



SEND Information Report 2025-2026

SENDCO – Julia Weights

SEND Governor – Georgia Wainwright

Our SEND and inclusion team:

SENDCO: Mrs Nicola Deakin

Mrs Deakin is the SENDCO for both Appleton Roebuck Primary School and Tadcaster Riverside Primary School.



School based SEND contact: Miss Charlotte Brough



What to do if I want to speak to someone about SEND?

It is always best to make contact with your child's class teacher first either face to face or make an appointment via the school office if you have any concerns regarding your child's education. Should you do this and still feel that you would like to speak with any members of the SEND and Inclusion Team, please call or email.

School office: 01904 501906

School admin email: admin@ar.starmat.uk.

SEND Profile 2025-26

We currently have 17 pupils on the SEN register, representing 18.7% of our roll, compared with the national figure of 18.2%. We have one child with an EHCP. Two children who joined Reception in the 2025 cohort have medical needs, though they are not currently on the SEN register.

We are in the process of applying for EHCPs for two pupils. Cognition and learning remains our primary area of need.



In July 2025, three children were removed from the SEN register. We currently have three pupils eligible for Pupil Premium, none of whom are on the SEND register.

National figures compared to Appleton Roebuck

Nationally, 18.2% of children are on the SEND register and at Appleton the figure is 18.7%.

Overall, we have 3 pupil premium children and no children with English as an additional language.

The SEND Picture & Areas of Need at Appleton Roebuck

SEND children may not be receiving the same curriculum as their peers but they are receiving the tailored education they need to help them be ready for learning and the next stage of their development across the curriculum. We understand the learning environment may also need to be tailored to meet the needs of the individual.

Reception:

At the moment we have no children on the SEND register.

Key Stage 1:

In Key Stage 1, there are 3 children on the SEND register. Two children with communication and interaction needs and one with cognition and learning needs.

Key Stage 2:

In Key Stage 2, we have 14 children on the SEND register. 2 of these children have medical needs and 2 have physical needs. There are 3 children with communication and interaction needs and 7 children with cognition and learning needs. There is one child with an EHCP in Key Stage 2.

In Key stage 2, cognition and learning needs are our biggest area of need.

Achievement of Pupils with SEND 2024-25

EYFS – GLD:

In June 2025, only one child was on the SEN register in EYFS and did not not meet one of the Early Learning Goals. All other children achieved every Early Learning Goal and attained a Good Level of Development.



Phonics screening:

In June 2025, 91% of Year 1 pupils passed the Phonics Screening Check. Two children did not pass. 50% of SEN children achieved the pass mark.

End of KS1 (2025):

In the year 2 cohort, the one SEN child did not meet the expected standard in reading, writing or maths.

Y6 SATS data (2025):

100% SEN achieved the expected standard in maths

50% SEN achieved the expected standard in reading

50% SEN achieved the expected standard in writing

50% SEN achieved standard in reading, writing and maths

50% SEN achieved greater depth in maths and reading

SEND Policy

The SEND policy is published on the school website here
<https://www.appletonroebuck.net/school-information/send>

Transition:

At Appleton Roebuck, we plan an extensive end of year transition for all learners. However, we understand that this may not still be enough for some children. We tailor transition requirements to the individual's needs and offer extended transitions for those who need it to ensure a successful transition from one year to the next. We work alongside secondary schools for those children leaving primary school.

Statutory Assessment (2024-25)

Children with SEND are supported to take statutory assessments alongside their peers when appropriate. They can use the equipment they normally use in class, have a scribe or reader if required, and complete the assessments in smaller, manageable sections. For example, access arrangements were put in place for two Year 6 pupils during the SATs: one was given extra time, and the other was allowed regular movement breaks. For children who are



unable to participate in statutory assessments due to their needs, teachers carry out careful assessments to provide an accurate picture of their progress and attainment at these key points.

SEND Budget and spending

Significant investment has been made into SEN over the past year with spending on staff training. Funds have been spent on training two ELSA and one member of staff is completing a Thrive apprenticeship.

Staffing for SEND:

No new staff have joined the school this year, but existing staff have continued to develop their skills to meet the needs of our children. Two Teaching Assistants are currently being trained as ELSAs and have begun working with pupils. Another Teaching Assistant is completing her Thrive specialism apprenticeship, and one TA is specifically deployed to monitor the medical needs of a Year 5 pupil who has an EHCP.

Interventions

Interventions are tailored to meet the specific needs of the child. The interventions we use include 1:1 reading, Toe-by-Toe, 121 phonic interventions, the Verbo speech and language tool, GL Ready dyslexia screener, Thrive sessions, ELSA sessions, handwriting support, targeted maths interventions, and targeted spelling programmes such as Beginning Stairway to Spelling. These interventions have proven to be highly effective in supporting pupil progress and addressing specific areas of need.

CPD for SEND

Two members of staff have been trained in ELSA, which is 5 full days of training spread across the autumn term. One member of staff is completing a Level 5 Thrive apprenticeship. Teachers have received two sessions from the specialist teaching team on identifying needs and writing SMART targets for individuals needs and their provision. In addition, teachers have had training delivered by an educational psychologist on masking in girls and autism in girls. Additionally, one class teacher has begun shadowing our SENDCO and has attended North Yorkshire County Council training, including speech and language development sessions. AN educational psychologist has also delivered an ELSA session to support staff.

Pupil Voice

Children's voices are included in the reviews of Provision Maps wherever possible, and they are involved in discussions about the support they receive in class. Most children with SEND also have a Pupil Passport, which reflects their individual views and preferences.



Parent/Carer Voice

Parents have the opportunity to meet with class teachers during termly Provision Map reviews and are actively involved in writing and reviewing the plans. Parents have 2 parent consultation evenings throughout the year and are always welcome to speak with teachers and arrange appointments as needed.

Reviewing of targets:

In termly review meetings, parents and teachers meet to assess and review the child's progress towards the targets set in the previous term.

Thrive and ELSA:

For children who require extra pastoral support we have staff trained in ELSA (Emotional Literacy Support Assistant) and THRIVE.

External Agencies

Selby Hub and the specialist teaching team, a few private referrals have been made and have worked with school.

<https://www.northyorks.gov.uk/children-and-families/send-local-offer>

North Yorkshire SEND hub

Phoenix/Compass Buzz

Early Help Team -

Educational Psychologist – Dr Clare Stephenson

Complaints:

The YLT complaints procedure can be found [here](#)