

# East Peckham Primary School Special Educational Needs and Disability (SEND) Report as of September 2025

*Our aim is to nurture our children, work where they are developmentally, so that they feel safe to take risks and become independent learners*

## Leadership and Management of SEND

SENCo: Kate Worrall, [office@eastpeckhamprimary.org.uk](mailto:office@eastpeckhamprimary.org.uk)

SEND Governor: Wendy Johnson

Table 1

SEN Status	Number	% of whole school	National %
EHCP	2	1%	5.3%
SEN Support (without EHCP)	27	13.4%	14.2%
SEN Combined	29	14%	

We are currently below the National Average.

Table 2

Number of Girls on SEN Register	7
Number of Boys on SEN Register	22

## SEND Register

Table 3

Year Group	SEN Support without HNF	SEN Support with HNF	EHCP without HNF	EHCP with HNF
Reception	0	0	0	0
Yr 1	3	0	0	0
Yr 2	4	0	0	0
Yr 3	4	1	1	0
Yr 4	6	0	0	1
Yr 5	6	1	0	0
Yr 6	2	1	0	0
<b>TOTAL</b>	<b>SEN Support 27</b>		<b>EHCP 2</b>	
<b>Total SEN at East Peckham %</b>	TOTAL 29			

**Priority Needs Analysis Table 4**

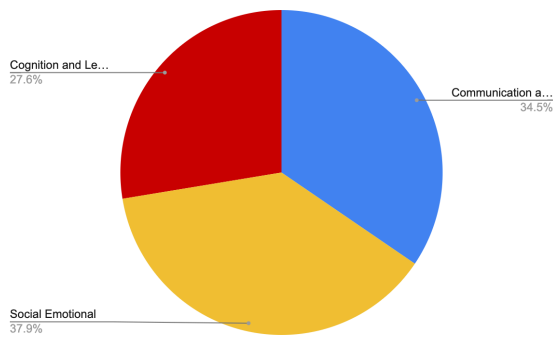
**Priority Need**

From the data our priority areas of need at EP are currently Cognition and Learning and Communication and Interaction.

Year	Cog and Learn	Communication and Interaction	SEMH	Physical Sensory
		Pupils with autistic Profiles	Pupils with ADHD Profiles	
Year 1 Pupil 1		1	2	
Year 1 Pupil 2		1	2	
Year 1 Pupil 3		1	2	
Year 2 Pupil 1	1		2	
Year 2 Pupil 2	1		2	
Year 2 Pupil 3	2		1	
Year 2 Pupil 4	1		2	
Year 3 Pupil 1	2		1	
Year 3 Pupil 2	1	2		
Year 3 Pupil 3	1	2		
Year 3 Pupil 4	1		2	
Year 3 Pupil 5	2	1		
Year 3 Pupil 6	2		1	
Year 3 Pupil 7	2		1	
Year 4 Pupil 1	2		1	
Year 4 Pupil 2		1		2
Year 4 Pupil 3		1	2	
Year 4 Pupil 4	1		2	
Year 4 Pupil 5		2	1	
Year 4 Pupil 6		2	1	
Year 4 Pupil 7	2		1	
Year 5 Pupil 1	2	1		
Year 5 Pupil 2	2	1		
Year 5 Pupil 3		2	1	

Year 5 Pupil 4		2	1	
Year 5 Pupil 5	2	1		
Year 5 Pupil 4	1			
Year 6 Pupil 1	2		1	
Year 6 Pupil 2		1	2	
Priority Need 1	8	10	11	0
Priority Need 2	11	6	10	0
Priority 1 Need	Communication and Interaction/ SEMH			
Priority 2 Need	Cognition and Learning			

PUPILS IN YELLOW ARE WORKING BELOW NATIONAL CURRICULUM AGE IN SOME OR ALL CORE SUBJECTS - READING, WRITING, MATHS. THESE CHILDREN HAVE INTERVENTIONS.



The priority need from the 2024/2025 school year and 2025/2026 school year is very similar. Demonstrating an even split between cognition and learning, communication and interaction, and social, emotional and mental health.

Table 5 - Pie Chart - Priority Area of Need - As of September 2025

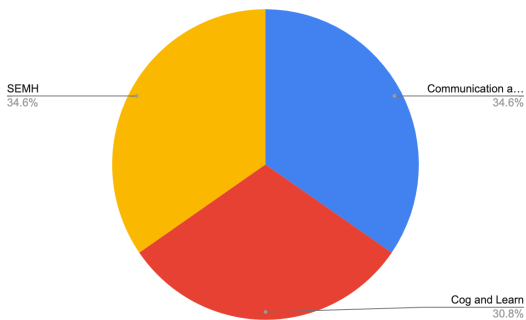


Table 6 - Pie Chart Priority Area of need - As of September 2024

## COGNITION AND LEARNING

16 Children highlighted in yellow in Table 4 are *Working Below* their curriculum year group. These children have access to a number of academic targeted interventions outside of the classroom, they also have additional support so they can work independently within the classroom.

In 2024/ 2025 children in Year 3 and Year 4 who are working below in literacy attended a Specialist SEND Literacy group 5 days per week, to replace their English lesson. This group is run by Miss Worrall (SENCO/ Specialist Teacher) and Mrs Wall (SEND HTLA). This intervention is intended as a boost, to enable pupils to access the learning environment. In 2024/ 2025 all children attending this group made significant progress, at their level, for reading and writing. This will provision will be ongoing next year. Children who attended the group are now back in the classroom, having made accelerated progress.

### Academic support and interventions at East Peckham include.

Pre- and Post- Teaching	Small group/ individualised feedback either before or after the lesson. Specific to the targeted area for groups or individual children.
Scaffolding for writing	Widget writing frames, Widget word banks, colourful semantics, sound buttons, talk buttons (voice recording), Clicker/ google docs (older children), visuals/ photographs, mind-maps to help sequence ideas.  All classes have widget word banks for their non-core subject Tier-3 words. These are accessed by all.
Scaffolding for maths	Maths manipulatives and maths support within the classroom.
Language Intervention	Language Link Group Year R, Colourful Semantics Small group, Individualised Speech and Language bespoke from recommendation for Speech and Language Therapists. Speech and Language LINK therapist - advisory service for school (NEW)
Group/ individual academic support	Reading Intervention Little Wandle Decodable Books (KS1), Better Reading Partnership Intervention (10 weeks, Year 2 and KS2), One to one yearly reading for those working below (ongoing), Little Wandle Phonics Intervention, Little Wandle Rapid Catch-up, SNIP Spelling Intervention, Word Wasp (for individual children in Year 5 and 6), Morphology Intervention (KS2), handwriting interventions.
Specialist Teaching SEND group for pupils in Year 3 and 4 working below curriculum expectations. (SENCO, qualified SpLD specialist teacher and HTLA)  Children will be placed in this intervention for an ongoing period of time	English sessions 5 times weekly. Including  Daily phonics (multisensory)  Daily high frequency words (multisensory)  English lessons - engaging lessons with lots of scaffolding

## SEMH

The offer for pupils with social and emotional difficulties has improved and is now embedded. We now have a robust intervention offer at East Peckham.

**Internal interventions for pupils with SEMH needs (this is open to all children in the school and recommended by school staff.**

Fizzy Cola Club	Emotional Regulation Club (runs throughout the year for KS1 groups and KS2 groups)
Drawing and Talking	1:1 - Trauma informed therapy intervention.
Drawing and Talking Sand Play	Mrs Smith has recently had training and this is new offer to school (NEW)
Resilience Group	6 week group for children who have been identified by their teachers.
Lego Therapy	Run across the school, building on communication skills and turn taking
Bespoke and one-to-one interventions	My Hidden Chimp, Anxiety Gremlin
Soft Landings	We have implemented a soft landing for several pupils, they go to the hub each morning. A member of staff also mans this area after playtime and after lunch so children can have some quiet time.

NHS Wellbeing Team - East Peckham now works very closely with the Emotional Wellbeing Team. We meet with them regularly and have referred a number of children for emotional support. The emotional wellbeing team works closely with parents, liaising with them one-to-one and providing lots of parental training. Parental training also involves face to face and online workshops. So far we have run resilience and behaviour workshops, with more scheduled in the 2025/2026 diary.

ADHD training took place in house, with staff given strategies and advice on how to support pupils in the classroom. Behaviour remains stable across the school. For pupils with significant SEMH needs we are able to implement Inclusion Support Plans, risk assessments, multi-agent involvement. The majority of the children with SEMH as their priority need are open to the Pastoral Team in school and receive support and intervention for social skills and emotional regulation.

## COMMUNICATION AND INTERACTION

Children with Communication and Interaction priority needs can also include autistic pupils or those who have been referred. Those with Speech and Language Difficulties are designated communication and interaction as their priority need, this tends to be pupils who are in EYFS or KS1. Pupils with communication and interaction difficulties get support from adults within the classroom but can also access a range of pastoral interventions. Children with autism are likely to access social skills or emotional regulation groups/ one to one programmes (see above). Children with Speech and Language difficulties are placed in language groups or receive bespoke speech or language intervention based on recommendations from therapists. We have been promoting the use of colourful semantics across the school. Sian Richardson and Kate Worrall attended colourful semantics training which was delivered by the Speech and Language Link NHS Therapy team. This was then cascaded to the teaching staff by Sian Richardson. Embedding colourful semantics is an ongoing area of development this academic year and ties in with our school improvement plan 'to use our words.'

## Targeted Intervention Speech and Language

Language Link Group	All children in Year R undertake a Language Link Screener when they start school. Children identified from the screener take part in the intervention
Speech 1:1	This is often undertaken one to one working with a speech and language therapist (bespoke)
Reading Comprehension/ Language for Thinking	Small group in KS2 to support children with comprehension and receptive language skills. This group is new for 2024
Barrier Games	For key children in school, identified and recommended by Speech and Language Therapist.
Colourful Semantics	In class intervention, guided groups during English lessons.
Pre-teaching and post-teaching vocabulary	All children have word banks with visuals (widget). Some children require extra support to understand these words and use them in context.

## SEN Funding

### Notional SEN budget top up rate working

Notional AEN/SEN Budget	% Allocation	Notional SEN	
Basic Entitlement	5%	£31,525	
IDACI	70%	£17,519	
Ever 6 FSM	70%	£18,627	
Low Cost, high Incidence SEN	100%	£56,157	
Mobility	70%	£132	
Area Cost Adjustment-London Fringe		£0	
Minimum Per-Pupil Level Funding (MPPL)	43%	£0	
Minimum Funding Guarantee (MFG)	43%	£0	
<b>Total (with Area Cost Adjustment if applicable)</b>			<b>£123,959</b>
School Contribution per Pre-16 Pupil			£6,000
Notional AEN/SEN Top Up per Pre-16 Pupil		10%	£0
Maximum Contribution for all Pre-16 Pupils		45%	£55,781

The school also receives High Needs Funding for 5. However funding now changes as of December 2025. Only pupils with an EHCP will get funding. This funding is to provide provision for pupils; intervention and classroom support. In September 2025, to have additional funding schools will need to approach their community of schools for funding.

Pupil 1	£12,358.42
Pupil 2	£6,819.01
Pupil 3	£5,666.07
Pupil 4	£10,073.16
Pupil 5	£12,116.10
Pupil 6	£11,462.16

Monitoring and Review of SEND across the school has taken the following forms this year:

- Analysis of Pupils achieving their Individual Personalised Provision Plan targets. These have been amended to have a pupil profile page that includes a photo, the pupil's strengths and how to help them.
- Pupil Voice included on Individual Personalised Plans.
- Provision Maps - On entry and exit data much improved - to capture those smaller steps
- Classroom observations of SEN provision and monitoring - now three times a year with Wendy Johnson, Governor.
- Subject leaders monitoring books of SEND pupils to ensure scaffolding for their subject is in place, so this monitoring is now a shared objective.
- Data analysis of pupils reaching age related expectations and rates of progress including pre-key standards for those working below. This information is now going on a more centralised form from 2024.
- A robust report system using CPOMS to capture incident and significant behaviours which are shared with DSL, including SENCO
- Centralised List - SEND and Monitoring List of children which is updated termly, giving detailed current information of referrals and status for those children.
- NFER Assessments - this has now been embedded and identifies children working at emerging with interventions implemented
- KS2 - BRP Reading, SNIP Spelling interventions are robustly tracked to measure progress. All children working lower than the 90 standardised on NFER statements are targeted for intervention.
- Little Wandle - All children are tracked and placed in phonics interventions where necessary. When reading children are matched to their phase phonic level.
- Parent Voice - Google form recently sent out to parents with a Nurture/ Wellbeing focus in reflection to the Nurture UK accreditation
- Parent workshop - this has included Dyslexia Workshop, Resilience and behaviour. More workshops are scheduled for the new year.
- NEW - Spelling Shed baseline and exit assessments.

## Areas of strength across the school are identified as:

- Relationship with pupils - As a small school, staff know children very well. Staff understand the importance of building relationships with pupils and parents.
- Scaffolding - this has significantly improved and is now monitored by all subject leaders. Currently used: Widget word banks, writing frames, sound buttons.
- Nurture UK approach and accreditation achieved for over one year.
- Pastoral Support - this continues to be fully embedded.
- SEND Support staff - One support staff now effectively runs Language Link groups in Year R, and runs a number of individual reading interventions for children working below.

- Better Reading Partnership - Reading intervention for pupils in Year 2 (Phase 5 achieved) now have BRP reading intervention. This is now robustly monitored. (Please see below for data).
- SNIP - spelling intervention for KS2 (most Year 3 and 4) is now embedded and tracked. School has a good understanding of those with spelling difficulties and some with possible SpLD.
- Little Wandle - Tracking of children having Little Wandle is now robust and recorded centrally. This has made it easier to identify children who require additional targeted support.
- Courtyard area - has completely embedded.. This area is now used at lunchtime for quiet play, but also used by pupils who are struggling to manage their behaviour in the larger playground. This is manned by Laura Smith, recently Year 6 Well Being champions now help to man this area.
- Nurture Hub - There is also a calming space intervention space.. This space is now used effectively to support pupil inclusion in the classroom.
- Calming boxes, a wellbeing slide for teacher's daily PowerPoints, zones of regulation and worry boxes have all been provided in every classroom.
- Flexible grouping is now becoming fully embedded across the school for maths. Children who haven't understood the maths input are invited to work with the teacher, this ensures that children are getting high quality support and intervention in the lesson. Other specific children may be supported by the support staff.
- SENCO is a qualified Dyslexia Assessor and Specialist Teaching, using these skills in a consultancy capacity to advise teachers, discuss dyslexia with parents and make recommendations in class for individual children.
- Parent Involvement - There is now a section on the school website dedicated to the pastoral offer. Sign posting parents and telling them what we do in school to support social and emotional needs.
- Flexible Grouping - Small guided group work during literacy to target specific areas of need, is an area of development.

Areas for development include:

- Spelling continues to be an area of development. Although SNIP has yielded some success. SNIP does not target morphology/ phonics in KS2. The school has responded and have bought into Spelling Shed. Spellings will be differentiated and children requiring more support will be targeted by teachers.
- Sensory training for all staff is required and can be delivered as a twilight. Sensory diet activities need to be implemented in the classroom environment. Support staff need to use the resources in the Nurture Hub for individual children, but need to monitor and understand when a child is unregulated. To be actioned by the SENCO
- Although the wellbeing resources have been provided, they are not being consistently used in all classrooms.. Circle Time/ Circle of Positivity/ Daily Emotional Check-ins - these are currently embedded in some classrooms, but not all.
- Clicker/ Google Docs is used in several classrooms very effectively, however it is not used consistently in all, so this needs attention and more training.
- Colourful Semantics - This is used very effectively in some classrooms, and SEND specialist group, but not in all classrooms. This needs to improve as this is a language intervention (not just a writing tool), and should be seen as part of our language offer in KS1

## **Review of the SEND**

We continue to be a Nurture UK accredited school. We have developed the six principles of Nurture so they are child friendly. This approach underpins how we approach our pupils with additional barriers to learning. Please visit the website to see the wonderful report that was written by our Nurture UK Assessor.



# National Nurturing School Award 2024



*"Thank you for your company throughout our morning together, it was both a privilege and a joy to spend the morning with you all. I smiled throughout the whole morning as so many of you told me what a happy, positive, and safe place East Peckham Primary school is. The Six Principles of Nurture are clearly and authentically woven into every interaction throughout a school day and are the scaffolding of so much that you all do. Adjectives such as 'safe, caring, loving, happy and welcoming' were repeatedly mentioned and these words reflect the passion and dedication you all have to nurturing everyone within your school community to ensure that every adult and child has the opportunities that they deserve to feel safe enough to take risks, build self-confidence and develop a love of learning and an empathy for others that will provide a step towards whatever the future holds for them."* Feedback from Nurture UK Assessor

## The environment

**The Nurture Hub** - An intervention space for learning, but also used for soft-landing (reset spaces) throughout the day.



**The POD** - A intervention space has been created in the corridor space, turning it into a working area and when both doors are closed it can be a quiet enclosed space.



**The Nest - Sensory and Intervention Space**



**Moving and changing (transition)**

We recognise the importance of Transitions (big and small).





The school is using Widgit symbols very effectively, to create word banks for learners. Working walls are a 'working document' and used by children. Praise from our Nurture UK Assessor. She wrote this, amongst other nice things, in her report

We recognise that it is the adults in the classroom that provide the safe base, not just the building! We value our staff and have been working towards improving Mental Health for all.

## Parent support

The SENCo and/ or Teachers/ SLT have met with many parents of pupils with SEND and pupils with concerns. These meetings are the request of the school or the request of parents. We have been developing our transparency with parents so they are fully informed about their child. School reports are now checked by the SENCo, to ensure that they are written with honesty and transparency. At the end of each long term/ beginning of the following term, as part of the provision Assess, Plan, Review cycle individual personalised plans are emailed to parents and parents are encouraged to arrange a meeting if they have concerns.

## Celebrating Difference (Understanding where children are developmentally)

Our aim is to work with the child at their development level, providing scaffolding that will allow them to take the risks to learn and build independence and resilience. Quality First Teaching is the first best way to support children with SEND. We have specific guidance on how we utilised staff in the classroom, always using a team teach model, even for our pupils with complex needs.

We are now, where possible, using strategies and resources in the classroom so pupils with SEND don't miss non-core subjects that they may excel at. All classes have word banks with visuals for the Tier 3 language. We also recognise and encourage using Tech to support children who may struggle to write; the use of Clicker/ Google Docs across the school, although it is not consistently used across the school.. School reports have now been changed so that non-core subjects are equally celebrated with core subjects. This is particularly important for those children who have specific learning difficulties (SpLD) in literacy and maths, who may excel in other subjects, it is also important for parents to see that all subjects are acknowledged.

In order for some children to reach their potential they will need targeted interventions, this may be for a short period of time to fill gaps, or intervention over a number of years when there is a specific learning difficulty. Some children may require permanent and ongoing support.

## Intervention analysis

**Little Wandle phonics** scheme was introduced in September 2021. Children in Year R who may have early phonological difficulties have been identified early. Books match to their phonological knowledge for all those in Year R and Year 1.

**Little Wandle Rapid Catch-up** This is a rapid catch-up intervention for pupils in Year 3 and 4.

**SNIP Spelling** - All children in Year 3, 4 (5 and 6 if required) are assessed termly on the Year 1 and 2 Common Exception words, all those identified as working below in this area are placed on the SNIP spelling programme. These words become their spelling words going home.

### SNIP Data

	All Progress
Year 3	7 out of 8 made progress
Year 4	12 out of 12 progress
Year 5	5 out of 7 progress
Year 6	2 out of 2 progress

**Better Reading Partnership** - This is a 10 week reading programme for children working towards Expected in Year 2, Year 3, Year 4, Year 5, Year 6.. Children have 1:1 reading three times a week. This intervention has achieved fluency progress and a high level of impact, tracked by benchmarking colourband data and NFER scores. The results are such that by Year 6 no children were identified as needing this reading intervention for fluency reasons.

### BRP - Year 2 case study

The focus on Year 2 is paramount, switching children at the optimum time from decoding books onto the colourband books and placing them on an intervention if they are working at emerging. In policy, this happens when children are working comfortably at phase 5, towards the end of Year 2..

One pupil, with a diagnosis of dyslexia had ongoing one to one, she had only just reached Phase 5 and was struggling when decoding. This intervention had a profound impact, she moved up the colourbands swiftly. She is now in Year 5, she is working at Greater Depth for reading with her underlying verbal ability and strong comprehension allowed to shine through any fluency difficulties. Most, importantly she has developed a love for reading.

	Progress Made
Year 2	5 out of 5 made progress
Year 3	8 out of 9 made progress
Year 4	5 out of 5 made progress
Year 5	4 out of 4 made progress
Year 6	3 out of 4 made progress

<b>Continuing Professional Development - Linked to SEND</b>		
18.03.24	SNIP Spelling (internal with Kate Worrall)	Clare Duffield Natasha Fleming Michelle Portass Sarah Siggs
12.11.24	Autism Training - statutory training from KCC	All teaching staff
21.11.24	Improving Writing in the EYFS and KS1 through Effective Planning	Karen Sutcliffe
06.01.25	Autism Awareness training	All support staff
20.01.25	Handwriting training	All support staff
04.03.25	Strategies to Support the Struggling Reader	Amy Gibson
13.03.25	Advanced ADHD Training	Alex Wall Clare Duffield Kate Worrall
23.04.25	Morphology (English Spelling)	Michelle Portass Alex Wall Sarah Siggs Natasha Fleming
07.05.25	Colourful Semantics (NHS SALT Link Team - Lily Wallis)	Kate W Sian R
	Emotional Wellbeing Team - Staff introduction session	All teachers

**Parent Feedback FORM JULY 2025 - this form had a Nurture/ Wellbeing focus.**

**Policies**

*SEND Policy 2023*

*Medical Needs Policy 2022*

*Pupil Premium Policy 2022*

*Intimate Care Policy 2022*

*Accessibility Action Plan 2022*

*Mental Health and Wellbeing Policy - NEW need reviewing by KE and Governors*

*High Needs Funding Information*