The Drive Community Primary School

Special Educational Needs and Disabilities (SEND) Annual Report to Governors

Academic Year 2025-2026

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Executive Summary

This report provides governors with an evaluation of SEND provision, outcomes and strategic developments during the 2025-2026 academic year. It outlines the school's SEND profile, evaluates the impact of provision and interventions, identifies areas of strength and challenge, and sets priorities for future development.

The school continues to demonstrate a strong commitment to inclusive practice, ensuring that pupils with SEND can access an ambitious curriculum alongside their peers. Significant strengths include strong early identification processes, positive parental engagement, effective partnership working with external agencies, improved attendance for pupils with SEND and continued investment in staff development. Increasing complexity of need, particularly in Communication and Interaction, Cognition and Learning and SEMH, remains a key challenge and strategic priority.

School Context

The Drive Primary School is an average-sized primary school situated in Felling, Gateshead, catering for pupils aged 2-11 years. The proportion of pupils eligible for Pupil Premium funding remains above the national average, with 43% of pupils receiving additional funding. The school is committed to ensuring that all pupils, including those with SEND, receive high-quality teaching, appropriate adaptations and access to a broad and ambitious curriculum.

SEND Profile 2025-2026

Whole School Overview

Measure	Number
Total pupils on roll	213
Pupils on SEND Register	44
Pupils on SEND Watchlist	50
Percentage of pupils with SEND	20%

The school continues to support a significant number of pupils with additional needs. Combined SEND Register and Watchlist numbers demonstrate the importance of maintaining robust graduated approach processes and effective early intervention systems.

SEND Register by Year Group

Year Group	Number on SEND Register	Primary Needs Identified
Nursery Starters	3	Communication & Interaction, ASD, Global Learning Difficulty
Nursery Rising to Reception	4	Communication & Interaction, ASD Concerns
Reception	5	Communication & Interaction, SEMH
Year 1	6	Communication & Interaction, Speech & Language, SEMH, Physical/Hearing
Year 2	5	Communication & Interaction, Speech & Language, SEMH
Year 3	7	Cognition & Learning, Communication & Interaction, SEMH
Year 4	0	No pupils currently on SEND Register
Year 5	7	Communication & Interaction, Cognition & Learning, SEMH
Year 6	7	Cognition & Learning, Communication & Interaction, EHCP Needs

Primary Areas of Need

Area of Need	Number of Pupils
Communication and Interaction	18
Cognition and Learning	12
Social, Emotional and Mental Health	11
Sensory and Physical	2

Key Trends

The predominant area of need remains Communication and Interaction, including speech, language and communication difficulties and autism-related needs. Cognition and Learning needs become increasingly prevalent in Key Stage 2, while SEMH needs are evident across all phases of the school.

Emerging Needs and Monitoring Register

Watchlist Profile

Year Group	Number on Watchlist
Nursery Rising to Reception	8
Reception	12
Year 1	6
Year 2	5
Year 3	5
Year 4	4
Year 5	6
Year 6	4

The watchlist demonstrates a high level of emerging need, particularly within Early Years and Reception. Communication and Interaction difficulties, speech and language needs, SEMH concerns and neurodevelopmental differences continue to be the most common presenting concerns.

Attainment and Progress of Pupils with SEND

In the cohort 2025-26, there were 10 pupils with SEND in the Year 6. Two pupils were exempt from accessing the Year 6 statutory assessments.

Measure	SEND	Whole School
Reading ARE	62%	65%
Writing ARE	50%	68%
Maths ARE	50%	72%

Attainment data continues to show a gap between pupils with SEND and their peers in reading, writing and mathematics. However, when viewed alongside pupils' individual starting points and identified needs, outcomes demonstrate that pupils with SEND are making meaningful progress and are increasingly able to access the curriculum successfully.

Reading was the strongest area of attainment, with **62% of SEND pupils achieving the expected standard or above**. This reflects the impact of targeted reading interventions, structured support programmes and high-quality adaptive teaching within the classroom.

In writing, SEND pupils demonstrated **strong progress overall**. This suggests that the combination of personalised support, increased opportunities for scaffolding, and targeted intervention has had a positive impact on pupils' ability to develop and apply their writing skills.

Mathematics remains the area of greatest challenge. While **50% of SEND pupils achieved the expected standard**, progress in mathematics was weaker than in reading and writing. As a result, mathematics has been identified as a key priority for further development. The school is continuing to strengthen adaptive teaching approaches, deliver targeted intervention programmes and provide additional curriculum support to improve mathematical understanding, fluency and confidence.

SEND children were monitored closely against their targets suing our effective Plan Do Review Process. SEN Support Teacher and teachers met termly to discuss targets and progress. Evaluation records on Support Plans prove impact. Overall, the data indicates that, although attainment gaps remain, pupils with SEND are making positive progress from their starting points. The targeted provision, specialist support and inclusive teaching approaches in place are enabling pupils to engage more successfully with learning and achieve improved outcomes.

Attendance

There is a gap between whole school attendance and that of SEND although attendance continues to improve for pupils with SEND.

Group	Attendance
SEND Pupils	91.5%
Whole School	93.6%

Attendance for pupils with SEND has improved from 87.9% in the previous academic year to 91.5%. This reflects the impact of attendance support plans, pastoral support, family engagement and targeted interventions.

EHCP and Statutory Assessment Activity

The school currently has one pupil with an EHCP.

- Four pupils progressing through statutory assessment procedures.
- 3 pupils with EHC Plan's went to be supported in specialist settings in the academic year 2025-6
- 2 EHC Plan's were rejected

SEND Funding and Resources

Funding Used To Support

- SEND Support Teacher.
- Teaching Assistant support.
- Speech and Language interventions.
- Counselling and SEMH provision.
- Specialist equipment and resources.
- Staff training and development.

Quality of Provision and Intervention Impact

The school has continued to implement a range of evidence-informed interventions. These are monitored regularly through pupil progress meetings and intervention reviews.

Key Interventions/Programs

Sounds Write

Improved phonics, reading and spelling outcomes through targeted group and individual support.

Reading Theatre

Supported improvements in reading fluency and comprehension.

Nurture Nest, HUB and Thrive Sessions

Supported emotional wellbeing, regulation and engagement.

Kalmer Counselling

Provided therapeutic support for vulnerable pupils.

Thrive Hub

Supporting pupils SEMH needs

Active Futures

Supported children with Sensory and SEMH needs

Number Sense

Improved understanding of basic Maths skills

Precision Teaching and Speedread High Frequency words

Improved sight vocabulary and spelling

Continuous Professional Development (CPD)

Professional development has remained a key priority throughout 2025-2026 to ensure all staff have the knowledge, skills and confidence required to meet the increasingly diverse needs of pupils with SEND. Training has been aligned to the four broad areas of need identified within the SEND Code of Practice and school priorities.

Communication and Interaction

Training and professional development has focused on improving staff understanding of speech, language and communication needs, autism and inclusive classroom practice. Staff have accessed either individually or all together:

- Attention Autism Training
- Supporting Autistic Pupils with Demand Avoidance
- Supporting Pupils who Present with Features of Demand Avoidance in the Classroom
- PACE Training
- Speak Up Gateshead
- 0-5 SEND Inclusion Network Meetings
- Early Years Conference
- The Unique Child: Child Development from Two to Three
- Julie Mancini Early Years Updates

Impact

As a result of this training, staff have increased confidence in identifying communication difficulties, implementing communication-friendly classroom approaches and supporting pupils with autism and neurodiversity. Early identification of communication and interaction needs remains a strength of the school.

Cognition and Learning

Training has supported staff in developing expertise in literacy, reading development and specific learning difficulties.

Staff have accessed:

- Sounds-Write Phonics Training
- Assessing Reading
- Fluency Intervention Training

- Educational Psychology Coaching: Literacy Barriers (Dyslexic Traits)
- Educational Psychology SEND Training
- SENDCo Network Meetings

Impact

This training has strengthened adaptive teaching practices, intervention delivery and staff understanding of barriers associated with literacy and specific learning difficulties, ensuring pupils receive more targeted and effective support.

Social, Emotional and Mental Health (SEMH)

A significant focus has been placed on developing staff expertise in supporting emotional wellbeing, regulation and behaviour.

Training accessed by some or all staff includes:

- Thrive Training
- Thrive Mentoring
- Positive Handling Training
- SEMH Training
- Melva Training
- Managing Difficult Behaviour and Conversations
- Trauma and Attachment Training
- Educational Psychology Emotional Wellbeing Training
- Identifying Risk and Supporting Resilience
- Cognitive Behavioural Approaches
- Emotion Coaching
- Active Listening and Collaborative Practice with Children
- Belonging Conference
- Educational Psychology Training

Impact

Staff have developed greater confidence in supporting emotional regulation, understanding trauma-informed practice and responding effectively to pupils experiencing social, emotional and mental health difficulties. This has contributed to the development of nurture provision and the successful implementation of regulation strategies across school.

Sensory and Physical Needs

Training has supported staff in understanding the barriers experienced by pupils with sensory and physical needs.

This has included:

- OT/Physio Training

Impact

One of our teacher assistants was able to give physio daily to a child with physical needs and staff were able to support in PE sessions more effectively.

Leadership, Inclusion and Statutory Responsibilities

To ensure effective leadership and statutory compliance, staff have also attended:

- SENDCo Network Meetings
- Inclusion Meetings
- Holding Person-Centred Reviews
- Attendance Updates and Attendance Network Meetings
- CPOMS Training
- DfE White Paper Update and Ofsted Update Session
- Personal Development Network Meetings
- EAL Assessment Toolkit
- EAL in the Early Years Network Meeting
- PSHE Training
- Richard Palmer PSHE Training
- Sexualised Behaviour Training

Both Mrs R Farren and Ms D Tate hold the National Senco Award.

Impact

This training has strengthened leadership capacity, statutory compliance, safeguarding practice, attendance procedures and person-centred approaches to SEND provision. Leaders are better equipped to respond to increasing complexity of need and changes within the national SEND landscape.

Overall Impact of Professional Development

Governors can be assured that the extensive programme of professional development has substantially increased whole-school capacity to identify and support pupils with SEND. Staff confidence has increased across all four areas of need and there is clear evidence that training is influencing classroom practice, adaptive teaching, intervention delivery and inclusion. The school's ongoing commitment to professional development ensures that staff remain well equipped to meet the increasing complexity of SEND within a mainstream setting. SEMH has been our biggest area of training this year. The impact is that staff are more confident in supporting children in this area. More training is planned to support staff in the areas of Dyslexia, Autism and ADHD in the coming year.

Pupil Voice

Pupils contribute to SEND reviews, annual EHC plan reviews and curriculum evaluations. Pupils report that they feel safe, listened to and supported in school. They value their relationships with staff. This is a strength of our school.

Pupils with SEND are actively supported and encouraged to join in with leadership roles in school and are represented where possible in Arts Leader, Sports Leaders, Eco- Warriors, Young Interpreters, School Council and well-being champions.

All pupils in this school join in with our enrichment sessions to encourage them to take part in whole school life, enjoying and thriving.

Children have taken part in questionnaires and learning walks around the school. The children feel that the classrooms are clutter free. They like to visuals time tables and calm down areas. They like that classrooms are quiet and comfortable.

Parent and Carer Voice

Parent engagement remains a significant strength of SEND provision. Parents are actively involved at all stages in reviews, collating information, planning and decision-making.

Parent Survey Findings

- 100% agreed the school provides the support their child requires.
- Parents identified inclusion and nurture as strengths.
- Families reported confidence in staff understanding of SEND.

Safeguarding and SEND

The school recognises that pupils with SEND may be more vulnerable to safeguarding risks. SEND and safeguarding teams work closely together to ensure:

- Effective information sharing.
- Early intervention.
- Multi-agency working.
- Appropriate support for children and families.
- Regular review of vulnerable pupils.

Strengths

- Strong inclusive ethos.
- Effective early identification.
- Robust graduated approach.
- Positive parent feedback.
- Improved attendance.
- Strong external agency partnerships.
- Significant professional development programme.
- Ongoing development of SEND provision and resources.

Areas for Development 26-27

- Further improve outcomes for SEND pupils.
- Continue improving attendance.
- Strengthen Communication and Interaction provision.
- Develop SEMH support further, embedding the Thrive Approach.
- Build staff capacity to meet increasing complexity of need.
- Continue monitoring effectiveness of interventions.
- Improve attendance for pupils with SEND
- Offer further enrichment opportunities for SEND
- Continue developing Quality First Teaching.
- Improve outcomes and independence.
- Strengthen pupil and parent participation.
- Embrace the new government SEND Reform Strategy.
- Children would like to see calm down areas/reading areas in all classrooms.
- Children would like more use of soft lighting and blinds or curtains in all rooms for warmer days..

Conclusion

The overall effectiveness of SEND provision at The Drive Community Primary School remains strong. The school demonstrates effective early identification, a robust graduated approach and a clear commitment to inclusion. Pupils with SEND access an ambitious curriculum, participate fully in school life and receive tailored support that addresses barriers to learning. Parent confidence is exceptionally high, attendance has improved significantly and staff expertise continues to develop. While increasing complexity of need and growing demand for support present ongoing challenges, leaders have a clear strategic vision and the capacity to continue improving outcomes for pupils with SEND.