

Management Committee SEND Update

September 2026 | Review of 2025–26 and priorities for 2026–27

Lead	Holly Stevens, Strategic SEND Lead and SENDCo	Status	For information and oversight
Supporting document	SEND Information Report 2026–27 (Policy 15)	Reporting route	Headteacher's Report and annual SEND update

Purpose and recommendation

The Management Committee is asked to:

note the publication of the SEND Information Report for 2026–27;
note the evidence of progress and the current SEND profile; and
monitor the 2026–27 priorities through the Headteacher's Report and Holly's annual SEND update.

1. Context

The level and complexity of SEND remain significant. By the end of 2026, 81 pupils were identified with SEN within a cohort of 89, compared with 83 of 85 at the same point in the previous year. The number and proportion remain high.

81 of 89 pupils recorded with SEN	91% of the 26/26 cohort	19 EHCNA applications submitted
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Current needs profile (29 pupils on roll)

Recorded need or characteristic	Summer 2026	Same point 2025
Social, emotional and mental health	18	16
ADHD	7	2
Autism	3	2
Speech, language and communication	3	3
Moderate learning difficulty	3	0
Specific learning difficulty	2	3
Other difficulty or disability	1	4

Data note. Pupils may appear in more than one row. This is therefore a profile of identified needs and characteristics, not a set of mutually exclusive primary-need codes. Nineteen EHC needs assessment applications had been submitted by Summer 2026, compared with 25 in the previous academic year.

2. Strategic intent

SEND Detectives

We do not expect every member of staff to know everything about SEND. We do expect staff to recognise, investigate and respond to need, and to remain professionally curious about what sits behind behaviour.

3. Evidence and strengths

Area	Evidence available
Literacy and assessment	Literacy is established as a whole-school priority. NGRT processes have been clarified; pupils have reading ages and are placed into quadrants which guide classroom strategies.
Targeted intervention	Pupils in Quadrant 4 complete a six-week <i>“That Reading Thing”</i> intervention. Delivery is recorded on Arbor and reassessment is used to review progress and impact.
PACE and relationships	Specific PACE CPD has been delivered and followed by staff tasks. Lesson-observation evidence shows calm, positive relationships, warm classrooms and staff using curiosity and appropriate support.
SSPs and review	SSPs are available to staff and are used in practice. Review days at the start of each term give pupils opportunities to reflect on behaviour, SEND support and personal development.
Staff ownership	Staff voice identifies improvements in visual support and the detail and relevance of SSPs. The SEND research and resource-creation work has produced practical materials for colleagues and pupils.

4. Risks and areas not yet secure

- Staff need greater consistency in distinguishing SEND-related need from behaviour which requires a separate response.
- The targeted Wave 2 offer for pupils in NGRT Quadrants 1 and 3 is not yet sufficiently defined.
- Thrive and PACE need to operate as consistent whole-school approaches, with clearer coordination of interventions across both sites.
- SSP, assessment and intervention information is not yet brought together consistently within Arbor; EHCNA outcomes also need clearer central tracking.
- The increasing complexity of need, limitations of the current buildings and dependence on Surrey decisions about funding and placement remain strategic risks.

5. Priorities for 2026–27

Priority	Action	Lead	Review
SEND Detectives and CPD	Use staff voice and observation to target CPD; continue practical SEND research and resource creation.	Holly / SLT	Termly
Literacy intervention	Define Wave 2 support for Quadrants 1 and 3; add NGRT alongside PASS at review points and evaluate TRT reassessment data.	Holly / literacy leads	Autumn–Spring
SSP and assessment systems	Move SSP and assessment information into Arbor, strengthen quality assurance and consider whether a provision-mapping tool adds value.	Holly, supported by Philippa	Autumn–Spring
Relational practice	Agree the next stage of the school’s Thrive, PACE, restorative and trauma-informed approach and clarify intervention coordination across sites.	SLT / Inclusion	Spring
EHCNA and impact tracking	Record applications as agreed, refused or awaiting decision and report impact alongside reintegration, reading and destination outcomes.	Holly	Termly
SEND leadership capacity	Clarify the operational responsibilities which support Holly’s strategic SEND leadership, including Philippa’s contribution and intervention oversight.	Headteacher / Holly	During 2026–27

Governance assurance. The SEND Information Report provides the full public account of Thamesfield’s arrangements. Progress against these priorities will be reported through the Headteacher’s Report, with a further full SEND update during 2026–27.