



King Offa Primary Academy

Knowledgeable Opportunity Pride Achievement

Annual SEN Report July 2025

Statistics:

Main area of need as defined by Code of Practice <i>(Department for Education, 2015)</i>	Number of children identified 2024-25	Number of children identified 2023-24
Cognition and Learning	8	7
Communication and Interaction	44	43
Social, Emotional and Mental Health Difficulties	21	25
Sensory and/or Physical Needs	4	3
Total on SEND Register	77	78
% of children on SEND register	18.03%	16.5%
Number of children with EHCP	4 (2 in EHCNA)	3

Year Groups:	SEND data at end of 2023/24	SEND data at end of 2024/25	EHCP Information at end of 2024/25	EHCP Information at end of 2024/25
R	10	6	0	1
Y 1	12	14	0	
Y 2	9	12	0	
Y 3	15	9	0	
Y 4	9	11	1	2
Y 5	7	10	1	
Y 6	13	11	1	
Totals	75	73	3	3 + 1 Nursery + 2 EHCNA +2 EHCPs gained for pupils that have transferred

Government data released in July 2025 indicates that the percentage of pupils in England with SEND support/SEND without an EHC plan is nationally 14.2% up from 13.6% in 2024 and for our school it is 17.6% up from 15.9% for 2023/24. This demonstrates an increasing trend for SEND.



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The percentage of children (16.5 %) on the SEND register at King Offa is above the national average. We remain below the national average for children who have an EHCP at 0.9 %. The national average being 4.8%. The EHCP process takes 20 weeks (and that's without the Tribunal waits – we've had to lodge 3 Tribunals this year). For this reason, it will take longer to see the current positive momentum for SEND in EHCP numbers.

The majority of our SEND learners are children who fall into the communication and interaction category of need. This includes children with *speech and language difficulties (SLCN)* as well as children who have a diagnosis of *Autistic Spectrum Disorder (ASD)*. This is also reflective of the national picture for most common needs for SEND. We have continued to see an increase in the number of children on the SEN register under the category of social, emotional and mental health, which is now our second largest area of need. This has impacted on implementing changes to the provision we provide to meet this need in our school – Pathway has secured EHCPs for our highest need SEMH learners and we will open a new alternative provision in September for learners with SLCN and ASC.

1. Staffing

At King Offa, we have a highly skilled team dedicated to supporting our learners. The SENCo, appointed in September 2024, has transformed the provision for SEN and improved the quality of adaptive teaching overall at King Offa. Our team includes a HLTA who runs Pathway, a Pastoral and Behaviour Assistant, and Teaching Assistants trained to deliver specialised educational programs for students with special needs.

We have 9 Teaching Assistants and an additional HLTA working across all year groups in collaboration with class teachers and under the direction of the SENCO. Our staff is strategically deployed in various roles to ensure we meet the diverse needs of our learners effectively. TAs record and review their interventions on ProvisionMap.

Interventions have included: ❖ Sensory circuits ❖ BRP ❖ Fresh Start ❖ RWI Coaching ❖ Speech and Language Link ❖ Lego Therapy ❖ Time to Talk ❖ Early Writing Group

2. CPD for SEND

All of our staff have had regular training for Daily Supported Reader (DSR) in Key Stage 1 and Destination Reader (DR) in Key Stage 2. As well as regular Read Write Inc phonics training. As part of Aurora Trust, we continue to have support from a specialist maths lead who has also delivered training on Maths Mastery throughout



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the year. We have continued to have CPD during staff meetings which have included Adaptive Teaching, PDA & ODD profiles and writing and reviewing individual support plans.

In addition to the whole school training, several members of our staff team have undertaken training provided by CLASS, SALT, health professionals or by other members of the staff team on the following interventions and medical needs. During the summer term of 2024, Maximising the Practice of Teaching Assistants (MPTA) training has been provided to support staff skills in promoting independence for learners.

3. Review of the past year- initiatives and outcomes from previous LAB report

- The introduction of a SEND clinic to provide additional support for teachers to discuss provision and strategies with the Senco.

This has been introduced as part of procedures/processes, and the visibility and presence of the SENCO. Unfortunately, due to teaching commitments, the SEND clinic is not currently possible to run after school. CLASS delivered a clinic on writing & reviewing ISPs for our ECTs.

TG hopes to recommence this in Term 2.

- The introduction of a 'Pathway to independence' classroom

The Pathway set-up from last year was problematic at the beginning of the year, however we worked with various agencies (Inclusion and Alternative Provision [INCAP], Team Around the School/Setting [TASS] and the Behaviour Network) to make rapid improvements. There is now a strong offer from Pathway in developing the skills needed to be successful in class.

4. Other development in academic year 2024-25

- Strengthening of SEND processes and procedures
- Focus on Universal offer within classrooms
- Deeper staff understanding of SEND and increased confidence
- Redefining Pathway
- Recruitment of new S&L TA

5. Plans for next year (2025/26)

- Launch of The Hub for children with Communication and Interaction needs