



SEN Update Report to Parents July 2025

This report aims to provide parents with an update about SEN practices at Brewster Avenue Infant and Nursery School. Our school is an inclusive school that aims to involve all pupils in the wider life of the school.

SEN Lead Teacher: Amanda Bull (Deputy Head teacher)

SEN Lead Governor: Sara Basuc

SEN Policy

Our SEN policy and Peterborough SEND Information Hub can be accessed through our school website or a paper copy can be requested through our school office. The policy was last reviewed in September 2024.

Accessibility Plan

Our Accessibility plan was ratified by governors June in 2024 and an action plan devised. It is due to be reviewed Summer 2027. This can be seen on our school website, or a paper copy can be requested through our school office.

Admissions

The Local Authority will admit children with an Education Health and Care Plan which names a school. This will be in addition to any specific arrangements to specialist provision.

Year Group		SEN Support July 2025	EHCP July 2025
Nursery		4	0
Reception		11	2
Year 1		8	3
Year 2		5	3
Communication and interaction	Cognition & Learning	Social Emotional and Mental Health	Sensory and/or Physical
30	2	3	1

Attainment and Progress for children with SEN

Key Stage 1

Progress	Below	Expected	Above
Reading	4%	76%	20%
Writing	25%	71%	24%
Maths	4%	67%	29%

EYFS

Progress	Below	Expected	Above
Comm & Lang	7%	62%	31%
PSED	8%	77%	15%
Physical		69%	31%



We also measure progress against targets set in an 'assess, plan, do, review' cycle on an individual basis. These targets are set and reviewed with parents and where appropriate, children, at least 4 times a year, often more frequently.

Interventions

In addition to quality first teaching from their class teacher, children with SEN continue to be supported in a number of ways, including:

- 1-1 targeted support
- Small group interventions e.g. Attention Autism/Lego based therapy
- Programmes of need provided by external professionals
- Daily sensory circuit
- Social skills groups
- 1:1 therapy
- Access to the sensory room

Pupil Involvement

Where possible, children are involved in setting and reviewing their targets. Where appropriate, they also contribute to their reviews, often using symbols.

Parental Involvement

The support of parents is greatly valued. Parents are invited to set and review targets and plans termly with the SENCo, class teachers and/or teaching assistants.

Annual reviews for children with Education Health Care Plans involve external agencies where relevant and are led by the SENCo or Local Authority SEN team.

Home/School books are used for daily communication when appropriate.

Parents can talk to key staff at the beginning and end of the school day.

We signpost to "Family Voice" and "Little Miracles" local charities who support families of children with SEN.

We are part of the PINS project running from Sept 2024 and 3 informal parent meetings with Family Voice have taken place, jointly with St Augustine's Junior School.

Governor Involvement

SEND Governor Sara Basuc meets with Amanda Bull. During her visits to school she:

- Reviews 'SEN at a glance document'
- Reviews attainment and progress
- Discusses impact of new initiatives
- Reviews individual case studies
- Meets children and observes them learning
- Looks at children's work



Multi-Agency Support

Throughout the year the following professionals have supported pupils with special educational needs in the school:

- Educational Psychologist
- Speech and Language Therapist
- Autism Advisory Team
- LASS (Local area SENII support service) Team
- Occupational Therapist
- Social Workers
- Sensory Impairment Service
- Emotional Health and Wellbeing service.

Transition Arrangements

We work closely with the neighbouring preschools, our feeder junior school and other local receiving primary schools to ensure that there is a smooth transition for all our children with SEN. This includes extra visits to the school for individual children, key staff visiting and observing children in current provision and visual aids such as photobooks and social stories.

This year we also had a dedicated transition officer from the SEND team and support from the Autism Advisory Team.

Attendance

Group	
Whole School	93.11%
SEN	92%
EHCP	91.37%

Budget Allocation

April 2024- March 2025

Income

High Needs top up funding: £54768

Out of county funding: £14063

Low attainment funding: £67800

Total funding: £136632

Expenditure

Salary for dedicated SEN teaching assistants: £217847

SEN resources: £828

Sensory resources: £207

Educational Psychology: £1725

Total: £220607

**Staff Training**

Teaching assistants are constantly developed by working with outside agencies such as Speech and Language Therapists and Specialist Teachers who support children.

The SENCo attends SENCo forum each half term.

Teachers and some support staff attended Emotional Health and Wellbeing Service webinars on the following topics: Autism in Girls, Identifying and Managing Emotional Regulation & Risk and Resilience

All staff are signposted to hub training and are released from class on request to attend.

PINS CPD-Lunchtime Audit by the Autism Advisory team

NHS Online workshops- Food, mood and eating disorder awareness & Impact of Toileting and Sleep on Wellbeing and Attendance

Priorities for 2025-2026

- Working with the Mental Health Support team to support children with anxiety and challenging behaviour