

SEND Report to Governors 2024-25.

At Reepham C of E Primary School, we believe it is essential to provide a well-balanced, challenging curriculum for all pupils. We are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND) and those with a high-level Education Health Care Plan (EHC), receive their right to a high quality, accessible and balanced curriculum.

Our aim is to provide all children with the best possible outcomes in preparation for life-long learning. We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development.

We endeavour to raise aspirations and expectations for all pupils, including those pupils with SEND by working in partnership with parents/carers and listening to pupils.

School profile: Due to the size of the school, the percentage of pupils with SEND fluctuates in each year group.

SEND support by year:

We currently have 27 children on the SEN register.

Number of pupils with SEN:

July 2025	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Receiving SEN support	3	1	5	5	2	5	6
With an EHCP	0	0	0	1	0	0	0

Attendance Percentage September 2024-July 2025

Whole school: 96.37%

Pupils with SEND (including EHC plans): 95.64%

Identifying Special Educational Needs:

Children's needs may be categorised into four bands areas, these include:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

Early identification:

We believe that early identification of special educational needs, whether it is social, emotional, physical, communication or a specific learning difficulty, is crucial to the wellbeing of all of our children.

To support us in our early intervention we:

1. Carry out visits for all Reception pupils at pre-school settings and talk to key workers.
2. Provide the appropriate intervention, e.g. small group support provided by a TA for all pupils as appropriate.

This gives us the opportunity to discuss the child's strengths and needs. This allows for any additional resources, interventions or referrals to be made quickly.

Assessment of our pupils continues throughout their time with us. We do this by:

1. Analysing assessment data to identify children who are not meeting age related expectations
2. Class teachers continually monitoring the children in their class through observations, discussions, marking and written feedback.
3. Providing all adults with the opportunity to discuss concerns at any time.
4. Liaising with parents.

Any child identified on the SEND register receives additional support.

Most pupils on our SEND register will have an Individual Education Plan (IEP) which will clearly outline the pupil's current targets linked to their next steps in learning and suggested activities. TAs and teachers use these plans to deliver intervention sessions. Parents/Carers are invited to meet with the class teacher and where appropriate the SENDCo to review their child's learning and celebrate their successes.

The SEND budget is spent on supporting individual pupils through:

SENDCo meeting times

Wellbeing, pastoral support

TA support

Additional staffing

Staff training for quality first teaching

Specialist resources

Specialist technologies

Specialist Equipment

Pupil assessment tools

External Assessment

Specialist teaching and outside agency support including; support and advice from outside agencies such as Specialist teachers, Behaviour Support, Educational Psychologist, Dyslexia Support, Autism Outreach and Counselling.

Meeting the needs as outlined on an EHC plan

Key Priorities for 2025-26

- 1) Pupil wellbeing and pastoral care will be supported to ensure all pupils, especially those with SEND are healthy, happy and ready to learn.
- 2) Reading will not be a barrier to any child's learning with time given to develop their reading fluency.
- 3) To ensure the most vulnerable pupils have access to high quality teaching and learning across the curriculum, review time taken for interventions.
- 4) Make curriculum adaptations for all subjects, specifically how we scaffold so all pupils meet the same learning outcome.
- 5) SENDCO to review adaptations and interventions in line with research.
- 6) Increase the progress of pupils with SEND, specifically looking at narrowing the gap to Age Expectation in writing

The training needs of all staff are identified through: -

- Identification of specific needs for individuals and how staff need to be trained to support the pupil
- Key objectives on the School Development Plan that may need addressing through training

- SENDCO training and dissemination

- Appraisal and discussions