

SEN Governor's Report 2025-26

Evaluation of SEN Provision and Pupil Progress

In January 2015 the Department for Education and the Department of Health published new guidance for organisations working with children/young adults with special educational needs or disabilities. They have updated the SEND code of Practice and guidance on its implementation.

Please click on this link for further information: SEND Code of Practice 2015.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

SEN support: *'Extra or different help is given from that provided as part of the school's usual curriculum. The class teacher and SEN Coordinator (SENCo) may receive advice or support from outside specialists.'*

A Statement of Special Educational Needs is now replaced by an **EHC (Education, health and care) plan** 'when a formal assessment has been made. A document is in place that sets out the child's needs and the extra help they should receive.' beyond the Local Offer.

Analysis of Numbers of Pupils on SEN register

In July 2025 there were 32 pupils on the register, including 8 children with an EHCP. This is 39 % of the children on roll.

National expectation (at state funded primary schools including Academies) is 14.2% of the school population will be on the register. Nationally, 5.3% of pupils nationally had an EHC Plan. Our register shows we are above the averages for National and local LEA.

As previous years we have continued to focus on early identification and intervention and are confident that all children are now identified and placed on the register by January of their school year. In September we will look at the SEN descriptors for any children we have concerns about.

C&L – Cognition and learning
SPLD – Specific learning difficulty
SEMH – Social Emotional and Mental Health
C&I – Communication and interaction
HI – Hearing impairment
VI – Visual impairment
PD – Physical difficulty

Table 1: Analysis of pupil need 2024-25							
	C&L	SPLD	SEMH	C&I	HI	VI	PD
SEN Support	13	2	6	3	0	0	0
EHC	4	4	0	0	0	0	0
Total	17	6	6	3	0	0	0

Table 1: We had children in the C&L category, (21%) children with SPLD (7%) and children with SEMH (7%) and children with C & I (3%).. Please note some children have more than one need.

Table 2: Analysis of male/female ratios			
	Male	Female	Total
C&L	11	6	17
SPLD	5	1	6
SEMH	2	4	6
C&I	2	1	3
HI	0	0	0
VI	0	0	0
PD	0	0	0
Total	17	9	26

Table 2: Children on our register are much likely to be boys (63%), which also feature significantly in the C&L category as do the number of girls (37%). Nationally there are higher numbers of SEN children that are boys. The larger representation of boys fits with the national picture. As we have been meticulous in scrutinising assessments we are confident that no girls have been overlooked.

	SEN Support	EHC	Total for Year 2024-25
FS	2	0	2
Year 1	4	1	5
Year 2	2	1	3
Year 3	5	1	6
Year 4	2	0	2
Year 5	8	3	11
Year 6	1	2	3
Total	24	8	32

The table shows that 29 % of children are on SEN support and 9 % are on EHCP

Training

- Guided reading
- Individualised interventions
- Improving vocabulary
- Child development
- Global Development Delay – Personalised 1:1 Ta training
- SENSS training input
- SCERTS
- Team Teach Training
- Phonics – Read, Write Inc
- Making sense of autism
- Autism and ADHD training
- Teaching and learning – breaking down lesson concepts
- Questioning skills/using prompts
- Recognising and managing anxiety
- Nurture and promoting positive behaviour
- Promoting independence
- Speech and language
- Making Learning accessible
- Autism Sensory Processing
- Autism and emotion
- Literacy Support
- Teaching and Managing Behaviours for learning
- Assessment at KS1
- Positive Classroom management
- Raising attainment for vulnerable learners
- Lego therapy
- Spirals
- ELSA
- NELI
- Attachment theory
- Sensory
- Vocabulary and working memory
- Understanding dyslexia training
- Neurodevelopment training.

Interventions

These are the current interventions being used in school. The children were identified by class teachers in consultation with the SENCo.

- Targeted classroom support in Literacy and Numeracy
- SCERTS
- 1:1 reading
- Targeted writing groups
- Rapid reading
- Spelling groups
- NELI
- Spellbound
- Springboard maths
- Nessy (spelling programme)
- NELI
- Talisman and Totem reading
- Reading Comprehension groups
- Phonics – additional phonics and writing support in KS1 and KS2.
- Speech and Language Programme
- Precision teaching
- Lego therapy
- Arch reading for individual extended reading/ communication support sessions in KS2.
- Spirals
- ELSA
- Targeted phonics using Read Write inc and Fresh Start KS2
- Clicker 8
- Touch typing
- Makaton Level 1 and 2.

The SENCo has regularly attended LA and OXSIT SEND network meetings.

In –house training:

Trained TAs have cascaded training to other intervention staff including at scheduled TA meetings with the SENCo and headteacher.

Provision maps are used to record and monitor interventions across the school. Following termly Pupil Progress meetings (Terms 2,4,6) class teachers produce a class timetable outlining interventions/additional support for all “underachieving pupils”, including those with SEND.

Adults running interventions liaise with class teachers on an ongoing basis to monitor impact and effectiveness of the provision, reviewing and adapting the intervention as appropriate.

Pupil profiles are updated termly, in the light of progress data and impact monitoring.

The SENCo and Headteacher work with teachers and TAs to improve the quality, effectiveness and measurability of all interventions, liaising with external agencies as appropriate. We currently employ Teaching Assistants who have daily allocated hours for the provision of SEND support for individuals and small groups and who have received training to support with specific, identified needs. In addition to termly tracking of SEND pupil progress and attainment within each cohort, the individual progress of all SEND pupils is recorded, tracked and analysed on a termly basis with a record of interventions and their impact on pupil outcomes.

Analysis of quality of Pupil profiles

Pupil profiles are currently written for children on the SEND register, identifying clear targets/ learning steps which match individual learning needs and priorities.

The Pupil profile outlines individual strengths and needs and provides guidance for strategies and interventions that are used to support learning for that child. These continue to be reviewed with parents and children on a termly basis.

Parental Involvement

- All parents had child's needs discussed and Pupil Profiles shared
- All parents attended Annual Review for their child on an EHCP.
- Parents met with Education Psychologist
- Parents met with Speech and Language therapist
- Parents met with Occupational Therapist
- Contact with Play Therapist

Professionals consulted

- Head teacher from larger school
- Head from local partnership school
- SENCos from other schools (Partnership link)
- SENSS
- Communication and Interaction Team
- Speech and Language

- Educational Psychologist
- Autism specialist
- Specialist school Swalcliffe Park
- Early Years Team
- CAMHS
- External tutors
- Vision Impairment Specialist
- SALT (Private)

Physical or medical disability

The school continues to support pupils with both physical and medical disabilities. Our Disability and Accessibility policies reflect our commitment to inclusion for individuals with a variety of need. This could include physical and medical conditions and learning disabilities.

The nature of our school site supports accessibility with wheelchair access, accessibility of the National Curriculum and provision of communication in alternative formats if necessary.

Progress (KS1 and 2)

See steps of progress on excel document