

Murrayfield Primary Academy: SEN funding report 2025/26

SEN funding

Murrayfield Primary Academy is fully committed to being an inclusive school and providing the highest level of support and challenge so that every child, regardless of their special educational needs, can overcome barriers and achieve highly.

SEN funding 2025/26

Mainstream:

Top-up funding: £155,000

Notional SEN funding: £388,572

Total: £543,572

SEU:

Top up funding: £130,000

SEN Place funding: £108,000

Total: £238,000

Total funding: £781,572

Profile of SEND (2025/26)

Blue = SEU

	Number of pupils SEN + EHCP	Cognition and learning SEN + EHCP	Communication and interaction SEN + EHCP	Social, emotional, mental health SEN + EHCP	Physical and sensory SEN + EHCP
N	7+0	0+0	3+0	0+0	0+0
R	8+3	0+0	7+3	1+0	0+0
1	5+3	0+1	2+2	2+0	1+0
2	11+0	4+0	5+0	1+0	1+0
3	7+1 0+4	3+0	0+1 0+4	4+0	0+0
4	6+4 0+6	6+0	0+0 0+6	0+4	0+0
5	9+0 0+4	3+0	4+0 0+4	2+0	0+0
6	6+2 0+5	1+0	2+1 0+5	2+1	1+0

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What are we trying to achieve?

1. Children with SEND make at least good progress (SEND assessment, EHCP targets).
2. Children with SEND, who are able to access standardised testing, make at least good progress in line with national average
3. To develop a SEND curriculum that meets the individual needs of pupils.
4. To develop and train all staff to be teachers of SEND including early identification, effective use of strategies and development of learning plans.

National benchmarks:

- Through effective provision and intervention children identified with SEND make the progress necessary to no longer be classed as having a significant learning difficulty.
- Children with EHCPs made good progress to their respective outcomes.
- Children with SEND are successfully supported through the transition from home/ pre-school to school.
- Children with SEND develop positive and appropriate social interactions with their peers.
- Children with SEND increase independence, interaction, attention and resilience through scaffolded support.
- Greater number of children in the EYFS achieve GLD in language and communication.
- Children with SEND make at least good progress in additional interventions.
- Children with ASD make at least good progress in social communication/emotional regulation.
- Staff across the school develop expertise so that the specialist needs of children with complex SEN and medical needs are met.
- Children with SEND are able to access the same extra-curricular opportunities as their peers.

How will we use the allocated funding?

Mainstream:

We employ one class teacher to support pupils with complex needs to attend a mainstream support class (Springboard)	£35,258
We employ one teaching assistant to support pupils with complex needs to attend a mainstream support class (Springboard)	£25,988
We employ 3 teaching assistants to work 1:1 with 3 children in class with SEN	£77,964
We employ 3 teaching assistants to support SEN children in EYFS, including developing speech and language skills, NELI, and play skills	£77,964
We employ 5 teaching assistants to work with pupils in small groups with SEN for cognition and learning based needs E.g. maths, reading, phonics and oral reading groups	£129,940

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We employ 2 teaching assistants to work with pupils to carry out Speechlink interventions and carry out SALT recommendations	£51,976
We employ 1 learning mentor to complete intervention work with SEN children for SEMH needs including social skills, anxiety and anger work and social stories	£36,362
We buy in EP services to provide assessment, advice and support for SEN pupils.	£5000
We will buy in multi-agency professionals to support the complex needs of pupils in the SEU e.g. occupational therapist, physiotherapist, speech and language therapist.	£4000
We buy in alternative provision (PLOT/Circles) to support with pupils with SEMH needs.	£36,000
We buy in additional SEMH support for children with complex needs so they can attend and be fully included in all educational visits.	£19,800
We buy in monthly gymnastics services to work on pupils gross motor, sensory and communication/interaction needs	£750
We employ Christine Dick to review and audit the SEND provision	£2,000
We buy into the speech link support package for speech and language needs.	£2,000
We buy in specialists to provide whole staff training in SEND needs	£1,200
We employ Jacquelyn MacDonald-Fawcett to support the SEND needs of pupils and assist staff training	£16,500
We employ a Tier 3 psychotherapist to provide tier 3 support to pupils with SEMH needs	£16,500
We buy a Widgit Online software subscription for resources	£300
We buy in additional resources such as sensory items and adaptive equipment to meet the needs of pupils so that they can access their learning	£4,070
Total:	£543,572

SEU

We employ two class teachers to support pupils with complex communication and interaction needs in our specialist unit	£80,609
We employ four teaching assistants to support pupils with complex communication and interaction needs in our specialist unit	£103,952
We buy in additional resources such as sensory items to meet the needs of pupils in the SEU so they can access their learning	£6,000

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We will buy in multi-agency professionals to support the complex needs of pupils in the SEU e.g. occupational therapist, physiotherapist, speech and language therapist.	£14,439
We buy in alternative provision services (PLOT, Circles) to work with pupils with SEMH needs.	£8000
We buy in weekly gymnastics services to work on pupils gross motor, sensory and communication/interaction needs	£3000
We employ Jacquelyn MacDonald-Fawcett to support the SEND needs of pupils and assist staff training	£16,500
We employ Christine Dick to review and audit the SEND provision	£2,000
We buy in specialists to provide whole staff training in SEND needs	£1,200
We buy into the speech link support package for speech and language needs.	£2,000
We buy a Widgit Online software subscription for resources	£300
Total:	£238,000

How do we evaluate the effectiveness of these funding decisions?

- We currently measure progress against learning plans and standardised tests every term so that we can monitor progress in reading/ writing/ mathematics/ speaking/listening.
- We monitor progress to EHCP outcomes termly through the SEN support plans and yearly at annual reviews.
- We set learning plans with bespoke SEN targets and review these termly to ensure that interventions and support in place is effective, and if not, plans are reviewed and adapted to support pupil progress.
- We measure children's progress using pre-key stage standard measures, Speech Link and speech and language targets so that we can monitor progress in social communication, emotional regulation, independence and interactions with adults/peers.
- We conduct baseline assessments (COP and LASS) to help identify SEND needs and use this data to identify cognition and learning needs and interventions and put specific strategies in place.

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Evaluation of 2024/25

- Progress was monitored through data from assessment points- standardised assessments, progress made on Speechlink, evidence in books, engagement during lessons observed by class teacher and on learning walks
- Parental input has increased through regular sharing of learning plans, parent feedback and parents consultations/attendance at annual review meetings.
- Springboard, a support class, provides SEN pupils who struggle to access mainstream classroom settings and learning to access more individualised support. Two pupils successfully transitioned back to their mainstream classes and four pupils have accessed a hybrid model - attending some lessons with Springboard and some with their own year group (preparatory to moving out of Springboard.)
- Books show progress of pupils with SEND and show that they have access to the broad and balanced curriculum.
- Regular SEND reviews from external Consultant visits have provided feedback on what is working well- calm and focused learning environments, good behaviour for learning and provide clear feedback on next steps.
- High needs funding applications have increased in number and banding based on the increase in pupil support provided.
- More ECHNAs have been submitted and ECHPs have been awarded.
- Increased numbers of NDD applications have been made for pupils throughout the school and parents are now being supported to access the Your Right to Choose pathway for faster access to NDD assessment and diagnosis.
- School staff are working closely with professionals for specific recommendations around children' s SEND needs including the deaf and hearing impaired service, SALT, OT, SES, vision impaired service.
- 3 SEU pupils successfully transitioned to specialist KS3 provision, including 1 mainstream setting.
- 3 SEU pupils successfully sat their end of KS2 SATs and some achieved in line with their mainstream peers. One pupil was attending mainstream lessons full time by the end of the year.
- Alternative provisions were used to help provide SEMH provisions for pupils with complex SEMH needs. One pupil attended 4 days a week and other pupils attended school on a part time timetable.

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Need	Impact
Social, emotional,mental health	<p>Pupils are better able to regulate their emotions, engage with their peers and learning and express their worries through:</p> <ul style="list-style-type: none"> • Learning mentor and Tier 3 input • Behaviour reward systems- dojos, certificates, class parties, token time. • Emotional literacy interventions • Zones of regulation • Daily check ins • Whole staff mental health training
Communication and interaction	<p>Pupils are better able to articulate their speech sounds and use language that allows them to communicate effectively with their peers and staff.</p> <p>Speech and language therapy (NHS and private)</p> <ul style="list-style-type: none"> • Visual and verbal cue boards • Visual timetables • PECs • 1:1 in class support • 1:1 Phonics intervention • Intervention via Speech link and SALT recommendations
Cognition and learning	<p>Specific needs and strategies to support needs are identified and implemented through:</p> <ul style="list-style-type: none"> • Educational psychologist assessments • COPs and LASS screening tools • EHCP support plan targets • Support plans and individual targets • 1:1 and small group support for phonics, maths, reading and writing • Adaptation of teaching, resources and environments • Increased use of technology to support additional practise of core subjects- phonics, reading plus, mental maths, Education city

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Physical	<p>Pupil's physical and sensory profiles are accessed and bespoke recommendations are made to allow pupils to access their learning and environments through</p> <ul style="list-style-type: none">• Termly visits from SES Specialist Teacher, Services for Deaf Children and Young People.• Termly visits from SES Specialist Teacher for vision impairment.• Occupational Therapy reports and recommendations including sensory circuits, movement breaks, regulating activities, physical supports• Personalised support and resources used in class such as writing slope boards, finger grips• Sensory resources used with specific pupils such as wobble feet on chairs, therabands, move and sit cushions.• Break out spaces used to help regulate through calming activities.• Gymnastics sessions at Pipers Vale Gymnastics Club fortnightly for all SEU pupils. To be extended into wider school.
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