

Ampney Crucis SEND Governor's Annual Report to Parents 2017

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. During the 2016/2017 academic year approximately 10% of pupils who had been identified as having barriers to their learning were on the SEN register and two pupils had an Education, Health and Care Plan or a Statement of Educational Need. Pupils' needs ranged across the four areas named in the 2014 SEND Code of Practice (Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Difficulties).

Each pupil on the SEN register has a My Plan or My Plan+, 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 encouraged to monitor their own progress.

Additional support takes a variety of forms. We currently have four 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 sometimes be taught in withdrawal sessions. The amount and nature of the 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. This year there have been visits from Speech and Language Therapists, the Sensory Impairment Team and the 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 SEN register have equal access to the learning opportunities provided for all other pupils and their progress, given their starting points, is at the same level as that of other pupils.

One of the benefits of being a small school is the inclusive, friendly, supportive atmosphere. All pupils, non-SEN and SEN 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 extra-curricular activities.