



Special Education Needs and Disabilities (SEND)
Governor Report for 2024-2025

Shared with governors October 2025

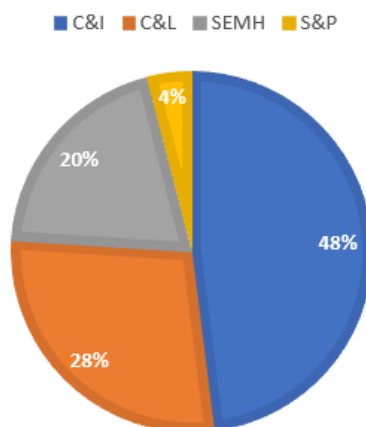
OBS SEND Profile

Key Stage	All Pupils	Pupils identified with SEND		Pupils with EHCP		Pupils with no SEND identified	
	Total OBS	Total OBS	OBS%	Total OBS	OBS%	Total OBS	OBS%
EYFS	103	12	12%	0	0%	91	88%
KS1	116	11	9%	4	3%	101	87%
KS2	247	50	20%	3	1%	194	79%
Total	466	73	16%	7	1.5%	386	83%

Percentage of pupils with SEND at Old Basford school by *primary* type of need. Many children have multiple needs but one 'prime' need.

Area of need	Communication and Interaction (inc ASD)		Cognition and learning (inc SpLD)		Social emotional and mental health		Sensory and or physical	
	Number of pupils	% of SEND	Number of pupils	% of SEND	Number of pupils	% of SEND	Number of pupils	% of SEND
EYFS 12	11 (2 ASD)	91%			1	9%		
KS1 15	10 (3 ASD)	66%			4	27%	1	7%
KS2 53	17 (10 ASD)	32%	22	42%	11	21%	2	4%
Total 80	38 (15 ASD)	48%	22	28%	16	20%	3	4%

DISTRIBUTION OF BROAD AREA OF SEN %



For comparison, taken from latest statistical release (Jan 2025)

[Special educational needs in England, Academic year 2024/25 - Explore education statistics - GOV.UK](#)

Headline facts and figures - 2024/25

EHC plans

482,640

pupils in schools in England. Up by 11.1% from 2024

▶ [What is this EHC plan number?](#)

EHC plans (percent)

5.3%

percent of pupils with an EHC plan. Up from 4.8% in 2024

▶ [What is this EHC percent?](#)

SEN support/SEN without an EHC plan

1,284,284

pupils in schools in England. Up by 3.7% from 2024

▶ [What is this SEN support number?](#)

SEN support/SEN without an EHC plan (percent)

14.2%

percent of pupils with SEN support. Up from 13.6% in 2024

▶ [What is this SEN support percent?](#)

Over 1.7 million pupils in England have special educational needs (SEN)

This is an increase of 93,700 (5.6%) pupils since 2024. This includes the number of pupils with an education, health and care (EHC) plan and the number of pupils with SEN support, both of which continue the trend of increases since 2016.

- The percentage of pupils with an EHC plan has increased to 5.3%, from 4.8% in 2024.
- The percentage of pupils with SEN support (no EHC plan) has increased to 14.2%, from 13.6% in 2024.

The most common type of need for those with an EHC plan is autistic spectrum disorder and for those with SEN support is speech, language and communication needs.

Attendance

Attendance for pupils with SEND (average)	Attendance for pupils with no SEND (average)
92.4%	93.7%

Pupil with SEND above 95%	Pupil with SEND 90- 96%	Pupil with SEND below 90%
48%	26% (19 children)	26% (19 children)

Factors affecting low attendance for pupils with SEND:

- 2 pupils on part-time timetables
- Last year of no fines for term-time holidays for families impacted by SEND
- Medical appointments and impact on sibling attendance
- Anxiety
- Growing numbers of pupils (and families) affected by EBSA
- Late arrival or missed sessions due to SEN-related issues (eg - swimming avoidance)
- Impact of illness of pupils with SEND – likely to take longer absences
- Housing issues

Exclusions

Number of fixed term suspensions for pupils with SEND	Number of fixed term suspensions for pupils with no SEND	Number of permanent exclusions for pupils with SEND	Number of permanent exclusions for pupils with no SEND
23.5 days	3.5 days	2	0

Exclusions and suspensions for pupils with SEND:

- There was an increase in fixed term suspensions overall in 24/25 academic year
- Of 14 separate incidents resulting in fixed-term suspensions, 12 of these involved pupils with nine different pupils with SEND
- 3 pupils with SLCN, 1 pupil with PD/SEMH, 5 pupils with SEMH
- After each fixed-term suspension, a robust package of support and adapted provision has been put in place and for the majority of pupils, this has been effective is no further exclusions.
- Where there have been second incidents, two pupils have gone on to receive permanent exclusions, one is awaiting EHC and is seeking a special school provision. (One no HLN, one allocated minimal A1)
- One child continues to present challenging behaviours and is a priority for continued involvement from wider agencies. (HLN bid declined)

SEND Budget and Spending

Break Down of Additional Higher Level Needs Funding for 24/25:

<p>BAND A Funding set at: A1: 1:2 am and 1:4 pm A2: 1:2 am and 1:3 pm A3 1:2 am and 1:2 pm</p>	<p>Receiving A1: 1 pupil Y3 – required full time 1:1 support well above funding</p> <p>Receiving A2: 1 pupil Y3 – required full time 1:1 support well above funding but significant progress made during Spring and Summer terms</p> <p>Receiving A3: 3 pupils Y2 - 1:1 classroom support 3hrs daily plus break/lunchtime support and Willow remainder of time Y4 – 1:1 support all day well above funding Y4 – individual or group support in morning sessions and as required throughout afternoons</p>
<p>BAND B Funding set at: B1: 1:1 am and 1:4 pm B2: 1:1 am and 1:3 pm B3 1:1 am and 1:2 pm</p>	<p>Receiving B1: 3 pupils F1 – afternoons only 1:2 support (left at Easter) F1 – full time 1:3 support Y1 – Willow full time</p> <p>Receiving B2: 5 pupils F1 – mornings only 1:2 support F1 – mornings only 1:3 support F2 – Willow mornings, 1:2 support in F2 afternoons F2 – Willow mornings, 1:2 support in F2 afternoons Y1 – Blended provision Willow and Y1 1:2 support through day</p>

	Receiving B3: 2 pupils F1 – mornings only 1:2 support Y4 - Willow or 1:1 classroom support
BAND C Funding set at: C1: 1:1 in class, no lunch support C2: 1:1 in class, 1:3 lunch support C3 1:1 all day	Receiving C1: 3 pupils Y1 - 1:1 support all day in Willow (reduced timetable summer term) Y2 - 1:1 support in Willow (reduced timetable, increasing slowly throughout year) Y2 - 1:2 support in Willow all day

Additional staffing for pupils with SEND continues to be large outgoing with a team of 8.5FTE care assistants plus 0.5 TA specifically for supporting individual pupils. This is in addition to year group teaching assistants who also support SEND provision as well as their other roles.

Packages for Autism team, Educational Psychologist service, and Behaviour and Learning support teams are significant but valuable investment.

The Willow enhanced provision has ongoing budget implications for equipment, consumables and improvements to outside area.

Other expenses include:

- Purchase of proprioceptive equipment for sensory room – PE/Sports funding
- Licences for BSquared, Nessy and Imprint (communication software)
- Consumables for SEND provision across school

Achievement of Pupils with SEND

See separate result pages for attainment and progress data

Headlines:

Positives

Attainment

- The gap in attainment between pupils with SEND and with no SEND closes as children move through school.
- Y2 pupils with SEND beginning to show attainment gains in Maths.
- Y3 and Y6 pupils with SEND made gains to close the gap in all subjects.
- Y5 pupils with SEND made gains to close the gap in Maths.
- Reading and Maths are subjects where greater % of pupils with SEND attain ARE.

Progress

- Progress for pupils with SEND in all subjects in F1, Y3, Y4 and Y6 was good or better.
- Writing progress for Y2 SEND pupils was good.
- Maths progress for Y1 SEND pupils was good.

Development

Attainment

- The gap between pupils with and without SEND continues to be wide in all year groups.
- The Y6 cohort for 25/26 has high proportion of pupils with SEND whose levels are significantly below ARE.
- Addressing the basic skills required to achieve in phonics and multiplication checks for pupils with SEND.

Progress

- In F2, progress for pupils with SEND in writing was good and better than in Reading and Maths, perhaps linked to Drawing Club.
- Progress in Reading and Writing in Y1 for pupils with SEND was slow, perhaps linked to three of the eight pupils being significantly below and accessing Willow provision. Staffing changes in the summer term were difficult for some of the other pupils with SEND and impacted their ability to access learning.
- Y4 pupils with SEND made slower progress in Writing and Maths which will be a focus for new Y5 teachers.

Any other developments regarding SEND

The Willow enhanced provision

Having moved into a larger and more central space, the Willow enhanced provision continues to be a successful provision to support the needs of pupils with the highest levels of need with regards to social communication and interaction, learning needs and sensory requirements. This provision has continued to be teacher-led, with a qualified teacher facilitating learning every morning and planning and overseeing afternoon provision.

It continues to offer a whole school inclusion, with six of the nine children accessing time in their own classes at different points throughout the day. The children benefiting from the Willow join in with playtimes, OPAL lunchtimes, whole school events, assemblies, swimming and trips as well as bespoke Willow events too.

Evaluation of the provision shows the following conclusions:

- Children in The Willow make progress in all areas assessed (Communication and Language, Physical Development, PSED, Reading, Writing and Maths).
- Curriculum is matched to the children's needs and is highly personalised to build on their existing skills.
- Pupils have responded well to a familiar routine, systems and staffing.
- Children are kept safe and are well-cared for.
- Nearly all pupils have been able to access their own classrooms as well as The Willow in a relevant and appropriate way.
- Staff have been able to learn from each other, share training and support each other.
- Advice from agencies can impact a wider range of pupils.
- Parents of the children accessing The Willow speak positively about their child's experiences and feel known and supported by staff.
- Classroom teachers have been enabled to focus on their classes without the pressure of planning provision for such diverse needs but still maintain effective teacher/pupil relationships with their Willow children.

Areas for development include:

- Continue development of outside area to maximise learning potential.
- Consistent teacher for The Willow beyond the SENCO – an expansion of the team.
- Managing increasing and diverse needs as The Willow cohort to grow – 5 potential pupils in F2.
- Meeting the needs of two pupils whose behaviours continue to be very physical.

Pupil support plans

These are now an embedded part of OBS SEND provision. Every child on the SEN register has their own individual plan for each term which lays out their strengths, barriers, targets and provision. Time in staff

meeting and assembly times each term enables staff to complete this and review it with pupils, and the plans are shared with parents.

Adaptive Practice

As the number and range of SEN in each class grows, class teachers are increasingly required to be able to adapt their practice in order to meet the diverse needs of their pupils. Ongoing training and support in how best to provide this while at the same time continuing to achieve high standards of academic achievement and personal development has been a focus of monitoring and CPD.

Mental Health and Well-being

The frequency and severity of pupils with mental health difficulties continues to rise and as a school we continue to support pupils holistically as well as academically. Our Zones of Regulation approach is now fully embedded and used by all pupils and staff to support emotion coaching and to teach self-regulation. Working alongside our own pastoral team and two school counsellors, we now have a support worker from MHST (Mental Health Support Team) to work with a large number of pupils and families. Flexible timings, meet and greets, soft starts, body breaks, alternative lunchtime provision and daily check-ins alongside more formal interventions all enable children to thrive.

Ongoing Staff Development

Moving and Handling refresher training – care assistant
Pupil support plans and SMART targets
SEND ‘teach meet’ update after SEN Review Day
Trauma-informed practice
Executive function skills
Reflective peer coaching to review and feedback of pupil support plans
RPI training attended by 15 staff
Support staff supervision
TA pastoral reflective/intervention audit
SENCO attended:
NST Inclusion Network throughout year
Nottingham City SENCO network in conjunction with NASEN
Launch of Neurodevelopmental Support Team
Reflective Practice termly
EHC iDOX Portal training x2

Next Steps

The Willow

- Ongoing support for teacher and wider staff team
- Strategic plan for next year as numbers grow and needs diverge

PINS project

- Involvement in government funded ‘Partnerships for Inclusion of Neurodiversity in Schools’
- Seeking to develop practice and policy for inclusion throughout school, especially beyond The Willow
- Focus on developing stronger links with and greater involvement from parents of pupils with SEND

Achievement of Pupils with SEND

- Maximising progress for all pupils with SEND through effective planning, support and interventions
- Increase academic and wider outcomes for all pupils with SEND
- Develop staff confidence in using a wide range of strategies to support pupils with SEND

Social, Emotional and Mental Health

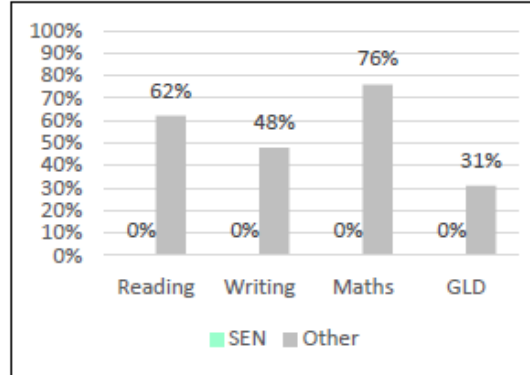
- Support and training for parents in Zones of Regulation approach
- Continue to embed relational practices with policy and practice.

Old Basford School

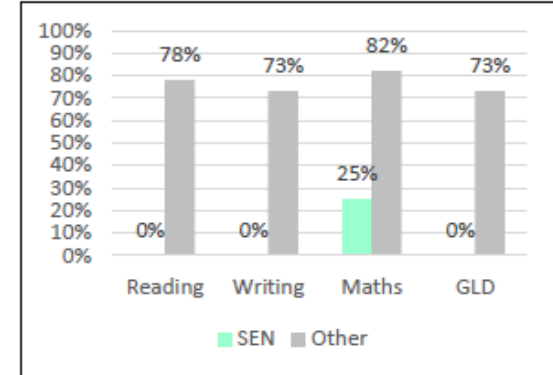


SEN v Other Attainment July 2025

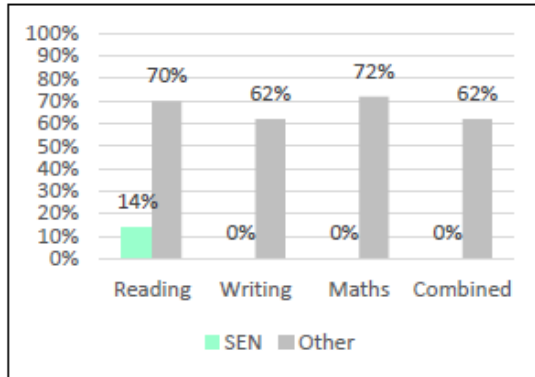
F1



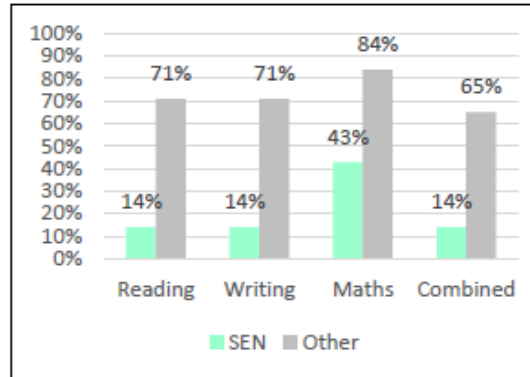
F2



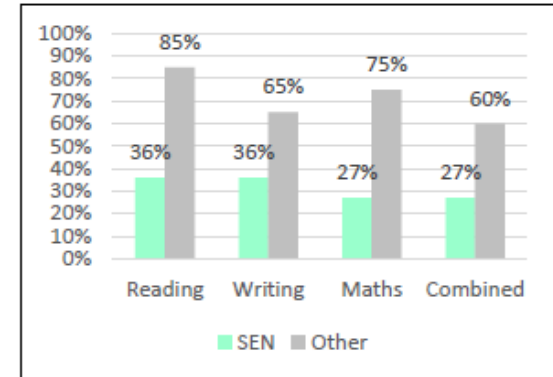
Y1



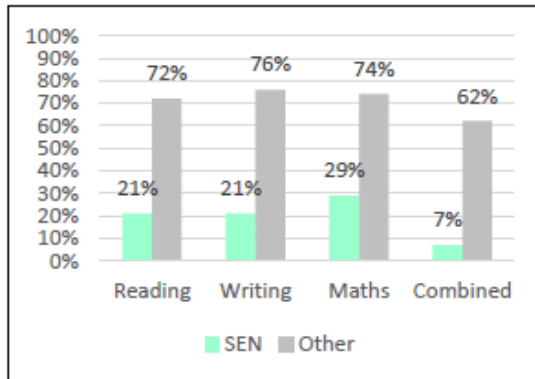
Y2



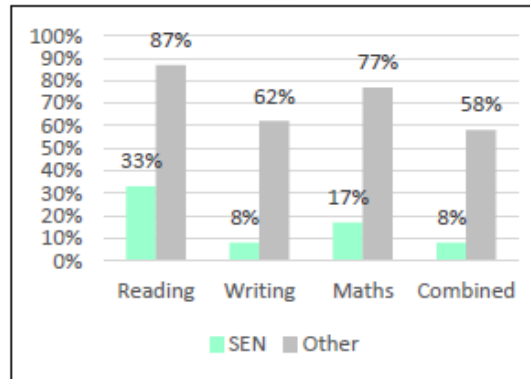
Y3



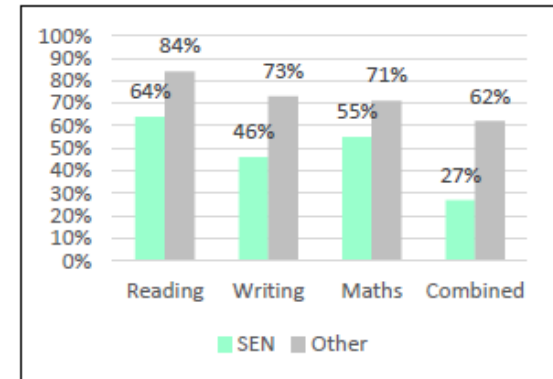
Y4



Y5



Y6

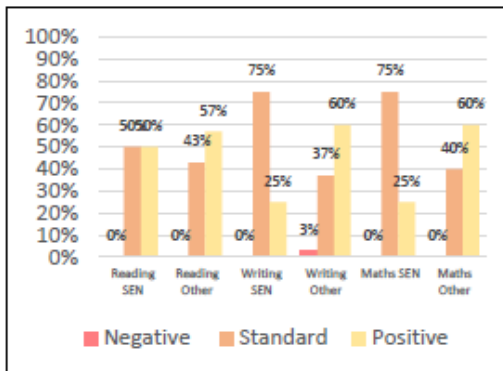


Old Basford School

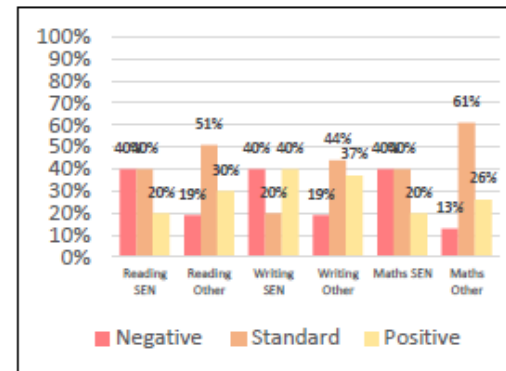


SEN vs Other Progress July 2025

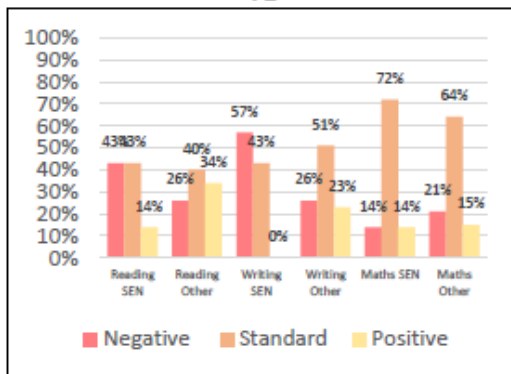
F1



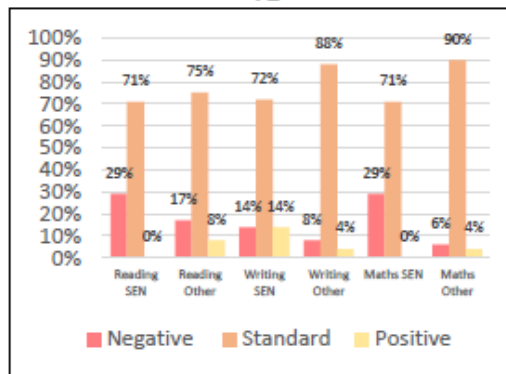
F2



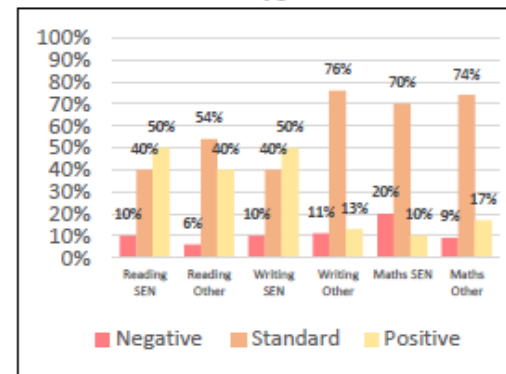
Y1



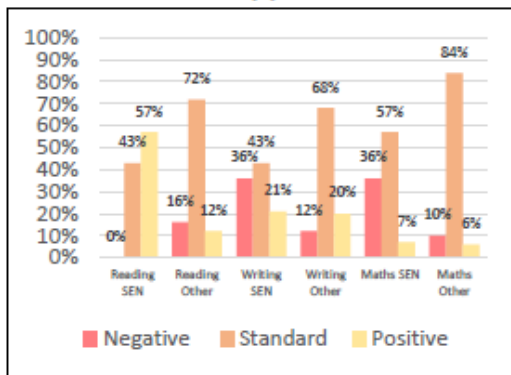
Y2



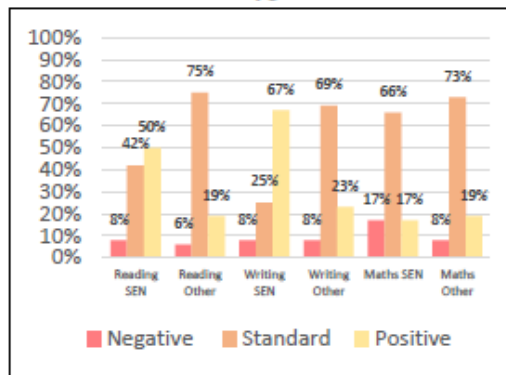
Y3



Y4



Y5



Y6

