



SEND INCLUSION REPORT JULY 2025-2026

Total number of pupils on roll: 431

Total number of SEND children on roll: 66

Total number of children who have an ECHP: 13

Total number of PPG children (including FSM): 28

Objectives of Inclusion – additional provision for PPG and SEND pupils

The purpose of all additional opportunities within Binfield School is to support the most vulnerable learners (PPG and SEND). We try to ensure that interventions are purposeful, measured and structured so as to make best use of support staff and have the best positive impact on children. There has also been a lot of discussion and training around adaptive teaching, behaviour management, barriers to learning and trauma behaviours. This year CPD has been led by outside agencies e.g. EPS as well as in-house by ELSA, DHT and SENDCO, focusing on Behaviour, Autism, Dyslexia and Inclusion.

In terms of progress and attainment data the SEND cohort can often be perceived negatively. It is vital that alternative 'soft' measures should also be taken into account such as pupil feedback and targeted assessments.

Closing the gap is our key objective when planning interventions for SEND pupils. However, SEND children often require much more than purely academic intervention. Across PPG and SEND we have some doubly disadvantaged children.

Remits within the SEND provision include:

- A purposeful Learning Hub and Sensory Space created to meet current needs
- Promoting the wellbeing, self esteem and positive mental health of all pupils.
- Emotional, social and mental wellbeing - including the use of additional therapy centres/resources for example, play therapy, an ELSA member of staff and mentoring.
- Early identification of need, early intervention and use of technology to support learning
- Access to additional activities and sports -both within and outside of school
- Speech and language support and upskilling staff to deliver interventions
- Modelling and support to promote positive behaviour management and use of Behaviour Support Plans
- Access to Educational Psychologists via observations and consultations, supporting staff and children
- Occupational therapy time and/or input e.g. training to staff to deliver interventions
- Unpicking cognitive ability and processing - use of SfL service to carry out assessment
- Behaviour support - links to ELSA training as well as ensuring this occurs through our in-house CPD, utilising support services such as SEMH team and AS for whole staff training.
- In class support through class based LSAs and appropriate computer based interventions
- Lunchtime club support for vulnerable children, providing a quiet space

- Access to KLC to support home learning (after school club) for those that cannot complete homework at home
- ELSA trained staff (x2)
- Family Support Advisor working in partnership with SENDCO and ELSA as part of the Support Partnership Team
- Resources and equipment to support access to learning.
- EBSA training through the EPS (Educational Psychology Service)
- Referring to outside agencies to support the wider family e.g. Getting Help, Early Help, Mental Health Support Team, CAMHS.

PPG funding includes the following provision for vulnerable learners, where appropriate:

- 1:1/small group tutoring and booster groups
- Learning Mentor(s)
- Play therapy/Create Hope where appropriate
- Resources and equipment to support access to learning, including technology
- FSA support - as part of the Support Partnership Team
- Access to KLC to support home learning through HLTA guidance.
- Access to ELSA/Behaviour support
- Laptops provided for home learning
- After school clubs, one paid per year
- Financial payment plans and contribution towards trips
- School uniform

The current PPG Strategy document can be found on our website.

Addressing the needs of the vulnerable learner begins in the classroom.

Every class teacher is responsible for the SEND children within their class. In consultation with the SENDCO, needs are identified and the appropriate support is implemented (see SEND Policy). Quality first teaching is key and there has been ongoing focus on provision through staff CPD as well as LSA training (by DHT and SENDCO) to support the implementation of inclusive classrooms and adaptive teaching. Another focus has been behaviour management as approaches need to be adapted to meet pupils differing needs. A more consistent approach is developing across the school so that the experience of our vulnerable learners is comparable to their peers. Circle time occurs to address issues of mental health and general well-being. Wellbeing and mindfulness is key and incorporated into the learning of all pupils and is within the school ethos. Our school Mental Health First Aiders support across the school for both children and staff.

Tracking of the in-class support is demonstrated through class based provision maps as well as a Learner Profile for every child with SEND. The impact of interventions is reviewed termly. We encourage all staff to be thinking about what is the little bit extra that they do for our vulnerable children? This targeted support should be guided by the class teacher.

Our Inclusion Base (Learning Hub and Sensory space) is well resourced and utilised throughout the school day, to support individual children and small groups. The addition of the Learning Hub and Sensory Street was implemented this year.

Impact of provision

This is measured through academic measures, intervention overviews, wellbeing surveys (ELSA) as well as other soft measures such as children's feedback. We continue to build our tracking measures to broaden out the measure of those vulnerable children and some children have undertaken alternative assessments so that we have social and emotional measures of where they are and have been. A new assessment program is being rolled out next year with the aim of all of these assessment measures being held in one place.

We focus on early reading through the Read, Write, Inc., reading programme and 1:1 RWI tuition to support good progress in reading across the school. The Fresh Start programme has been used in KS2 to continue the RWI. Speedy green word reading is accessible to all children within the school and has developed fluency. Y6 are included in delivering this alongside mentoring younger children.

The provisions relating to our SEND learners for this academic year are detailed below. Interventions accessible via technology devices are used across the school for morning intervention work. This introduction of AI assisted technology has allowed us to track progress over time and run alongside some small group work led by LSAs.

Area of Need	Provision	Objective	Outcome
SEMH	ELSA Full time	To support vulnerable learners by addressing their emotional needs so that they are ready to learn. Focus on recognising emotions, friendships, anxieties and specific 1:1.	 • Emotional wellbeing improved and continued support given. Behaviour support and advice given daily to teachers and LSAs, when necessary. • CPD for LSAs as appropriate • Positive working relationship with SENDCO and FSA to provide targeted support as part of the Support Partnership Team. • Provision is personalised. Sessions delivered either whole group or on an individual need by need basis as it arises • Parents keen for children to have access to this and feedback is positive.
	Mentoring targeted children.	To support vulnerable children to express any concerns or worries so that they feel safe within school and able to achieve.	 • Children's feedback is positive in regard to their having someone to trust within school and time to talk through their concerns. • Parents/carers speak highly of the impact of this.

	Use of our Learning Hub/ Sensory Space (Inclusion base)	Providing a quiet area for personal reflection, calm time and small group emotional work. Soft start/end of the day. A quiet learning space available to those that need it.	Children speak highly of the area Children know where they can go if they need some calm time. A dedicated area for emotional work and support groups. A safe space for our learners to continue to access learning outside of the classroom  •
Cognition and Learning	Focus readers in class Speedy green words	To provide additional support to SEND/PP and vulnerable learners who require additional reading opportunities. Improve fluency of reading across the school	 Additional weekly reading sessions in school (at least x3 weekly) Increased use of AI programs at home to support learning styles eg LEXIA. Children respond well to Y6 helping deliver the speedy green words intervention • • Parents engaged in the variety of learning options available through workshops.
	Booster groups Y6	To offer additional basic skills teaching/tuition	 After school Y6 booster sessions offered alongside 1:1/small group daily Maths group. • Confidence in lessons and SATs results improved.
	KLC (Kids Learning Club)	To provide after school home learning support to vulnerable children to help complete tasks or	 Children's feedback is positive. They enjoy attending. •
		focus on basic skills/ pre-teaching.	• Small groups allow targeted learning to take place. • Confidence has grown in school learning. • Laptops loaned as required.

	In class support	To provide wave 1/2 support. This includes both SEND children and those who are weaker learners 'tails'	 - Technology to support in class interventions is being widely used . - This baseline support is key to promoting the inclusion of SEND children. It cannot always be easily measured (as support could be pastoral) however the current whole school measures are one avenue of potential measure and identification. - Having a familiar adult to talk to daily also encompasses some of the LSA support. <i>We are considering alternative assessment methods for these learners to show small step progress.</i> <i>Assessment of this support could also be made using reference to data of SEND groups in each year but equally the quality of teaching is the responsibility of the teacher.</i> <i>(End of Y6 SATs) x15 SEND children (3 EHCP)</i> <i>% SEND EXP+ (meeting expectations):</i> <i>Reading = 53% (20% GDS)</i> <i>Maths = 40% (20% GDS)</i> <i>SPAG = 53% (7% GDS)</i>
Sensory and Physical needs	Sensory Space, Sensory Street and sensory breaks.	For children to have an outlet for their sensory need such as fiddle toys, movement breaks and/or a sensory box. This is needed so that they can focus upon the learning once back in the room or from their break. Use of our calming, Sensory Space. Provides a soft start/end to the day. Our Sensory Street is accessible to all and older children use this independently	 The complex children with need for a sensory outlet have resources and/or LSA time to address these needs which allows them to later focus on their learning. - OT support/training has also addressed gross motor skills for several SEND children as these can impact their writing - formation and stamina for writing. - Children have access to sensory resources, if needed both inside and outside the classroom. - Children enjoy using the Sensory Street throughout the day

Communication and Interaction	1:1 support following up SaLT advice and practice daily	To support those children who are accessing SaLT through a therapist. School staff trained by therapist to deliver activities and	 • Trained LSAs, work alongside the recommendations from the therapist. • Improved clarity of speech for children in YR and Y1 through 1:1 sessions regularly.
		support to enhance progress.	

Analysis of SEND objectives and outcomes 2025-2026

At Binfield we need to continue to ensure that we are targeting support accurately to ensure that we are supporting our vulnerable learners in the correct way. Need is changing and an array of support will continue to be explored, including the further use of the new technology. Additional ways to assess small step progress for some of these learners is also being explored. In addition to which the reduction of outside support services have precipitated a change in practice in school. With a reduced school budget and less support staff, we are having to provide the support previously accessible through the local authority in house eg EBSA and SEMH support.

The development of our Learning Hub and Sensory Space will continue after review of its current success.

Some of our SEND have displayed challenging behaviours that can only be supported through 1:1 support. The use of our ELSA trained LSA has been used to facilitate this through scheduled sessions. Ongoing staff training and development will be essential to supporting SEND (if not all) children. This includes ensuring continuing CPD for inclusive classrooms and SEND offered to new staff as part of their induction package.

Moving forwards for 2025-2026

- Focusing on the continual need to adapt teaching to meet a wider range of needs within the classroom.
- Focusing on reducing the number of children working below expectations in core subjects, our 'tails'.
- Ensuring positive relationships remain and are a focus across the whole school community, linking to our School Development Plan..
- Developing our Inclusion base (Learning Hub and Sensory Space) to meet need.
- Sourcing a more robust Sensory Street resource as this has been highly effective.
- Introducing our new formal assessment program 'In-Sight' to include all information and small step assessment in one place.
- Focusing on developing the consistent use of AI programs to support e.g. Lexia, Century Tech and monitoring outcomes over time.
- Review of interventions on a termly basis to ensure positive impacts are sustained using the Intervention Overview sheets.
- Embedding the use of our new technology as another Power Tool for Learning.
- The language of learning, growth mindset and our power tools used throughout.
- Quality CPD for the school community with Inclusion as key.

Analysis of PP objectives and outcomes

PP analysis is contained with the Pupil Premium Strategy document that is freely available through the school website. This document is reviewed in December 2026.