

SEND REPORT to LGB: Term

SEND Profile at North Cerney C of E Primary Academy

	North Cerney	National
Number of Pupils on Roll	<u>43</u>	
Boys	<u>20</u>	
Girls	<u>23</u>	
% of Pupils on the Graduated Pathway (SEN Support without an EHCP)	<u>27.9%</u>	<u>14.2%</u>
% of Pupils on the Graduated Pathway with an EHCP	<u>14.3%</u>	<u>5.3%</u>

		Graduated Pathway			Primary Area of Need			
		MP	MP+	EHCP	C&I	SEMH	C&L	Phy & S
R	Boys							
	Girls							
Y1	Boys	<u>1</u>			<u>X</u>			
	Girls	<u>1</u>					<u>X</u>	
Y2	Boys	<u>1</u>	<u>1</u>		<u>X</u>			
	Girls							
Y3	Boys							
	Girls	<u>1</u>					<u>X</u>	
Y4	Boys		<u>3</u>		<u>X</u>	<u>X</u>	<u>X</u>	
	Girls		<u>1</u>				<u>X</u>	
Y5	Boys	<u>1</u>	<u>1</u>	<u>2</u>	<u>X</u>	<u>X</u>	<u>X</u>	
	Girls							
Y6	Boys	<u>1</u>					<u>X</u>	
	Girls							
Total Pupil Numbers		<u>6</u>	<u>6</u>	<u>2</u>				
%								

<p>Communication and Interaction (C&I)</p>	<p>Cognition and Learning (C&L)</p>
<ul style="list-style-type: none"> ▪ Autistic Spectrum Disorders (ASD) ▪ Speech, Language and Communication Needs (SLCN) ▪ Developmental Language Delay 	<ul style="list-style-type: none"> ▪ Difficulties in accruing Maths and literacy skills ▪ Specific learning difficulties (SpLD) including – Dyslexia and Dyspraxia
<p>Social, Emotional and Mental health Difficulties</p>	<p>Sensory and/or Physical Needs</p>
<ul style="list-style-type: none"> ▪ Pupils who have experienced trauma including Bereavement ▪ ADHD (Attention Deficit Hyperactivity Disorder) ▪ Mental health difficulties including anxiety 	<ul style="list-style-type: none"> ▪ Pupils with various medical conditions (some are complex) ▪ Visual/Hearing impairment ▪ Sensory processing disorder ▪ Hypermobility

SEND Compliance

The following policies relating / impacting SEN are listed below. All are followed closely by staff and used to stimulate professional discussions and targets where necessary.

- SEND Policy
- School Offer Report
- Behaviour Policy
- Offer of Early Help
- Pupil Attendance and Absences Policy
- Support Pupils with Medical Conditions and Health Needs Policy

SEND Identification Process

Pupils with SEND continue to be identified initially by the class teacher, based on observation and assessment. In the case of EYFS, children will often be flagged as having SEND needs by their pre-school setting or parents at transition meetings.

Pupils are first identified through informal conversation with the SENCO and/or Head Teacher and more formally pinpointed at regular pupil progress meetings. Concerns are shared with parents and the Graduated Pathway of response outlined. By mutual

agreement, a My Plan is then drawn up with clear SMART targets and clear actions/interventions to focus on areas of concern for a 8 week block.

If improvement is not evident after 2 reviewed cycles of My Plans, the pupil is placed on a My Plan Plus. At this point the SENCO will complete a My Assessment with parents, setting out the child's 'story' in some detail, including health needs, family composition and the details of any outside agencies, such as Paediatrics or Occupational Therapy, who may already have been involved. A My Assessment is now a compulsory document which has to be attached to referrals before they can be accepted. Parents find the My Assessment document extremely helpful, as it is designed to be added to throughout the child's schooling and provides a useful chronology and summary, which they can share at outside agency appointments e.g. a new GP.

The Headteacher, SENDCO and class teacher then decide which professionals to contact for additional advice/ assessment and referrals are made, with the agreement of parents and the signing of a Single Consent form to share information.

When the pupil has been seen by outside agencies and a report received (example: Advisory Teaching, Educational Psychology, Speech Therapist) a My Plan Plus is drawn up to incorporate professional advice regarding personalized interventions and approaches. Again, at least two rigorously delivered and reviewed cycles of My Plan Plus, need to occur before a request for Statutory Assessment can be made and consideration for an EHCP and funding begin.

At all stages of the identification process, communication with parents is key, as SEND and its processes can be complicated and lengthy.

It should be noted that all outside agencies continue to report lengthy backlogs including the NHS, SALT, CAHMS, Occupational Therapy etc.

Planning meetings take place in Autumn 25 along with Spring 25 with our allocated EP, Dr Tina Lythgoe and 'slot' allocations will be based on the school's percentage of SEND rather than socio economic calculations for the locality.

Parents who are increasingly frustrated with lengthy waits for services are increasingly choosing to self-fund private assessment for Autism, Sensory Needs, Speech and Language and Medical conditions etc. While this expedites matters, it can create tensions with the quality of reports provided. Some are lengthy and feature many actions for schools, some are lacking in detail and therefore do not support our next steps.

SEND Provision

SENCO has provided a 'Whole School Provision Map' to all staff which outlines the universal support (for all children), the targeted support (for children with a SEN

support plan) and specific support offered (for those children with outside agencies involved and therefore specific support is outlined in guidance).

Targeted

Academic	Pastoral	Physical (fine and gross Motor)	Language and communication
Speed Spell Number Stacks Times Tables Phonics Nelson Handwriting	Movement / Brain Breaks Counselling We are updating TISUK and ELSA.	Fizzy Visual Perception Nelson Handwriting and Pencil Grip / Writing Posture	Language for Thinking

SEND Funding

We currently have two children with EHCP funding.

SEND Multi-Agency Support

Outside agencies available but not currently in use include Speech and Language Therapy, Occupational Therapy and CAHMS.

Agencies currently supporting the school are:

- Advisory Teaching Service – Susie Ewles
- Educational Psychologist – Dr Tina Lythgoe
- Community Social Worker - Haydn Wells
- EHCP Case Worker – Hannah Hunt

SEND CPD

Staff continued to access a comprehensive range of training opportunities throughout the academic year, making use of the many online provider's CPD courses.

These included:

- Internet Safety Training
- NPQ for SENCO – (NPQSEN)
- FGM and Prevent training for all staff
- Safeguarding Update for all staff
- Occupational Therapist training on movement breaks and sensory diet
- ECT support for newer teacher to North Cerney to support high-quality teaching

- Live modelling 'WalkThrus' training to support high-quality teaching for all

SEND Impact

Pupils

Year 6 SEND Pupil Progress 2025 (EHCP and support)

1 Child

100% making progress

100% at ARE

Year 5 SEND Pupil Progress 2025 (EHCP and support)

4 Children

100% making progress

50% at ARE

25% at GD in one or more area

Year 4 SEND Pupil Progress 2025 EHCP and Support

4 Children

100% making progress

25% at ARE

Year 3 SEND Pupil Progress 2025 EHCP and Support

1 Child

100% making progress

Child not at ARE

Year 2 SEND Pupil Progress 2025 EHCP and Support

2 Children

100% making progress

100% at ARE in one or more areas

50% at ARE in all core areas

Year 1 SEND Pupil Progress 2025 EHCP and Support

2 Children

100% making progress

Neither child at ARE

Reception SEND Pupil Progress 2025 EHCP and Support

No SEND pupils

Teachers

NPQSEN completion for SENCO. This will support all staff as important research and new pedagogy can be discussed by SENCO in staff meetings.

SEND Evaluation

Strengths

- Great parent communication. SEN parents are kept informed of progress with outside agencies and regularly updated with their child's progress. Opportunities to discuss My Plans are offered termly.
- Introduction of new intervention folders will support all TAs and teachers to be proactive in their approach to regular interventions.
- Known interventions such as Number Stacks and Nelson Handwriting continue to be effective.
- Counselling has been offered to those children who would benefit quickly and sessions begin soon after.

Actions/ Next steps

- Statutory assessment for 2 children (Y4 and Y5).
- Ensuring all eligible SEND Year 5s have a Transition/Phase Transfer review in Term 5.
- SENCo support for staff with SMART My Plan/My Plan + writing.
- Establish intervention folders for all SEN children to monitor and support more effective provision.
- Continue to make use of counsellors, when a child exhibits significant need.
- Using new Ofsted Framework and Writing Framework to strip back curriculum to support foundational skills to ensure progress from starting point.

Sen Funding

- Most of the funding has been allocated to staffing and resources. Current amount of funding received £28,208, Total amount unfunded cost to school £14,290.