



Lambley Primary School – SEN Report to Governors

Date: December 2025

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1. Overview of SEN Cohort

- Total pupils on SEN register: 29
- High-profile SEN pupils: 4
- Pupils with Education, Health and Care Plans (EHCPs): 6

Categories of need:

- Communication and Interaction: 18
- Cognition and Learning: 4
- Social, Emotional, and Mental Health: 5
- Sensory and Physical: 2

The number of pupils requiring SEN support remains significant, with needs ranging from cognition and learning to complex social, emotional, and physical needs.

2. SEN Funding

- **Total SEN funding 2024/2025:** £47,960 (inc. HLN)
- **Higher Level Needs (HLN) funding:** £33,000

Funding has been used to provide targeted support, staffing, specialist intervention, and improvements to learning environments.

3. External Agency Involvement

The school continues to work closely with a range of agencies to support pupils with more complex needs, including:

- Gedling Area Partnership (GAP)
- Physiotherapy services
- Occupational Therapy (OT)
- 1:1 counselling support

These agencies provide advice, assessments, and direct work with pupils to ensure needs are met appropriately.

4. Provision Within School

- **Forest School:** Offered weekly, supporting wellbeing, emotional regulation, motor skills, and engagement.
 - **Bridging Swimming:** Provided for 2 pupils who struggle to manage a full swimming week.
 - **Off-site education:**
 - 1 pupil attends an off-site Forest School provision one day a week.
 - Early indications show increased academic motivation and improved wellbeing at home.
 - School retains evidence of work set and monitors the arrangement closely.
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5. Improvements to Learning Environment

Significant funding—largely raised by the **Parents and Friends of Lambley**—has been invested into the **Key Stage 1 outdoor area**.

- This enables the school to deliver a play-based curriculum mirroring Early Years provision.
 - This development follows GAP advisory recommendations, ensuring provision is developmentally appropriate rather than age-based.
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6. Challenges Faced During the Year

This academic year has brought several significant challenges:

High-Profile Behavioural Needs

Staff experienced high levels of physical violence, including:

- Hitting
- Biting
- Swearing
- Spitting

Regular multi-agency meetings were held, and external support was requested to ensure safety and continuity of learning.

Pupil Movements

- One high-profile pupil was removed from the school by parents following communication breakdown and is now on a part-time timetable elsewhere.
- Two further high-profile pupils left due to family relocation.

Impact on Staff and Provision

- Staff were frequently required to support children with acute needs, reducing capacity for in-class support and planned 1:1 interventions.

- Additional carer support was needed for two Year 4 pupils with medical and physical needs.

As a result, **overall SEN progress for 2024/2025 was lower than expected**, despite strong effort from staff and support teams.

7. Progress Summary 2024–2025

- Progress for some SEN pupils was **impacted**, primarily due to staffing being diverted to high-need behaviours and medical support.
 - Where interventions and consistent support were maintained, pupils made stable progress.
 - However, the school recognises that the level of need outweighed available capacity.
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8. SEN Management Changes for 2025/2026

To ensure the SEN register is manageable and targeted:

Introduction of a Full-Time Teaching SENCO

Due to the volume and complexity of need, a **full-time Teaching SENCO** is required to coordinate provision, monitor progress, and maintain statutory responsibilities.

New 'Monitoring' Category

Pupils not receiving significant additional interventions beyond Quality First Teaching will be moved to **Monitoring**.

- Parents will receive **half-termly meetings** to review progress and challenges.
- A **Monitoring Form** will record next steps and targets.
- If progress remains inconsistent, pupils will move back to SEN Support with **termly SEN reviews**.

Access to External Support

- Staff may request external advice through online surgeries.
- SENCO will coordinate referrals to specialist agencies when required.

Support Plans

- All pupils on SEN Support have plans created and tracked by the SENCO.
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9. Conclusion

Despite significant challenges, Lambley Primary School remains committed to providing inclusive, high-quality SEN provision.

The school has demonstrated resilience, strong collaboration with agencies, and effective use of funding.

Changes planned for the next academic year aim to improve:

- Capacity
- Monitoring
- Progress outcomes
- Increased staff support
- Parent communication

The Governors are asked to note the pressures on SEN provision this year and the critical need for strengthened SEN leadership and increased staff capacity.

3. Key Achievements

- Most pupils on the SEN register are making good progress against their individual targets.
- Effective use of differentiated teaching strategies and targeted interventions is supporting pupil progress.
- Positive engagement with parents and carers has strengthened home-school support.
- Whole staff training on inclusive teaching and specific needs has been completed this year.

4. Provision and Interventions

- Small group and one-to-one interventions in literacy, numeracy, and social skills.
- Use of educational technology and tailored resources to support learning.
- Access to external specialists, including speech and language therapists and educational psychologists.
- Implementation of Individual Support plans reviewed termly.

5. Challenges

- Limited staffing capacity restricts the expansion of some interventions.
- Supporting pupils with complex needs requires ongoing specialist input and staff training, on the spot adaptations
- Transition support for pupils moving between key stages remains a focus area, especially for those with SEN moving to KS3.

6. Future Priorities

- Continue to develop targeted interventions and monitoring systems to ensure measurable progress.
- Strengthen early identification of SEN to provide timely support.

- Expand professional development opportunities for staff in supporting complex needs.
- Further enhance engagement with parents and external agencies to provide holistic support.

7. Development of SEN

Due to the large number of pupils on the SEN register, changes are required to ensure the workload is manageable. The school currently has a full-time Teaching SENCO to provide the effective coordination, monitoring, and support across school. The level of need across the school is high and the current system is not as effective as the SENCO would like. Taking this into consideration changes are going to be made for the 2025/2026 academic year to lower the workload for the SENCO, ensure more effective monitoring and support for those pupils who need it, time to train and support staff with adaptations and personalisation's. The new method will support teaching staff and enable them to closely monitor progress and report this to parents.

Pupils who are not receiving significant interventions beyond Quality First Teaching will be moved to a new 'Monitoring' category. These pupils will be closely tracked through half-termly meetings with parents to discuss progress and any emerging challenges. A Monitoring Form will be completed, outlining next steps and individual targets.

If progress remains inconsistent, pupils will move to SEN Support, where termly SEN reviews will be held with the SENCO. Where necessary, the SENCO will seek external agency support. All staff can also request external advice independently through online surgeries.

The SENCO will oversee the creation of Support Plans for pupils on SEN Support and will track progress to ensure provision remains effective and appropriate.

7. Conclusion

Lambley Primary School remains committed to providing high-quality, inclusive education for all pupils. SEN provision continues to be effective, with a focus on improving outcomes and ensuring every child achieves their full potential.

Signed:

Rebecca Shardlow

Special Educational Needs Coordinator (SENCO)
