SEND Annual Report 2025 to 2026

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.

Over the course of the 2025–2026 academic year, the Special Educational Needs and Disabilities (SEND) team addressed a growing scale and complexity of pupil needs across the school. The SEND cohort grew steadily throughout the year as we identified pupils needing extra support

Communication and Interaction continues to be our largest area of need, with cognition and learning representing the next area of greatest need which includes those children with a diagnosis of dyslexia.

The number of active Education, Health and Care Plans within school increased over the year. 7 active plans were in place by the end of the year. This only describes a fraction of the likely number of EHCP's needed across school because of the changes in the funding for inclusion arrangements. We anticipated an increase in the number across school and this is indeed the case. There are 28 pupils within the EHCP assessment process system, who either have a "yes to assess" and are waiting for an Educational Psychologist or have an EHCP in draft.

The number of pupils who receive funding for inclusion (FFI) remained steady with 40 children receiving this top up funding. In addition we secured early SEND Inclusion Funding (SENDIF) for 5 of our Nursery children.

Supporting children who find coming to school challenging was a priority within school. 5 children had active reintegration plans and 2 long term plans were in place to help children rebuild their confidence and attendance. During the year we had 2 short term reintegration plans which resulted in full attendance.

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 children. 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 / sendteam@manorwood.owlcotesmat.org

School Characteristics	2023 to 2024	2024 to 2025	2025-2026
Total number of children on school roll (excluding nursery)	420	419	420
Number of children on SEND register for this period (excluding nursery)	98	101	110
Number of children with EHCPs	3	5	7
% of children on school roll SEN	23.3%	24.1%	26.2%
National average % of children on school roll with SEN	13.6% SEN Support & EHCP 4.8% with EHCP	19.6% SEND inclusive of EHCPs 5.3% with EHCPs	20.2% SEN support and EHCP 6% EHCP

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

Education Health and Care Plan inclusive of Nursery:			
	2023 to 2024	2024 to 2025	2025-2026
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.	28
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	4 eligible for LA EHCP transition programme Plus 6 R-Yr6
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)	**42**

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.			
	2023 to 2024	2024 to 2025	2025-2026
Communication and interaction	53	52 11 Nursery	49
Cognition and learning	37	29	47
Social, emotional and mental health difficulties	5	5	12
Sensory and/or Physical	2	4	6
Medical	1	1	1

Spread of needs across year group	2023 to 2024	2024 to 2025	2025-2026
Nursery on SEND register	4	11	2
Reception on SEND register	9	5	13
Year 1 on SEND register	10	8	9
Year 2 on SEND register	14	10	9
Year 3 on SEND register	16	14	16
Year 4 on SEND register	16	19	19
Year 5 on SEND register	18	18	24
Year 6 on SEND register	15	17	21

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	9

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)	£232,406.00
Total delegated SEND funding received by the school (elements 1,2 and 3)	£335,908.96
Total number of pupils who are eligible for SENDIF Funding	1

The funding for the financial Year 2025 / 2026 Setting	2025 to 2026
Notional funding received by school	£170,131.07
Number of pupils for whom top up (element 3) funding is being claimed	42
Total funding received by school (top up funding, element 3)	£232,058.00

Total delegated SEND funding received by the school (elements 1,2 and 3)	£402,189.07
Total number of pupils who are eligible for SENDIF Funding	5

Staffing:	Number of Staff	Time
Nursery SENDCO	1	Half a day per week
R to Y6 SENDCO	1	5 days
SEND Officer	1	2 days
Play Therapist	1	1 afternoon
Teaching Assistants	29	Mainly full time
Learning Mentors	3	Together = 1 full time mentor plus 1 day
ECAR Teacher and Dyslexia Assessor	1 (supported by 2 TAs 5 afternoons	4 Days

Staff 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

Training Accessed	Purpose	Staff
SEND Conference	Linked to ADHD and Executive Functioning	SENDCO and Nursery SENDCO
BSL training	To learn BSL signs to support a child using BSL to communicate.	2 x TA
Diabetes Training	To develop understanding of Diabetes and how to support children with Diabetes.	TA's working with child
Established Designated Staff in Child Protection 1 day Update	Update designated staff safeguarding training	SENCO

Inclusive Mainstream Practice (Launch)	To understand the new IMP platform for SEND audits and provision	SENCO and SEND Support Officer
Executive Functioning Skills	To understand how teachers can support children with executive functioning differences within a classroom environment	SENCO
Tackling Misongyny	To understand and support a whole school approach to tackling misogyny	SENCO and DSL Lead
Team Teach Level 2	To support with de-escalation and positive handling (including 2 person handling)	SENCO and Deputy

Training Accessed within school	**Purpose**	**Staff and / Parents**
Zones of Regulation / Colourful Semantics Update	Update of changes to Zones of Regulation Whole School (Introduction of whole school lollipop system,, whole school display and individual regulation packs for some pupils. Recap on how Colourful Semantics can be used across school and the visual aids that support this.	SENDCO to Whole School Governors and a SENDCO Network open morning to observe both in practice.
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.
EBSA Part 1 Training (1 of 2 sessions)	An introduction to understanding Emotionally Based School Avoidance (EBSA) and anxiety both at home and at school, including strategies for supporting families. Part two will cover our provision in more detail.	All Staff
Neurodiversity Overview for Parents	This session aims to foster a stronger understanding of neurodiversity across our entire school community. We want to empower parents of neurodivergent pupils with practical insights and validate their experiences, while also increasing awareness for parents of neurotypical pupils about diverse learning styles. By clearly outlining neurodiversity and the adaptations and inclusive practices at Manor Wood, we can provide all parents with a better understanding of our approach, creating more opportunities for them to seek support and partner with us in ensuring every child thrives.	Parents invited to

Zones of Regulation Overview for Parents	To empower parents by providing a clear understanding of the emotional regulation system used within school. By familiarising parents with the 'Zones of Regulation' framework, we aim to foster a consistent approach to emotional support, enabling them to further support their children's emotional well-being and regulation skills both at home and in school. This session will provide a valuable opportunity for parents to connect directly with school staff, discuss any challenges they may be experiencing, and seek guidance on implementing these strategies within their family environment.	Parents invited to
EBSA Coffee Morning 1	We used the MindMate EBSA booklet as a guiding focus point to explore EBSA. Parents had the opportunity to share their experiences, and some of our Year 6 pupils spoke to the group, offering a helpful list of what worked for them and what didn't!	Parents Invited to.
EBSA Coffee Morning 2	Building on our last session, parents of the Year 6 pupils who spoke previously came together with other parents to share their experiences, offer support, and exchange advice. Together, we continued working our way through the EBSA booklet.	Parents invited to
EBSA Coffee Morning with Mindmate	MindMate Support delivered their training on Emotionally Based School Avoidance (EBSA), exploring different levels of support. They offered two sessions: one for families of pupils currently attending school while experiencing EBSA, and another for families with children on reintegration plans.	Parents invited to

Relevant Data Sets:

Phonics Screening			
	2024	**2025**	**2026**
Y1	5/10 (50%) of the SEND pupils passed the screening check. 1 pupil was unable to sit the test	7/9 (63%) SEND pupils passed the screening check. 2 pupils were unable to take the test	6/9 (66%) SEND pupils passed the screening check. 1 pupil was unable to take the test
Y2 Retake	4 more pupils passed the phonic retake at the end of KS1	4 out of 6 SEND pupils converted the retake at the end of KS1	1 out of 4 pupils converted the retake at the end of KS1

Foundation Stage:						
EYFS GLD 23 to 24			EYFS 24 TO 25		EYFS 25 TO 26	
	School	National	School	National	School	National
All	77%	67.7%	75.4%	68.3%	78.3%	72.3%
SEND	13%	19.8%	20%	20.6%	41.7%	

2025 to 2026 KS2 SATS Results (rounded)						
	ARE + SEND	GD SEND	ARE + ALL	GD All	National SEND	National All
Reading	81%	29%	90%	36%		
Writing	43%	0%	73%	12%		
Maths	57%	24%	83%	32%		
RWM	29%	0%	66%	7%		

2024 to 2025 KS2 SATS Results						
	ARE + SEND	GD 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%	88.7%	21.7%		
RWM	52.2%	0%	75%	6.7%		

2023 to 2024 KS2 SATS Results						
	ARE + SEND	GD SEND	Are + ALL	GD 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 suspensions (all pupils)	3
Total number of permanent exclusions (SEND cohort)	0
Total number of fixed-term suspensions (SEND cohort)	2
Total number of school days lost to fixed-term suspensions (all pupils)	4
Total number of school days lost to fixed-term suspensions (SEND cohort)	3

Alternative Arrangements:

Number of SEND pupils on a reduced timetable	7
Number of SEND pupils receiving their education off-site	0
Number of SEND pupils who are being taught out of their chronological cohort	1

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
At our school, pupil voice is at the heart of everything we do. We believe that every child's perspective matters and by actively listening we build a school that is driven by trust, mutual respect, and shared purpose. We listen to our children and here are a few thoughts from just some of the children who are on the SEN who shared their thoughts about school. **What's Working Well** • **Feeling Safe and Cared For:** Pupils told us they feel safe at school and know that adults are always there to look after them. Playing with friends and spending time with key teachers makes them feel happy every day. • **Fun, Hands-On Learning:** Most pupils shared how much they love active lessons like PE, Art, Science experiments, and going on school trips. • **Helpful Classroom Supports:** Many children spoke about how much easier learning feels when they use things like word cards, have access to quiet working spots, cushions, or work in small groups. **A Bit More to Do** • **Tricky Subjects and Too Much Writing:** Several pupils shared that long periods of sitting still, heavy writing, or tricky Maths topics can make them feel tired or confused. • **Waiting for Help:** A few children can feel frustrated when they have to wait with their hand up in class to share ideas or have an answer to a question. • **Playtime Worries:** While most love breaktimes, some pupils sometimes feel lonely when they cannot find a game to join, while others find noisy playgrounds or indoor breaktimes overwhelming. **What the Children Told Us** • **On Learning:** Most children feel really proud when they finish a piece of work and lots of the children love creative subjects like Art. Some children find lots of writing difficult and maths can be tricky. • **On Getting Help:** Children know who to ask when work gets tricky. • **On Feeling Safe:** Lots of our children said they feel safe walking into their classroom and know who to talk to if they are feeling sad. One child shared that quieter classrooms and softer lighting help them feel calm.

- **On Friends and Playtime:** Playing with friends is a highlight for lots of pupils, one pupil shared that they sometimes need some help to find friends to play with.

In the Pupils' Own Words

"Recently it has been nice and dark in the classroom so it has been nice. My cushion has helped — I use it in safe spots across school."

"I'll miss school for 6 weeks because school is the best!"

"I feel proud of what I have learned this year."

"Art is my favourite, I love it. Maths and history are good too."

A bit of advice from our Y6 pupils who have supported school with EBSA provision:

'What helps us most is having a trusted adult, predictable routines, and a soft, quiet arrival at school, using sensory tools like Loops or brain breaks to stay calm. Being rushed, drawn attention to when late, or forced into calming exercises when already in the "red zone" makes things harder. Knowing that staff have read our support passports and having 10 minutes of space when we feel overwhelmed makes all the difference in helping us feel safe and ready to learn.'

"Our day isn't always a straight line — it's often a zig-zag. When small things go wrong, school feels much more daunting."

"When I am in the 'red zone', please don't force a calming strategy on me right away. I need a 10-minute check-in or space first."

Key Priorities for 2026-2027
1. Further enhance universal classroom support to ensure it remains easily accessible for all pupils, enabling us to refine targeted provision for children with EHCPs while maintaining a manageable workload for teaching staff. 2. Embed and expand self-regulation strategies (such as the Zones of Regulation) across all year groups to help pupils deepen their emotional management and learning ownership, backed by explicit, step-by-step support for children with SEND. 3. Continue co-developing the whole-school neurodiversity curriculum alongside our neurodivergent pupils, strengthening a school culture of understanding, acceptance and celebration of different ways of thinking. 4. Strengthen ongoing partnerships with parents of children with SEND, continuing to share effective strategies and build robust support networks for every family. 5. Explore the development of a dedicated inclusive provision space within the school to effectively meet pupils' individual needs while supporting their successful reintegration back into the mainstream classroom as appropriate.