



Together we live, learn and flourish

ANNUAL SEND INFORMATION REPORT 2023 - 2024

Ampney Crucis C of E Primary School
Annual SEND Information Report July 2024

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Name of SEND Governor: Andrew Lazenby
Chair of Governors: Howard Beddoe

School Offer link is to be found on our website here: [Ampney Crucis C of E Primary School: SEND](#)

This report is written with our school vision at the front of everything we do:

We strive to be a school family where everyone supports each other and works as part of a team. We want to welcome all and walk alongside those who need it most, looking outward, recognising when one part of our community suffers, we all suffer yet when one flourishes, we all flourish.

“God himself has put the body together in such a way as to give greater honour to those parts that need it. 25 And so there is no division in the body, but all its different parts have the same concern for one another. 26 If one part of the body suffers, all the other parts suffer with it; if one part is praised, all the other parts share its happiness. “

This reports sets out our annual offer to children with Special Educational Needs and/or Disability (SEND). To be effective it needs the view of all parents/carers, learners, governors and members of staff- so please engage with our annual process to assess, plan, do and review provisions for SEND and contact any of the people above with your views.

Teaching and Learning in Our School

Whole School Approach to Teaching and Learning:

- High Quality Teaching and Learning – All teachers are responsible for the learning and progress of every child in their class, including those with SEND.
- An inclusive, differentiated and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life.

Our Graduated Response for Learners:

- Continual monitoring of the quality of teaching
- Identifying and tracking the progress of children/young people that require support
- Placing Children On Alert if there are concerns, putting in interventions and monitoring what impact these have and then then next steps off On Alert or onto SEND Register.
- Identification of children/young people requiring SEND Support and initiation of “assess, plan, do, review” cycle.
- Consideration of application for Education, Health and Care Plan.
- All children/young people identified as requiring SEND Support, or with an Education, Health and Care Plan are on our Record of Need.

How we identify children/young people that need additional or different provision:

Class teacher refers to SENCO, through initial discussion and then the SENCO or SEND TA completes some initial observations of the child in class.

We also identify children through:

- Ongoing curriculum assessments- both ongoing and more formal such as Reading ages
- Tracking progress using data
- Pupil Progress meetings & reviews by the Head teacher and coordinator
- Further assessments by specialists, including those from external agencies

We take a holistic approach by all aspects of a child’s development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with SEND, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy.

How we listened to the views of children/young people and their parents:

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	All pupils	Daily
Parents’ Evenings/Reports	All pupils	Termly
Home-School Book/ messages face to face or via emails.	Individual children	Daily
Assess, Plan, Do, Review meetings	Pupils on School Record of Need	Termly
Working with children to complete their My Profiles	Children on SEND Register	Termly
Team Around the Child/Family Meetings	Individual pupils	At least Half Termly
School Council	Representatives from all Classes	Twice every half term

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Questionnaires Pupil SEF	All pupils and parents	Annually – lots of responses, mainly positive. A previous Pupils SEF has been written and is on the website, this is due to be updated 2024-2025.
Parent / Head teacher Meetings	Friends of Ampney	Monthly or when meetings are scheduled.
SEND coffee morning drop in sessions and or workshop and sharing of work that makes us proud.	All parents	Held at least once a term.
Curriculum meetings	All parents	Held when appropriate.

The Assess, Plan, Do, Review Cycle:

For children/young people on our Record of Need, an Assess, Plan, Do, Review cycle was established by the SENCo in partnership with the child/young person, their parents and the class teacher. Please see our SEND Policy for further details.

This year, provision made for children/young people on our Record of Need has been:

Communication and Interaction (including Speech and Language)

We had a number of children who experience speech and language difficulties and though we have referred them to Speech and Language there is a minimum of an 8 month waiting list. During the last year a teaching assistant has supported children in a 1:1 and small group setting, providing target intervention for their individual care plans, especially in Reception. We have continued to use the Wellcomm assessment system in the last year to identify early Reception children's gaps in their language so these can be worked on as part of their daily curriculum.

Cognition and Learning

We are experienced in supporting children with learning and cognition difficulties through high quality teachers and effective differentiation. We had on the SEND register children diagnosed with specific learning difficulties such as dyslexia, children with moderate learning difficulties and students on the Autistic Spectrum and diagnosed with ADHD. We have run a range of interventions for these children as well as ensuring in class they have the resources and self-help toolkits they need. Interventions included Plus 1 and 2 maths programme, SNIP for support with spellings in KS2.

Complex Needs

We have a every growing group of children who have a range of complex needs, some of which do have a diagnosis of ADHD and others which do not, but display all the behaviours associated with Autism, ADHD, PDA and OCD. These children this year have received specific inventions tailored to support them as individuals in the school and to manage the classroom.

Social, Emotional and Mental Health

This has continued to be an area of a lot of our focus, with specific tailored sessions for small groups and individuals as well as other adult lead interventions.

Our assistant SENCo has run Lego therapy groups for children all across the school. She has run "Time to Talk" sessions for 2 groups of children in Key Stage One and she has also run personalised 1:1 Emotional and Social sessions for a couple of children.

She has run 2 groups at lunch time creating some "quiet" time for certain children away from the playground. These children have been chosen as well as some taking time out.

The SENCO has also, using Trauma Informed Schools techniques worked with several children on a 1:1 basis.

We have employed a Play therapist on a weekly basis who has worked with 4 children this academic year and a small group working on building confidence and going into 2024-2025 she will be working with at least 4 more children.

Sensory and/or Physical Needs

We work closely with outside agencies and Specialist Teachers to provide support for our children who have sensory or physical difficulties. **During the last year**, where necessary we have made adaptations to the curriculum and built in sensory breaks for individuals. We have developed play times with a lot more physical activities for all to take part in, Lego, scooters, trikes and den building.

SEND Profile (SEND register for last 12 months)

The highest number of children identified on the SEND register from September 2023 to July 2024 was 33 (this did increase and decrease throughout the year.) This was due to several children joining the school from elsewhere who already had identifiable SEND needs.

- Identified SEND children across the school equates to 34 of the whole school population.
- 23 out of 33 children were male, 10 were female.
- SEND children across year groups:

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
3	5	4	6	5	5	5

- 2 children on the SEND Register were also in the Pupil Premium Category.
- 2 children on the SEND Register were also in receipt of Service Premium.
- There has been a high proportion of children in Year 1 and Year 3 with identified needs and this has where support has mainly been focused.

The SEND register is reviewed termly with children being added or removed according to their needs, identification or progress made.

School continues to monitor the children who have been on the register, for at 2 terms, to ensure their progress is stable, before categorizing them as 'No Special Need.'

Support Staff Deployment:

Support staff were deployed in a number of roles:

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- Support in Classroom
- 1: 1 Provision
- Small group intervention
- Playground support
- Lunchtime support
- PPA Cover (HLTAs)
- First Aid
- Support for medical/intimate needs

We monitored the quality and impact of this support by discussions with staff about children's progress, observations in class, and at playtimes.

Distribution of Funds for SEND

SEND funding was allocated in the following ways:

- Support staff
- External Services (See School Offer)
- Continuation of annual subscriptions for Teaching and Learning resources including IT software such as Widgit
- Staff training
- Individualised Resources tailored to what the children need

Continuing Development of Staff Skills:

Assistant SENCo – has completed ELKAN training and gained her qualification which will have an impact on SEND provision for 2024-2025.

Whole Staff / Group Training (INSET)

<u>Area of Knowledge/Skill</u>	<u>Roles of Staff undertaking CPD</u>	<u>Training Received from</u>
Communication & interaction (continued)	Teaching Assistants	Specialist Lead in Augmentative & Alternative Communication
Improving how we generate children's voice and share information with others.	Teaching Assistants & Teachers	Assistant SENCo

We monitored the impact of this training by the whole school impact of using visuals to communicate consistently across the school and the progress made by individual children who had most to benefit from focus on communication and interaction.

How we manage transitions:

At the end of the summer term 2024 and throughout the year, 6 children came off the SEND register, due to making good progress or no longer a level of SEND need that required a My plan or intervention.

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3 children joined the school in Reception September 2023, 2 with Speech and language needs already identified at nursery and 1 child with a high level of behavioural needs who required My Plan + support straight away. 1 child has joined the school mid-year into Year 1 who also has Speech and Lanaguage needs.

July 2024 5 Year 6 children have left us and gone onto Secondary Schools.

We supported the transition from other local nurseries into our reception class by talking to key workers and gathering as much information as possible.

We were able to have a parents evening for new children joining us and a couple of play and stay sessions before the end of the Summer Term. Where we have been asking parents about their children's development and the parents own experiences of school. For example: when did your child talk? Start to walk? Did you have problems with speaking at school? Spellings?

The transition from year 6 to secondary school has been supported through more normal transition procedures this year, meetings with heads of year, children being able to attend transfer days and communication with all and an extra session put on by the local Secondary School for children with SEND.

Ongoing developments:

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements.

Priorities for 2024-2025 include:

Providing a consistent Maths intervention programme across the school (Maths Stacker) which means children bridge the gaps in their learning.

Continue to use the twinkl phonics interventions for children struggling with phonics and spelling across the school as after year it has made an impact for individuals.

Ensure ELKAN training is used to support children and physical sensory breaks and active sessions are used consistently to support children in the classroom.

Continue to work with parents to support their children, a workshop from When the parents change, Paul Dix is already scheduled into the Autumn Term.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEND support and provision should contact the school via the information on the first page.

This year we received 0 complaints with regard to SEN support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Tana Wood.

The Designated Children in Care person in our school is Tana Wood

Our Accessibility Plan can be found on our school website.

<https://www.ampneycrucis.gloucs.sch.uk/page/school-policies/12616>

The School Development plan can also be found on our school website.

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Our SEND Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website.

[Ampney Crucis C of E Primary School: SEND](#)

Details about our curriculum, including how it is made accessible to children/young people with SEND can be viewed from the link on our website.

Details of how we keep children/young people safe can be found in our Safeguarding Policy which can be viewed on the school website.

Our SEND Policy, School Offer and Annual SEN Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.