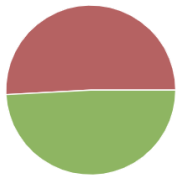
Jennifer Lisle/Julie Kemp September 2026

Annual SEN Report Sept 2026
Evaluating the Effectiveness of Beech Hill Primary School's Provision for Pupils with SEND

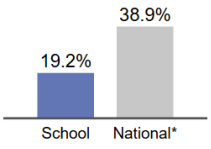
The Annual SEN Report should be read in consultation with the SEN Information Report, the SEND Policy and the Accessibility Plan.

Gender

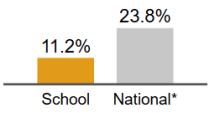


50.9% Boys
49.1% Girls

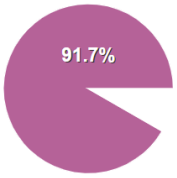
Minority Ethnic Background



EAL

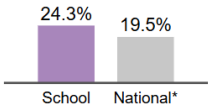


Homegrown Pupils



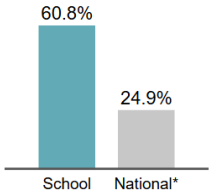
Only includes pupils in Reception and above.

Pupils with SEND



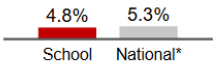
	# Pupils	% Pupils	National*
SEN Support	89	21.7%	15.4%
EHC Plan	11	2.7%	4.1%

Targeted FSM



Only includes pupils in Reception and above.

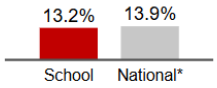
Absence Rates



	School	National*
Overall absence rate	4.8%	5.3%
- Authorised absence rate	2.3%	3.7%
- Unauthorised absence rate	2.5%	1.6%

School absence figures only include pupils of compulsory school age. This is to be inline with national reporting.

Persistent Absence



Percentage of compulsory school age pupils who miss 10% or more sessions

Year Groups

	Pupils	Boys	Girls	EAL	Summer Born	Targeted FSM	SEN Support	EHC Plan	Absence Rate
Nursery 2	26	14	12	2	7	3	3	0	0.0%
Reception	45	22	23	4	18	20	6	0	2.1%
Year 1	58	29	29	7	22	38	10	1	4.5%
Year 2	44	20	24	6	18	29	11	3	0.0%
Year 3	59	34	25	10	23	41	17	2	4.1%
Year 4	60	27	33	5	28	37	12	3	9.6%
Year 5	58	31	27	7	19	36	17	2	2.9%
Year 6	61	32	29	5	27	33	13	0	5.8%

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Ethnicities

	# Pupils	% Pupils
White - British	300	73.0%
Not Set	32	7.8%
Black - African	26	6.3%
Any Other Asian Background	9	2.2%
Any Other White Background	8	1.9%
White and Black African	8	1.9%
Indian	6	1.5%
Pakistani	5	1.2%
Any Other Ethnic Group	4	1.0%
Any Other Mixed Background	3	0.7%
Bangladeshi	3	0.7%
White and Asian	3	0.7%
Chinese	2	0.5%
BBRI	1	0.2%
White and Black Caribbean	1	0.2%

SEND Specific Needs

	# Pupils	% Pupils
Speech, Language and Communication Needs	54	13.1%
Moderate Learning Difficulty	38	9.2%
Social, Emotional and Mental Health	18	4.4%
Autistic Spectrum Disorder	11	2.7%
Specific Learning Difficulty	8	1.9%
Physical Disability	6	1.5%
Hearing Impairment	2	0.5%

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 fifth 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 and also staffed a well-being practitioner for 2 days a week. 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-**6.8%** compared to **5.8%** 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. We complete EBSNA work with those children whose absence is related to anxiety around school.

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:

Jennifer Lisle/Julie Kemp September 2026

Key Results - 2025-2026

Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
KS2 Reading, Writing & Maths combined	% achieving the expected standard	57	58%	Below	63%	34th
KS2 Reading, Writing & Maths combined	% achieving the higher standard	57	4%	Below	9%	32nd
Multiplication Tables Check (MTC)	% scoring full marks (25/25)	60	27%	Below (significant)	~ 43%	23rd
Phonics Screening Check	% passing in Year 1	45	82%	At or above	82%	44th
Early Years Foundation Stage	% achieving a Good Level of Development	30	67%	Below	72%	24th

Key Stage 2

Subject	Statistic	2022-2023		2023-2024		2024-2025		2025-2026		
		School	National	School	National	School	National	Cohort	School	National
Reading, Writing & Maths combined	% achieving the expected standard	-	60%	-	61%	79%	62%	57	58%	63%
Reading, Writing & Maths combined	% achieving the higher standard	-	8%	-	8%	5%	8%	57	4%	9%
Reading	% achieving the expected standard	-	73%	-	74%	86%	75%	57	75%	75%
Reading	% achieving the higher standard	-	29%	-	29%	33%	33%	57	30%	31%
Reading	Average scaled score	-	105.0	-	105.0	106.7	106.0	56	105.4	106.0
Writing	% achieving the expected standard	100%	71%	92%	72%	88%	72%	57	84%	73%
Writing	% working at greater depth	0%	13%	20%	13%	14%	13%	57	4%	13%
Maths	% achieving the expected standard	-	73%	-	73%	86%	74%	57	72%	75%
Maths	% achieving the higher standard	-	24%	-	24%	23%	26%	57	16%	27%
Maths	Average scaled score	-	104.0	-	104.0	105.1	105.0	56	102.5	105.0
GPS	% achieving the expected standard	-	72%	-	72%	89%	73%	57	82%	74%
GPS	% achieving the higher standard	-	30%	-	32%	37%	30%	57	47%	30%
GPS	Average scaled score	-	105.0	-	105.0	108.0	105.0	56	108.7	105.0
Science	% achieving the expected standard	100%	80%	98%	81%	-	82%	56	93%	82%

Phonics Screening Check

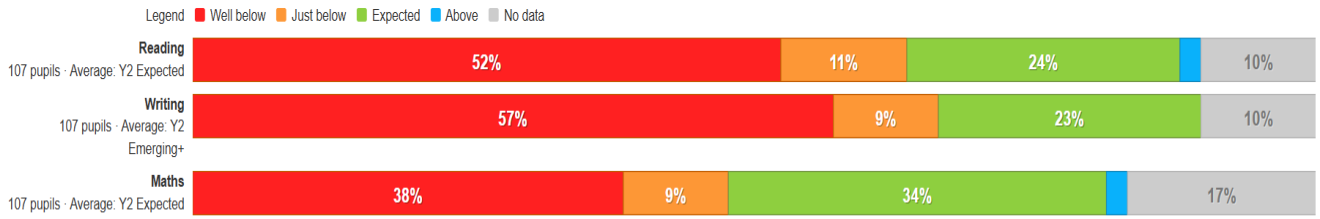
Statistic	2022-2023		2023-2024		2024-2025		2025-2026		
	School	National	School	National	School	National	Cohort	School	National
% passing in Year 1	67%	79%	79%	80%	76%	80%	45	82%	82%
% passing check by end of Year 2	93%	89%	75%	89%	98%	89%	27	100%	89%

Early Years Foundation Stage

Statistic	2022-2023		2023-2024		2024-2025		2025-2026		
	School	National	School	National	School	National	Cohort	School	National
% achieving a Good Level of Development	70%	67%	59%	68%	59%	68%	30	67%	72%
% at the expected level across all early learning goals	70%	66%	59%	66%	59%	67%	30	67%	71%
Average number of early learning goals at the expected level per pupil	15.0	14.1	13.9	14.1	12.7	14.1	30	13.7	14.4

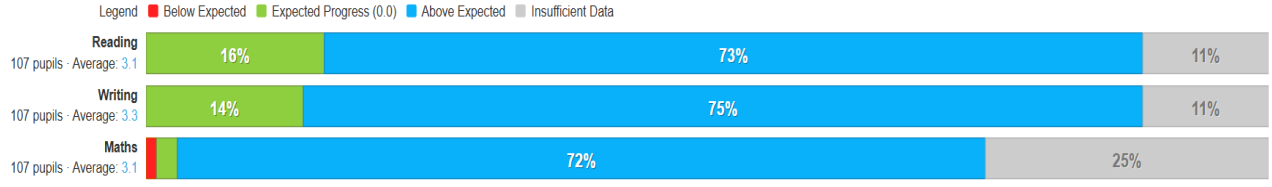
Attainment Overview for Pupils (from 2025-2026) in Years N1–6, with SEN Support or EHC Plan - 2025-2026 Summer 2 - Main Assessment

Print



Progress Overview for Pupils (from 2025-2026) in Years N1–6, with SEN Support or EHC Plan – 2025-2026 Autumn 2 to 2025-2026 Summer 2 Main Assessment

Print



Staff Training and Expertise:

- September 2025 – Support staff training on regulation and co-regulation, delivered by the SEMH Team.
- October 2025 – Teacher training on managing attention-seeking behaviours, delivered by the SEMH Team.
- December 2025 – Support staff training on sensory circuits, delivered by the SEMH Team.
- January 2026 – Asthma and EpiPen training for teaching staff, delivered by the School Nurse.
- March 2026 – Teacher training on Trauma-Informed Practice and PACE, delivered by the SEMH Team.
- March 2026 – Headteacher and SENCOs visited Talbot House to observe approaches to supporting pupils with complex learning needs.
- March 2026 – Support staff training on Lego Therapy, delivered by the SEMH Team.
- April 2026 – SENCO visited Thomas Bewick School to observe provision for pupils with complex learning needs.
- April 2026 – In-house teacher training on using Artificial Intelligence (AI) to support target setting.
- June 2026 – PRICE training for teaching staff, focusing on de-escalation and behaviour support strategies.
- September 2026 – SENCO-led staff training on the effective timetabling and deployment of support staff.
- September 2026 – PRICE refresher training for teaching staff.
- September 2026 – PRICE training for breakfast club, lunch-time supervisors and after-school club staff, focusing on de-escalation and behaviour support strategies.
- September 2026 – Teacher self-guided training on anaphylaxis awareness and management in line with Benedict's Law. Ongoing – Assistant SENCO worked alongside dyslexia assessors to review pupils' work and identify children who would benefit from further assessment.
- Ongoing – SENCOs met with the SEN Governor and link school to review and discuss SEND procedures, provision and practice.
- Termly – Monitoring of SEND provision through curriculum walks, book scrutinies and pupil voice activities.
- Regularly (at least termly) – Staff receive updates on SEND policies, procedures, pupil needs and current practice during staff meetings.
- This demonstrates a commitment to continuous professional development, quality assurance and the ongoing improvement of SEND provision across the school.

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:

- SEN Consultancy: Our school bought into the Bronze level service which includes SENCO networks.
- SEMH outreach team
- Communication and Interaction Team

- Specific Learning Difficulties Team
- Cognition and Learning Difficulties Team
- Speech and language Therapists
- OTs
- Counselling
- Family Support – Galafields
- NHS community teams
- CYPS
- GPs/Paediatrician
- 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. Examples of pupil comments from the previous academic year include:

"I like playing with my friends."

"My favourite thing to do at school is coding on the computer. I am good at using the mouse. I am also getting confident at maths and reading."

"I am getting better at playing alongside friends."

"This term I think I have got a lot better at playing football in a team with my friends. Next year I want to get better at facing my fears when I try new things."

"My joined up writing is really good now and I am going to do more of my stories like this in Year 3."

"I enjoy maths, literacy, science, music, PE and football. School is going well and I'm working really hard, my handwriting is really neat. I'm starting to join up letters. I struggle when I haven't finished my work. School helps to teach us how to learn new skills. "

"School is OK, but I really would like more art and crafts, particularly cutting and sticking. I'm really happy, that I improved my timetables, but want to complete all the tables."

"Maths is best subject because we don't have to write much. Literacy is good too because I can be creative when I write stories. I don't like

science as its 2 hours of it and it's long and can get boring. I like box time, playing with things and relaxing."

"I have really enjoyed music and doing the Big Gig. I find writing tricky- it hurts my hand when we write a lot. I would like to be better at reading. I want to read pearl books like my brother."

"My biggest achievement during my time at Beech Hill was winning the Connor Mooney award in 2024. I'm looking forward to new challenges at high 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:

- Publish the school's Inclusion Strategy, clearly outlining how inclusion funding is being allocated to improve accessibility, remove barriers to learning, and ensure that all pupils can participate fully in school life.
- Further develop and embed the use of newly established provision areas, including the sensory room and intervention pods, to provide targeted support for pupils with a range of additional needs.
- Strengthen partnerships with parents and carers through the introduction of SEND working groups, regular SEN coffee mornings, and opportunities for consultation and feedback.
- Monitor the impact of inclusion funding and targeted interventions to ensure resources are being used effectively and are leading to improved outcomes for pupils.
- Continue to build staff expertise and confidence in inclusive practice through ongoing professional development and the sharing of effective strategies across the school.

Date: September 2026