Annual SEND Report 2025-2026

Evaluating the effectiveness of Newburn Manor Primary's provision for pupils with SEND.

The information and data in this report relates to the 2025-2026 academic year. It reflects how school have used SEN funding to meet the needs of our SEN pupils' and it should be read in conjunction with:

The SEN Information Report

The SEN Policy

The Accessibility Plan.

Key Staff:

Special Educational Needs Co-ordinator (SENCO) – Mrs L. Howse

Special Educational Needs Teaching Assistant (SENTA) – Mrs S. Longstaff

Special Educational Needs (SEN) Governor – Mrs H. Close

Context of SEND at NMPS

- Nationally, since 2016, the number of pupils with EHCPs and the number of pupils at SEN Support level of provision has continued to rise each year.
- Over the past 6 years, the number of pupils at SEN Support in NMPS has been within 14% to 17%, slightly above national figures.
- Over the past 6 years, the number of pupils with an EHCP has been within 2.0% to 3.4%, remaining below national figures each year.

Summary of SEN

Number of pupils with SEN	**Sept 2020-2021**	**Sept 2021-2022**	**Sept 2022-2023**	**Sept 2023-2024**	**Sept 2024-2025**	**Sept 2025-2026**
Newburn Manor SEN Support	17% (34/197)	15% (30/200)	15.3% (31/203)	15.1% (31/205)	14.8% (30/203)	16.8% (34/202)
National % of pupils at SEN Support	12.2%	12.6%	13%	13.6%	14.2%	14.8%
Newburn Manor EHC Plans	2.5% (5/197)	2% (4/200)	2% (4/203)	2.4% (5/205)	3.4% (7/203)	2.9% (6/202)
National % of pupils with EHC Plans	3.7%	4%	4.3%	4.8%	5.3%	6.0%

SEN 2025-2026

Number of pupils moving up from SEN Support to EHC plan	**0**
Number of pupils awaiting an EHC assessment (Decision made not to issue a plan)	**1**
Number of pupils added to the SEN register	**6**
Number of pupils removed from the SEN register	**4**
Number of pupils admitted to NMPS with SEN	**1**
Number of pupils with SEN that left NMPS (1 SEN Support)	**1**

SEN Population by Key Stage

EYFS	KS1	Lower KS2	Upper KS2
4	17	5	14

Characteristics of SEND pupils

Boys v Girls

Across 2025-2026, there were 29 boys (61.7%) on our SEN list and 18 girls (38.3%). Nationally, SEN remains more prevalent in boys than girls (70.7% of pupils with an EHC plan, 60.4% of pupils with SEN support are male) but the proportion of pupils with SEN who are female has been growing in recent years.

PP v Non-PP and SEND

There continues to be a strong overlap of pupils identified with SEND needs and pupils eligible for the PPG. Historically, around half of our SEND pupils are also eligible for the PPG. In the past 4 years, pupils who are both SEND and PP have ranged from 42% of the SEND register to 60%. National data for 2025-2026 shows that 45.3% of pupils with an EHC plan and 39.8% of pupils with SEN support are eligible for free school meals. This compares to 22.7% of pupils with no identified SEN.

Profile of SEN pupils

Primary area of need SEN 2025-2026	**% of SEN population**	**% change from 2024-2025**
Cognition & Learning Difficulty (incl Dyslexia)	24%	6.5% ↑
Communication & Interaction	62%	8% ↓
Sensory/Physical Need (Hearing, Vision, Physical need) *	7%	2% ↑
Social Emotional and/or Mental Health Need	7%	0.5% ↓

* There are several pupils across the school with sensory/physical needs but these are not identified as their primary area of need

Attainment July 2026

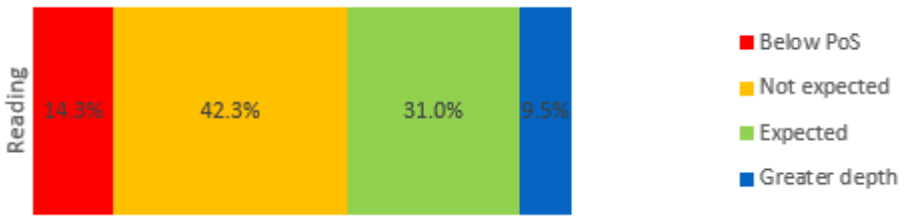
The tables below show the attainment of SEND pupils and non-SEND at the end of KS2 and KS1.

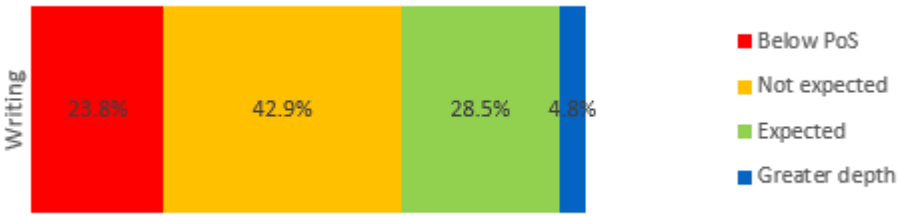
KS2 2026				
	Expected standard +		Greater depth	
	SEND	Non-SEND	SEND	Non-SEND
Reading	78%	93%	22%	40%
SPaG	89%	93%	44%	30%
Writing	78%	90%	22%	20%
Maths	89%	93%	89%	15%

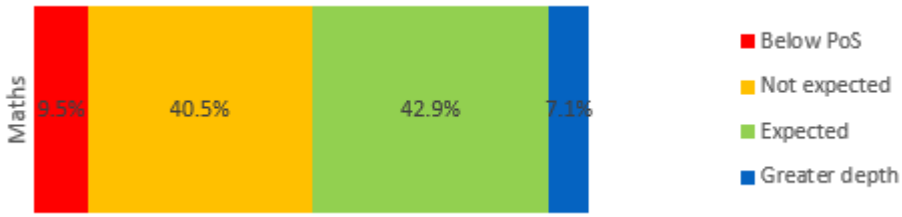
KS1 2026				
	Expected standard +		Greater depth	
	SEND	Non-SEND	SEND	Non-SEND
Reading	60%	85%	20%	15%
Writing	60%	85%	0%	15%
Maths	70%	85%	10%	20%

Number of SEN pupils who achieved GLD at the end of EYFS in July 2026	20% (1/5)
Number of SEN pupils who reached the required standard in the Y1 Phonics Check in June 2026	28.6% (2/7)

The charts below show the attainment of all SEN pupils across the school in July 2026. At the end of the academic year, we had 42 pupils on the SEND register.



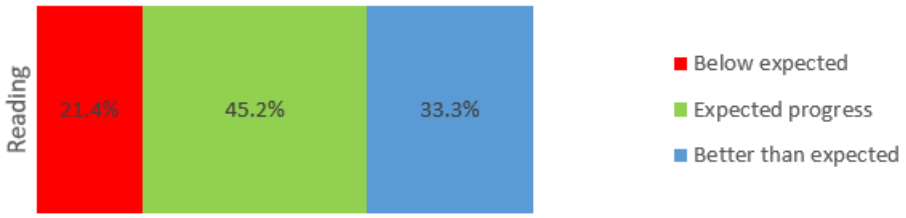


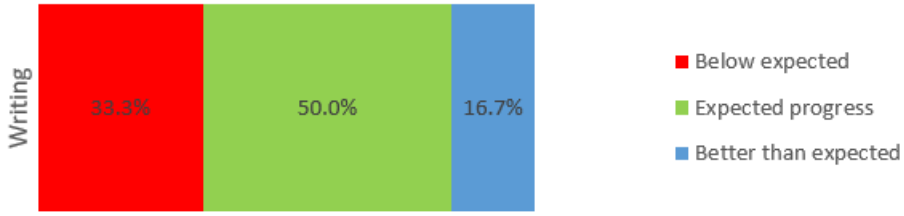


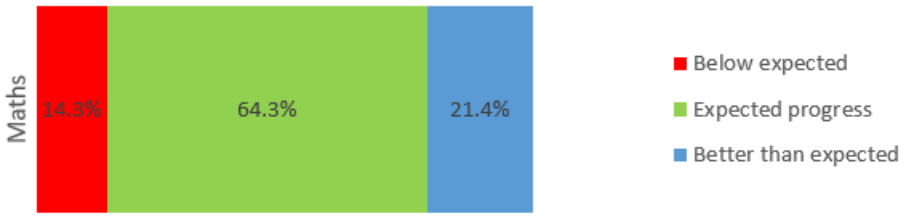
Progress of SEND pupils July 2026

SEN pupils may not always achieve the required standard but they do make good progress from their prior attainment and starting points in school.

The charts below show that the vast majority of SEN pupils made expected progress or better from July 2025 to July 2026.







Deployment of Staff and Resources

The deployment of staff is reviewed continually to ensure the support and staff expertise is matched to the need in each year group. This ensures the maximum impact and progress for SEN pupils and all learners.

- One-to-one provision for learning and behaviour needs
- Additional small group support for English and Maths
- Supporting pupils with specific learning difficulties like Dyslexia through advice from Newcastle Specialist Teachers

- Delivering Speech and Language programmes to individual pupils from Speech and Language Therapy Service
- Providing one-to-one emotional support to individual pupils
- Providing small group intervention for emotional support through our Early Bird ACORNS sessions
- Lego Therapy sessions to develop social communication skills such as sharing, turn-taking, following rules and problem-solving.
- Carrying out phonic and reading interventions in KS1 through the Little Wandle Letters and Sounds Revised programme
- Supporting pupils during less structured times of the day
- Delivering small group handwriting and fine motor skills intervention
- Bespoke small group ACORNS intervention for social, emotional and behavioural needs
- Providing bespoke support to small groups of pupils and individual pupils across the school to enhance progress in reading, writing and maths
- Structured movement breaks for pupils across the school

Teaching assistants do not solely support SEN children. The SENCO and SENTA have supported/assessed many other children during the year that are not categorised as SEN but have additional needs.

Staff training and expertise

During this year, the following training has been undertaken:

- SENCO Network meetings with LA
- SENTA Network meetings with LA
- Annual SEND conference for SENCO
- ONE Trust SENCO Network meetings
- Training for staff on supporting individual pupils with autism
- Delivery of speech and language programmes for staff who support individual pupils
- Mental Health training
- Classroom strategies for supporting pupils with ADHD with Educational Psychologist
- Coaching for staff to support a range of pupils' SEN needs
- Structured Movement Breaks training through SENDOS
- Training for all staff on Descriptors of Need delivered by SENCO
- Training for all staff on Universally Available Provision delivered by SENCO

The deployment of staff is regularly reviewed to ensure that support and expertise is carefully matched to the needs of our pupils at all times.

Work with External Agencies

During the course of the year, we have sought advice from a number of outside agencies in order to support the children at Newburn Manor Primary School with Special Educational Needs and Disabilities, including:

- Speech and Language Therapy
- Occupational Therapy Service
- Educational Psychology Service

- Newcastle and Gateshead Children and Young People's Service (CYPS)
- School Health
- Specialist Paediatric Diabetes Nurses
- Social Care
- Community Paediatrics
- Sensory Support Service (VI and HI)
- Clennell Education Solutions
- Early Help Team
- RISE Team
- Children North East
- Family Partners
- Newcastle SEND information, advice and support service (SENDIASS)
- Newcastle SEMH Team
- Virtual School

Attendance

- The attendance of all SEND pupils was 95.1%
- The whole school attendance was 95.3%
- There have been 0 fixed term exclusions during 2025-2026

FFT attendance tracking data shows Newburn Manor Primary was above the national attendance data for this academic year.

Next steps in training for 2026-2027

- Bespoke coaching for teams of staff working with pupils with sensory needs
- Bespoke coaching for teams of staff working with pupils with speech and language difficulties (SaLT)
- Training for staff on visual resources to support a range of pupils
- Bitesize training for a range of SEN needs for teaching assistants (NASEN, National College)
- SENCO to continue to lead ONE Trust SENCO Networks with SENCO at Knop Law Primary School
- SENCO to attend Local Authority SENCO Networks across the year
- Continued bespoke training for key members of staff around autism and how to support individual pupils' needs – (SENCO and SENDOS)
- SENTA to attend SENTA Networks across the year delivered by Local Authority
- Training through SEMH Team in LA

L. Howse

October 2026