Oversee evidence-based interventions: Ensure effective, evidence-based interventions are provided across the school, with staff comprehensively trained to deliver them successfully. Key Interventions include: Colourful Semantics, Lightening Squad, Nessy, Plus 1, Power of 2, Zones of Regulation, ECAR, Play Therapy, and visual adaptations/systems (refer to MAID Matrix for ECAR and the Reviews under Interventions for all evidence based interventions). Maintain relevant provision maps: Ensure provision maps are current and aligned with whole-school needs. Collaboration & Networks Build external partnerships: Foster and sustain positive relationships with outside agencies, empowering staff with confidence in the referral process. Facilitate smooth transitions: Liaise effectively with high schools to ensure appropriate transitions for children with SEND. Engage in professional networks: Attend the SEND Network with SENDCOs from the Owlcotes Academy to share best practice and collaboratively address challenges.	Given the significant increase in needs, SEND provision will remain a key focus for Governor oversight. The school will maintain a fully staffed SEND team to meet pupil needs and manage the increasing workload. This will ensure staff have the capacity to provide high-quality support without becoming overwhelmed. Staff will be fully trained and confident in delivering evidence-based interventions. This will lead to improved and measurable outcomes for pupils. Provision maps will be regularly updated to reflect current, evidence-based interventions, ensuring they are precisely aligned with the needs of all pupils. The school will establish and maintain strong relationships with external agencies, giving staff the confidence to make appropriate and timely referrals. Effective liaison with high schools will ensure smooth and appropriate transitions for all pupils with SEND, minimising disruption and anxiety. Active participation in the Owlcotes Academy SEND Network will facilitate the sharing of best practice and enable collaborative solutions to common challenges. This will help to elevate the quality of SEND provision across the trust.		
Amend	Professional Development & Pupil Understanding Amend the current structure of UK2 Neurodiversity groups. The significant increase in pupil numbers, sometimes almost half a class, makes it challenging to consistently manage strength-based projects at this scale and requires a revised approach.	The current structure of the UK2 Neurodiversity groups will be revised to address the significant increase in pupil numbers. The new approach will also expand beyond the group to foster a whole-school understanding of neurodiversity, with neurodiverse pupils actively involved in shaping this process. This will	Cooking Funds	?

	Monitoring & Data-Driven Impact Refine the Graduated Approach format for enhanced consistency. This includes standardising the setting and review of annual goals, improving the recording of next steps, and optimising the digital format (e.g. addressing 'moving boxes' issues). Environment Repurpose the Discovery Room into a Cosy Hub, with the potential to section off a dedicated Learning Mentor space within it. Enhance the Art Studio, establishing a rota for whole-school use to ensure equitable access and maximise its benefits.	ensure that all staff and pupils gain a deeper insight into neurodiversity, promoting a more inclusive and empathetic school environment. To further refine the Graduated Approach format to enhance consistency across all year groups. By standardising the process for setting and reviewing annual goals and improving the recording of next steps, the school will be better equipped to support the increasing number of Education, Health and Care Plan (EHCP) referrals. This is also critical in providing staff with the clear, detailed documentation needed to deliver adapted provision, which ultimately leads to improved outcomes for pupils. The school will repurpose the Discovery Room into a Cosy Hub, providing a dedicated and calming space for pupils. This new hub will also create a purposeful space for the Learning Mentors, ensuring confidentiality and focused support.	£2000 (Estimate)	Staff Meeting to Review Completed by the end of Autumn 1.
Discard				
Introduce	Monitoring & Data-Driven Impact Implement a termly monitoring timetable for data analysis, graduated approaches, and book scrutiny. Provision: Establish a second Learning Mentor room. Parental Understanding & Voice Strengthen parental engagement by working closely with families and establishing a networking group for parents of children with SEND through termly coffee meetings.	Monitoring & Data-Driven Impact This will ensure dedicated time is allocated to these crucial activities. Provision: This will enable two Learning Mentors to deliver impactful sessions simultaneously each afternoon, maximizing pupil support. Parental Understanding & Voice This will foster a supportive community and enhance parental understanding.	£200	Termly

Learning Mentors				
MAID	Actions	Outcomes	Budgetary	Timings
Maintain	Referral process Scaling and review process Three learning mentors Check ins with key pupils Transition support at 8.45am to 9.20am Regular Training Zones of Regulation Groups	The implementation of dedicated Learning Mentors, supported by a clear Referral Process, ensures that pupils' diverse needs are identified systematically and met with targeted, timely interventions. This structured approach leads to enhanced pupil well-being, improved emotional regulation, increased engagement in learning, and a more inclusive and supportive school environment for all.	Three learning mentors equates to a full time TA.	2 LMs every afternoon 1 full day every Friday
Amend	Adjust the timetable to prevent pupils from being withdrawn from core subject lessons. Review and manage learning mentor caseloads to ensure they are manageable and promote consistent support. Currently, two mentors have unmanageable caseloads impacting consistency. Increase learning mentor availability to provide school-wide support for dysregulated pupils. Implement regular monitoring and review meetings for learning mentors. Develop clear communication protocols with parents and pupils regarding exiting support packages.	Ensure consistent pupil access to core lessons, supporting academic progress and preventing knowledge gaps. Enhance school-wide support through increased mentor availability, providing proactive assistance for dysregulated pupils and fostering a calmer learning environment. This will also empower staff and support the wider leadership team in managing dysregulation. Strengthen mentor practice through regular monitoring and review meetings, ensuring accountability and professional growth. Facilitate clearer support transitions by developing communication protocols, ensuring parents and pupils are fully informed when exiting support packages.	Expense of the additional room. Leadership time	Half termly monitoring and reviews: 1 group session 1 individual session
Discard	Morning sessions other than transition sessions Large caseloads Pupils maintaining learning mentors for an indefinite amount of time.	More focused, targeted, and timely interventions for pupils in genuine need, ensuring resources are allocated efficiently and every pupil receives the appropriate level of support for a defined period, fostering greater independence and reducing dependency.		
Introduce	Develop a comprehensive transitional support program, including clear exit strategies and pathways for continued support if a pupil still requires it. Conduct half-termly meetings for all Learning Mentors in addition to individual reviews with the SENDCO or Pastoral Lead. Secure an additional dedicated space for learning mentor activities and pupil support. Implement structured lunchtime clubs facilitated by learning mentors. Provide opportunities for learning mentors to collaborate and share best practices.	Regularly scheduled mentor meetings, an additional dedicated space, and structured lunchtime clubs will strengthen mentor practice and expand accessible, targeted support for all pupils. These enhancements, coupled with collaborative opportunities, will significantly improve the overall effectiveness of our pupil support system.	As above	Introduce during Autumn 1 2025

Key Priorities for 2025-2026

To systematically develop and integrate self-regulation strategies across all year groups, empowering pupils to take greater ownership of their learning and emotional well-being, with targeted support and explicit teaching for children with SEND.

To establish a strategic and efficient system for managing the increasing Education, Health and Care Plan (EHCP) workload. This will streamline the writing process and ensure ongoing provision is delivered effectively and sustainably. The school will be able to meet its statutory duties while successfully supporting the growing number of pupils with complex needs.

To develop and implement a whole-school neurodiversity curriculum that is co-created with the support of our neurodivergent pupils. This will foster a culture of understanding and acceptance, empowering all students to appreciate neurodiversity.

To create and maintain purposeful breakout spaces throughout the school to support pupil regulation and enhance their readiness to learn.

To develop a better partnership with all parents of pupils with SEND needs. This will help grow a shared understanding and build stronger support networks for families.