



## SEN Update Report to Parents July 2026

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:** Graham Casey

### 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 2025.

### Accessibility Plan

Our Accessibility plan was ratified by governors June 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<br>July 2026              | EHCP<br>July 2026 |                            |
|--------------------------------------------------------|----------------------|---------------------------------------|-------------------|----------------------------|
| Nursery                                                |                      | 3                                     | 0                 |                            |
| Reception                                              |                      | 10                                    | 1                 |                            |
| Year 1                                                 |                      | 12                                    | 3                 |                            |
| Year 2                                                 |                      | 10                                    | 4                 |                            |
| Communication<br>and interaction<br>(Including autism) | Cognition & Learning | Social Emotional and<br>Mental Health |                   | Sensory and/or<br>Physical |
| 37                                                     | 2                    | 3                                     |                   | 1                          |

### Attainment and Progress for children with SEN

#### Key Stage 1

| Progress | Below | Expected | Above |
|----------|-------|----------|-------|
| Reading  |       | 73%      | 27%   |
| Writing  | 3%    | 73%      | 23%   |
| Maths    | 13%   | 67%      | 13%   |

#### EYFS

| Progress    | Below | Expected | Above |
|-------------|-------|----------|-------|
| Comm & Lang |       | 63%      | 37%   |
| PSED        |       | 63%      | 37%   |
| Physical    | 12%   | 50%      | 38%   |



We also measure progress against targets set in an 'assess, plan, do, review' (APDR) cycles 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 at least and plans termly with the SENCo, class teachers and teaching assistants.

Annual reviews for children with Education Health Care plans involve external agencies as well and are led by the SENCo or Local Authority SEN team.

Home/School books are used for daily communication as 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.

### **Governor Involvement**

The SEN governor meets with Amanda Bull. During their visits to school they:

- Review 'SEN at a glance document'
- Review attainment and progress
- Discusses impact of new initiatives
- Review individual case studies
- Meet children and observes them learning
- Look at 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 Outreach 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 was 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 Autism Outreach.

### **Attendance**

| <b>Group</b> |         |
|--------------|---------|
| Whole School | 93.34 % |
| SEN          | 92.63%  |
| EHCP         | 94.4%   |

**Budget Allocation**

April 2025- March 2026

**Income**

High Needs top up funding: £58283

Out of county funding £14470

Low attainment: £69910

Total: £142663

**Expenditure**

Salary for dedicated SEN teaching assistants: £153003

SEN resources: £1563

Educational Psychology: £975

Total £155566

**Staff Training**

Teaching assistants are continually developed by working with outside agencies such as SALT, Specialist teachers to support children.

SENCO attends SENCO forum each half term.

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

**Priorities for 2026-2027**

- Working with the Mental Health Support team to support children with anxiety and challenging behaviour
- Developing ways of using resources more strategically to support our highest need learners with reduced staffing.