

Gilded Hollins Primary School
Annual SEN Report- September 2025

The information and data in this report relates to the academic year 2024/25

Provision

Gilded Hollins Primary School is a one-form entry mainstream school.

Pupils are aged 4-11 years.

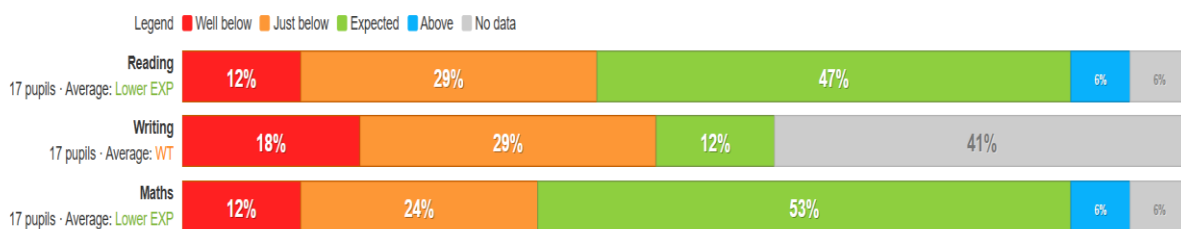
For more information about specialist resources and provision please see the SEN Information Report on our website.

PROFILE OF PUPILS 2024/25 PUPILS

Level of Need	Number of pupils
EHCP/EYAR	4
School Support	28
Monitor	3

Areas of Need (some children may have 2 areas of need)	General Learning Difficulties	Specific Learning Difficulties	Speech and Language and communication	Social, mental and emotional health	ASC	Hearing Impairment	Visual Impairment	Complex Physical Medical Issues
Number of Pupils	17	0	4	4	2	1	1	2

SEND Attainment and Progress 2024-2025



To address children making slower than expected progress, the following measures are to be put in place–

- Throughout the academic year 2024/25, most classes had both a teacher and an LSA to be deployed as appropriate. For some children with complex needs 1-1 teaching assistants have been allocated to meet their needs,
- Interventions, based on the need of the cohort, have been delivered by both adults as appropriate. 1-1 reading has continued to take place for all SEND children. These can be seen below.
- Parental engagement has remained a key focus. IPPs have been shared with all parents. Class teachers have discussed their child's needs, targets and ways in which school is providing support and ways in which parents can provide support. Staff have shared progress regularly with parents via Seesaw. Where appropriate, the SENCo has also met with parents.
- Staff training has had a firm focus on inclusive quality first teaching and all staff have had training on how to make adaptations to the curriculum in order to maintain the high expectations for all children. These have been included in our teacher toolkit.
- In addition, staff have taken part in CPD from TESS (autism awareness) and Outreach (providing a bespoke curriculum, practical, creative planning)
- Reading has remained a firm priority in school for all children, including those with SEND, and extra adults have been welcomed into school to provide additional opportunities for 1-1 reading. Reading Circles have continued in KS2 and Whole Class Reading has exposed all children to quality higher level texts. Choral reading has been implemented to improve reading fluency.
- A personalised learning curriculum continues to be in place for one child.
- School have accessed support from The Engagement Centre
- Transition meetings with new SENCo and parents

Annual Reviews / EHC Plans

- Four annual reviews have taken place
- Transition has taken place with a nursery to ensure a smooth start for a children in Reception who have been identified by ELCC

External Agencies

- 10 referrals to SALT
- 10 referrals to the TESS (Targeted Education Support Service)
- 1 referral to TESS (SEMH)
- Fortnightly support from visual impairment team.
- Support from SSET
- 5 referrals to occupational therapy
- 2 referral to the Educational Psychologist – these have been implemented by the LA as they have carried out EHCP needs based assessment
- Counselling support

Resources Purchased / Accessed

- Seesaw to ensure ongoing communication with parents and to record steps of progress
- Stabilo pens, pencils and grips to support correct handwriting grip
- NW Maths Hub – Mastery Readiness, Mastery in Number
- Bubble writing
- Additional Reading Books KS1
- LBQ

Interventions for 2024-2025

- Soundwrite phonics programme for small groups
- 'Join-it' rescue cursive handwriting programme.
- Bubble writing
- Maths intervention based on basic skills and recall
- Daily 1-1 reading with staff for all children with SEND
- Pre-learning teach
- Post learning response
- SALT programmes
- Booster provision (Before and after school)
- Sensory diet circuits
- Nurture provision
- Funky Fingers
- Social Stories
- Number Sense

Staff Skills

- Termly Pupil progress meeting to discuss interventions, impact and progress of pupils and set next steps
- Termly Individual Progress Plan reviews for pupils and their families
- SENCO attended termly SEND cluster meetings virtually and RDP meetings
- Training for all staff (delivered by the SENCo and TESS)

C Malley
SENCO
September 2025