

Ampney Crucis SEND Governor's Annual Report to Parents 2016

Mrs Dunn is the Special Educational Needs and Disabilities Co-ordinator (SENCO) for the school. Mrs Denyer is the governor with responsibility for SEND.

Every child matters at Ampney Crucis School and we are committed to ensuring that all pupils have full and equal access to the curriculum at their appropriate level of learning and are able to participate fully in all aspects of school life.

Our experienced teachers are practised in delivering the curriculum to pupils of different abilities within the classroom, differentiating work according to their needs. Some pupils, however, require additional support. Between 2015 and 2016 approximately 12% of pupils were identified as experiencing barriers to their learning and were on the SEND register. Pupils' needs ranged across the four areas as listed in the 2014 Code of Practice (Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health Difficulties and sensory and Physical Difficulties).

Each pupil on the SEND register has a MyPlan or MyPlan+ which is regularly reviewed by parents, pupils, class teachers and Mrs Dunn. Progress is monitored continuously and there are twice-yearly structured conversations with parents in addition to the regular parents' evenings and reports. Pupils are also encouraged to monitor their own progress.

Additional support takes a variety of forms. We currently have 4 experienced Teaching Assistants who work both with individual pupils and with small groups of pupils, including those who have been identified as needing additional support in specific areas. Pupils may be taught in withdrawal sessions and the amount and nature of support is designed to meet each pupil's needs. Teaching Assistants receive appropriate training and resources and all sessions are carefully planned. All pupils are encouraged to work as independently as possible.

Sometimes additional support is provided by external agencies. Last year there were visits from Speech and Language Therapists, the Sensory Impairment Team (ATS) and an Educational Psychologist. Mrs Dunn can also direct parents to external organisations which may be able to provide them with extra support and information.

Pupils on the SEND register 'receive very well-planned support which effectively matches their needs. They have equal access to the opportunities to learning which the school provides for all other pupils. Consequently, their progress, given their starting points, is at the same high level as that of other pupils.' (Ofsted Report December 2014). Outcomes for the academic year 2015 – 2016 continue to confirm this. At KS1 (Summer 2016) only one SEND pupil was working towards the expected standard in the core subjects. At KS2 one pupil was working towards the expected standard in maths.

One of the benefits of being a small school is the inclusive, friendly, supportive atmosphere. All pupils, non-SEND and SEND alike, have equal opportunities to engage fully with all that the school has to offer. They are encouraged to, and indeed do, take part in the School Council, in sport, drama, music and the many extra-curricular activities.