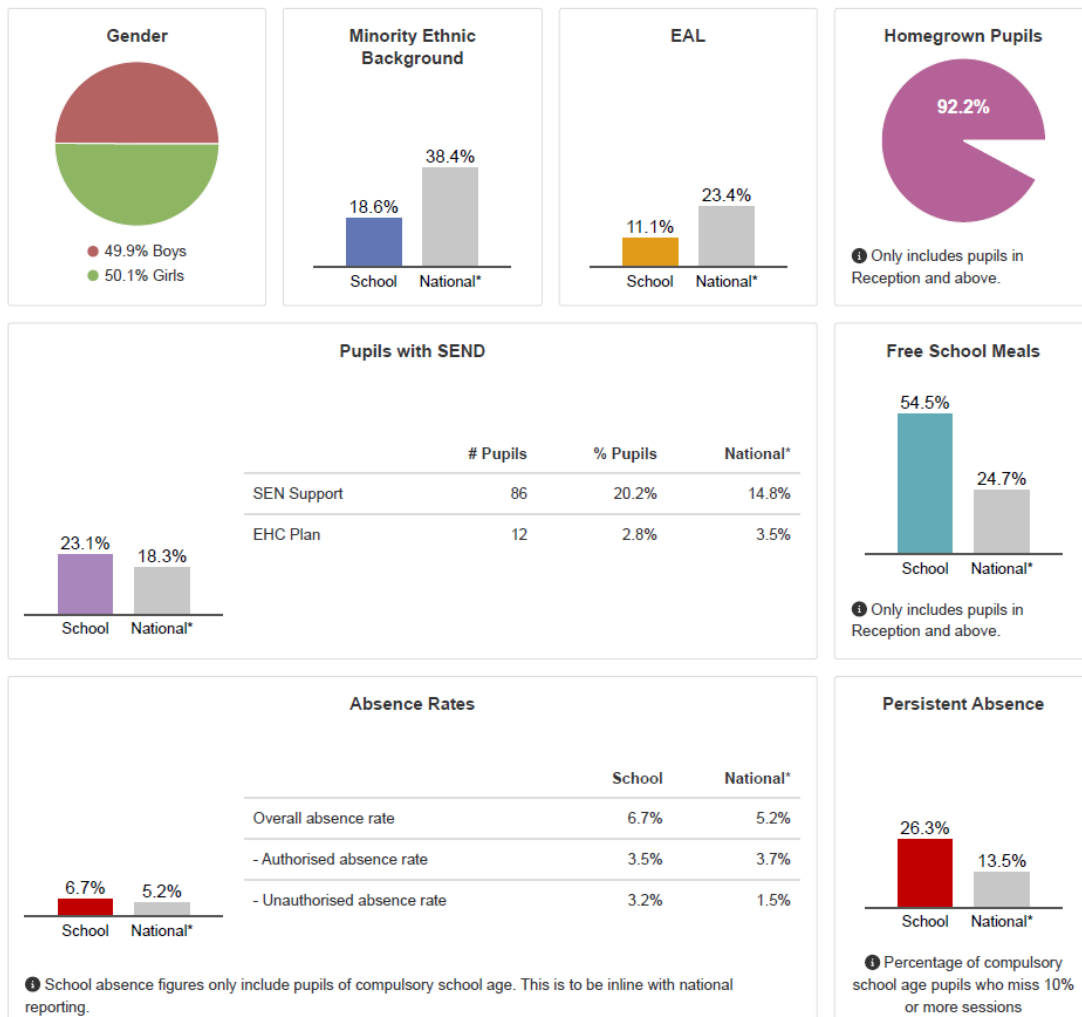




Annual SEN Report Sept 2025

Evaluating the Effectiveness of Beech Hill Primary School's Provision for Pupils with SEND

The Annual SEN Report should be read in consultation with the SEN Information Report, the SEND Policy and the Accessibility Plan.



	Year Groups									
	Pupils	Boys	Girls	EAL	Summer Born	Free School Meals	SEN Support	EHC Plan	Absence Rate	
Nursery 2	27	15	12	2	12	0	0	0	0.8%	
Reception	57	28	29	7	21	18	4	1	1.7%	
Year 1	44	20	24	7	15	22	10	3	7.7%	
Year 2	60	34	26	10	16	39	17	3	6.1%	
Year 3	60	27	33	5	24	36	14	3	7.9%	
Year 4	60	33	27	7	19	38	20	2	6.9%	
Year 5	58	31	27	5	22	31	12	0	5.3%	
Year 6	59	24	35	4	26	33	9	0	6.4%	

Summary of our SEN population:

Our SEN population is higher than the national average, this has again increased this year due to a higher number of SEN children joining our school in early years. Speech and Language is still our highest need for the fourth year running. Most of the SEN needs within SEN support school fall within Cognition and Learning (MLD) and Communication and Interaction (SLCN). Most of our EHCP pupils have a diagnosis of ASD. This year we also have a higher number of children diagnosed or currently being assessed for ASD within our nursery, reception and KS1 cohort. Our SEMH needs are increasing. Therefore we enlisted the services of RISE mental health charity to deliver assemblies and small group support in KS2.

We have a high number of children on the SEN register in EY and KS1. Additional staff have been used in these year groups to support high needs children

SEN Attendance:

SEN- **8.2%** compared to **6.1%** for non-SEN pupils

There is a gap in absence rates between our SEN children and non-SEN children at both a school and local level. Our FSO and attendance officer continue to work with families whose attendance is poor and where appropriate we contact outside agencies to provide additional support with this.

SEN pupil participation:

19 or 20% of our SEN children participate in extra-curricular activities. We also have SEN pupils on our eco committee, school council and year 6 “dream team”. We also have SEN Ambassadors to promote inclusion.

Data:

Key Results - 2024-2025						
Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
KS2 Reading, Writing & Maths combined	% of pupils achieving the expected standard	57	79%	🔵 Above (significant)	62%	89th
KS2 Reading, Writing & Maths combined	% of pupils achieving the higher standard	57	5%	🟡 Below	8%	45th
Multiplication Tables Check (MTC)	% of pupils scoring full marks (25/25)	58	16%	🔴 Below (significant)	~ 38%	12th
Phonics Screening Check	% of pupils passing in Year 1	38	76%	🟡 Below	80%	32nd
Early Years Foundation Stage	% of pupils achieving a Good Level of Development	44	59%	🟡 Below	~ 69%	18th

Staff Training and Expertise:

- Whole school training on Mainstream Guidance and Descriptors of Need – October 2024
- Assistant SENCO worked alongside dyslexia assessors to look through pupil's books and identify children who would benefit from further assessment.
- SENCOs met with our SEN Governor and link school to discuss our SEN procedures and practise.
- Termly monitoring of SEN including curriculum walk, book looks and pupil voice.
- Staff are updated with SEN information on a regular basis (at least termly) in staff meeting times.
- Training in epilepsy delivered through NHS community team.
- EP training on cognition and EAL.
- SENCOs supported another school in North Tyneside on developing inclusive practice.

Working with Outside Agencies

We have a high number of special educational needs within our school and need to draw upon the support and advice from outside professionals and agencies. During 2024-25 we accessed support from the following services:

- Specific Learning Difficulties (Dyslexia) support: This team of highly qualified, experienced specialist teachers offer professional expertise and knowledge and provide assessments, support and advice to SENCOs, teaching/support staff and parents in relation to individual children with specific learning difficulties (dyslexia) and speech and language difficulties.
- SEN Consultancy: Our school bought into the Bronze level service which includes SENCO networks.
- EP service to deliver training on cognition and learning and EAL
- Worked with the SEMH team to work with staff and children to improve well-being
- RISE – delivered 8 weeks of KS2 assemblies on mental health and weekly workshops in Years 5 and 6. This was followed up with some 1:1 and small group work.

Pupils Views:

We collect pupil's views termly on their individual provision maps. They are collected by the Assistant Sencos and are read by the teachers and shared during pupil reviews. Examples of pupil comments from the previous academic year include:

"The best thing about year 6 has been Robinwood, all the activities were fun. I think I have improved my handwriting and gained my pen licence. I haven't really struggled with anything this year and feel very proud of

myself. I feel happy and nervous about moving to high school because there will be more people but I will still have my friends."

"I have enjoyed this term because I found the SAT's challenging but felt confident, I was able to move on to another question if I couldn't answer one. This is an improvement as I would normally struggle to do this. When I start getting negative thoughts it helps to have a bit of quiet time and a hug always helps! I still feel that using my etch-a-sketch to write down my feelings (or draw) helps when I feel overwhelmed."

"I like PE, Literacy, Science and maths. I find it easier to learn 3 spellings each week as it makes me feel more confident."

"I enjoy maths best because it's usually fun because there are less instructions and I like having my friend as my talk partner because she is calm and quiet and helps me when I'm stuck."

"DT and art are my best lessons because they are really fun and I get to make stuff. I really don't like doing geography because I don't understand all the big words. I wish I could be in a smaller group because I sometimes get embarrassed and upset."

"I like my teachers and phonics. My favourite lesson is science, I know lots of things. I want to get better at phonics and reading so I can tell my nana."

"I like school sometimes, I like playing best. I don't like tidying or lining up. If I can't do something Miss Clayton helps me, she helps me to behave and with my reading jobs."

"I just like anything. I love school."

Parents/Carers' Views:

- Parent's views are collected during parent's evenings and reviews and are recorded on children's individual provision maps.
- It is pleasing to hear during reviews that many parents are very appreciative of the work our SEN team do.
- We also held a RISE parent workshop to support mental health.

Next steps:

- Further work with RISE in KS2.

- SEMH training for staff – regulation/co-regulation, PACE and trauma, LEGO therapy.
- Training on asthma
- Develop the use of the Green Room to aide regulation.

Date: September 2025