Report to governors on SEND

2025-2026

1. SCHOOL PROFILE

Our overall numbers on the SEND register, including children with Education, Health and Care Plans (EHCPs), have remained steady this year. However, there has been significant movement within the cohort. Two children with EHCPs successfully transitioned to more suitable specialist provisions, while two other pupils gained EHCPs during the academic year.

As of June 2026, we have 21 children on the SEND register, representing 26.3% of our school population. This includes:

- 5 children with an active EHCP.
- 2 children with Education, Health and Care Needs Assessment (EHCNA) requests to be submitted before the end of this Summer Term.
- 1 child we are monitoring for a potential EHCNA application next academic year.

Looking ahead to next year, we expect SEND Support numbers to remain similar, but we anticipate a potential rise in EHCPs following recent discussions with teachers and thorough needs analyses. We have three SEND pupils leaving in Year 6 (one with an EHCP), and while we haven't identified any confirmed needs in our upcoming EYFS intake yet, these are not always clear early on. We will carry out a swift analysis of need in September to ensure we spot any requirements immediately.

If our current applications are successful, the school will be supporting its highest number of EHCP pupils to date. Crucially, this increase comes at a time when our SENDCo capacity and Teaching Assistant (TA) hours are both reducing due to wider budget cuts. This change will inevitably impact our capacity to maintain our current level of day-to-day provision, oversight, and responsiveness. This remains a vital area of focus, especially as the national SEND agenda and the Ofsted framework place a much heavier emphasis on how effectively schools identify and meet needs internally.

Below, you will find a table outlining the areas of need our children have been identified as requiring support in. Please be aware that many children fall into more than one area of need, therefore may be counted more than once in this table.

Communication and interaction		Cognition and learning		Social, emotional and mental health difficulties		Sensory and/or physical needs	
No. of pupils at SEN Support	No. of pupils with an EHCP	No. of pupils at SEN Support	No. of pupils with an EHCP	No. of pupils at SEN Support	No. of pupils with an EHCP	No. of pupils at SEN Support	No. of pupils with an EHCP
8	2	10	2	9	4	0	2

IDENTIFYING PUPILS WITH SEND

We follow a clear three-wave graduated approach to identify and support our learners, in line with Oxfordshire County Council (OCC) guidance. Every child on the register has a comprehensive Pupil Profile, which we update termly through the *Assess, Plan, Do, Review* cycle. All staff are actively involved in this process to ensure our classroom adaptations are high quality. This year, we updated the profile templates to make them clearer and less repetitive, which has successfully reduced teacher workload.

- **Wave 1 (Universal Provision):** This is our everyday classroom teaching, available to any child who needs it. When a teacher notices a child is struggling to make progress, they complete an initial

concern form alongside the OCC Indicators Tool. They then meet with the family and the SENDCo to agree next steps. Wave 1 support includes strategies like pre-teaching, short-term interventions, and extra in-class resources. If the child makes rapid progress and closes the gap, no further action is taken.

- **Wave 2 (Targeted Support):** If universal strategies aren't enough, children move to Wave 2. This is targeted support for pupils who are identified as having SEND, particularly where the support needs to last longer than a single term. These pupils have a formal Pupil Profile, updated at least once a term. This document maps out their strengths, needs, and the specific provision required to access the curriculum, alongside regular targets. We review these in termly meetings where we actively capture parent and pupil voice. Children stay on the register for as long as they need support, but they can be removed if they make enough progress to manage without it.
- **Wave 3 (Specialist Support):** For children with more complex needs—where Wave 2 support isn't working or progress remains very slow—we introduce Wave 3. This involves external specialist agencies, such as Educational Psychologists, and more intensive 1:1 interventions. Most, though not all, of the children at this stage have an EHCP.

2. PROGRESS MADE BY PUPILS WITH SEND

While the overall attainment gap between pupils with and without SEND remains wide, our SEND pupils continue to make expected or accelerated progress from their individual starting points.

Our main aim is to secure consistent, accelerated progress to close this gap more quickly. To do this, we have carefully reviewed the impact of our interventions this year to unpick what works best. This has led us to focus strictly on evidence-based programmes and to increase training for the staff delivering them. As a result, we have seen a direct, positive impact on progress and attainment, with a higher percentage of SEND pupils hitting age-related expectations (ARE) or above in all core subjects compared to last year. Meanwhile, attainment for pupils without SEND has remained steady and in line with previous outcomes.

These improvements show that our recent work, particularly with structured interventions and a renewed approach to teaching Mathematics, is working well and needs to be sustained.

Despite these successes, accelerated progress isn't yet consistent for every child with SEND. This reflects just how complex our current cohort's needs are, and it highlights why high-quality, everyday classroom teaching is just as important as targeted interventions. Our highest-needs pupils, particularly those with EHCPs, are making the strongest progress. This proves that when provision is highly structured and delivered consistently, outcomes improve. Our main priority now is to replicate this consistency across all levels of SEND support.

Our training focus this year was on building staff confidence in supporting higher needs, particularly in Maths, where our SEND pupils have historically struggled. Support staff have also had regular CPD to boost the quality of their in-class assistance. Next year, we will focus heavily on developing pupil independence, adaptive teaching, and inclusive classroom practices. The goal is to strengthen our everyday Wave 1 teaching so that support doesn't rely too heavily on adult intervention. This will be incredibly important for maintaining our current progress as our staffing capacity changes.

On average, both SEND and non-SEND pupils are making expected progress (our target is 4 steps across the year). This shows our current provision is effective, but we need to push further to turn this into accelerated progress for those who need to catch up.

ATTAINMENT OF PUPILS WITH SEND COMPARED WITH PUPILS WITHOUT SEND

	Reading	Writing	Maths
Pupils with SEND at ARE and above	56%	37%	31%

Pupils without SEND at ARE and above	86%	80%	85%
Attainment gap	30%	43%	44%

STEPS OF PROGRESS OF PUPILS WITH SEND COMPARED WITH PUPILS WITHOUT SEND			
	Reading	Writing	Maths
Pupils with SEND (K)	4.4	4.1	3.9
Pupils with EHCPs	6.5	4.7	5.5
Pupils without SEND	4.0	4.2	4.2
Progress gap	+0.4/+2.5	-0.1/+0.4	-0.3/+1.3

3. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

This year, we worked strategically with OXSIT to support the SENDCo and improve the quality of our provision across the school. Staff also received targeted training during regular meetings from the SENDCo, SENSS Communication & Interaction team, and Speech and Language Therapists to help support specific pupils with high needs.

We completed Pupil Profiles termly and invited parents in to review them. While parental engagement and attendance improved slightly this year following direct contact from class teachers, it can still be inconsistent. The profiles themselves are generally completed to a high standard, clearly capturing strengths, needs, and provision.

Our internal focus this year was ensuring that our provision trackers were filled out to the same high standard. We wanted to make sure all interventions are evidence-based, assessed, and reviewed at least every 12 weeks. Thanks to our support staff tracking their interventions carefully, this is improving, though some teaching staff are still not reviewing these in a timely manner. This is a clear action point for next year.

In terms of statutory processes, we successfully secured an EHCP for a Year 1 child and saw a successful parental application for a Year 6 pupil. We have two EHCNA requests nearly ready to submit before the end of the summer term, and we are monitoring one further child for a potential application next year.

The SENDCo attended all Full Governing Body and Performance & Standards meetings this year in their role as staff governor. However, regular meetings with our designated SEND link governor have not taken place. Strengthening this relationship should be a priority moving forward to improve governor oversight. Most governors were able to schedule visits to the school to look at their specific subject areas, future visits would benefit from consistently include a SEND lens. This will ensure SEND stays at the heart of our monitoring and matches Ofsted's expectations for inclusive leadership.

4. SEND FUNDING

Our notional SEND budget is spent where it matters most - on Teaching Assistant (TA) hours, staff training, and external specialist support. This funding ensures we identify needs accurately and deliver targeted interventions. For example, this year four children received specialist assessments from SNAST to help teachers better understand how to support them in class.

We currently have four pupils who are eligible for both SEND support and Pupil Premium funding. We have used this money primarily for additional in-class support and targeted interventions, helping these pupils access the curriculum and make steady progress from their starting points. Extra funding for pupils

4. SEND FUNDING

with EHCPs has been directed straight into staffing to ensure we meet our statutory duties.

We also invested in a structured maths intervention programme and gave staff dedicated time for training. As the data shows, this investment is paying off. Targeted pupils are making measurable progress, and we are seeing a clear rise in their classroom engagement, confidence, and independence in Maths.

From next academic year, our financial situation means we must make some difficult changes. Due to budget constraints, the SENDCo's non-class time allocation will be reduced, with a significant portion of their week redirected back into classroom teaching to save costs. We have also had to reduce our overall TA hours as part of a wider reduction in staffing across the school.

These changes mean we will have less staff capacity overall. Realistically, it will not be possible to deliver every aspect of the SENDCo role with the same depth, frequency, and speed as we do now. It will likely impact our ability to carry out regular monitoring, offer timely advice to teachers, coordinate provisions, and keep up with external agencies. Furthermore, losing TA hours will affect our everyday in-class support and flexible interventions, particularly for children on Wave 2 SEND Support who rely heavily on that flexible staffing.

We are facing this reduction in staff at a time when our pupils' needs are remaining high and our EHCP numbers are potentially growing. This means we will have to deploy our remaining resources with absolute precision. We will always prioritise our statutory duties and highest-need pupils, but our provision will have to be tightly managed to remain sustainable. We will monitor the impact of these cuts closely and report back to governors regularly regarding pupil outcomes, staff workload, and legal compliance.

In addition to our internal staffing cuts, we face a major reduction in external support next year. We will no longer be able to access SNAST for individual pupil assessments, and our OXSIT advisory visits are reducing from six per year down to two. These services have been vital for diagnosing needs and training our staff. This means we will have less capacity for deep assessments and it will take longer to develop staff expertise in specialist areas. We will try to offset this through internal training and by focusing purely on our most urgent cases, and review the impact of these changes closely.

5. STAFF DEVELOPMENT

CPD provided this year includes:

- 2 teachers completing BBO Maths bespoke CPD
- Maths Lead completed BBO Sustaining Mastery CPD and attended Maths Small Schools meetings termly
- All teachers completed Greater Depth in Primary Maths through OTSA
- All teachers attended Adaptive Teaching training through OXSIT
- KS1 teachers attended Play Based Learning training and CPD through Early Excellence for continued development of this in school
- Teachers and SENDCo received training through SENSS C&I and the DSCN teams for supporting specific children with additional needs
- SENDCo attended Inclusion Briefings with OXSIT
- SENDCo attended Abingdon Partnership SEND Meetings
- ELSA continued the ELSA Accreditation
- Support Staff Team received support from SENSS C&I team
- Support Staff Team received ongoing CPD from SENDCo, weekly wherever possible
- KS1 Team received ongoing support from Speech and Language Therapist
- New DSL completed Level 3 Designated Safeguarding Training

- SENDCo attended Inclusive Education: Insights from Ofsted's New Inspection Model
- SENDCo delivered training to teachers on effective use of Pupil Profiles and Provision Trackers
- SENDCo attended Precision Teaching training as a refresher, then trained all support staff.
- SENDCo attended two Multi-Agency Panel meetings for better understanding of local authority decision making around EHCNAs and funding.
- SENDCo attended Champion Oral Heath training

The focus for training this academic year has been on securing effective intervention provision and improving Maths across the school.

6. WORK WITH EXTERNAL AGENCIES

This year we have worked with many external agencies. This includes:

- **Speech and Language Therapy (SALT):** 1 referral submitted; 1 child received direct support.
- **CAMHS (Child and Adolescent Mental Health Service):** 2 children referred.
- **SENSS (Special Educational Needs Support Service):** 2 referrals submitted; 6 children supported.
- **OXSIT (Oxfordshire School Inclusion Team):** Strategic school support visits.
- **Educational Psychologist:** 5 children assessed via private providers or EHCNA process
- **Occupational Therapy (OT):** Liaison with private providers for 1 child.
- **Early Help & Family Support:** 2 children referred to the Locality Community Support Service (LCSS); 2 active Early Help assessments.
- **SNAST (Special Educational Needs Advisory Support Service):** 2 advisory visits completed, supporting 4 children, teachers, and the SENDCo.

The reality of external SEND support has become incredibly difficult. We are facing a combination of rising referral thresholds and massive waiting lists for core services like SALT, CAMHS, and OT. As a result, many of our children are either turned away or left waiting indefinitely.

Because private or traded services have become prohibitively expensive, we simply are no longer able to buy in external support from our school budget. However, the free alternatives are overstretched and practically inaccessible. While the government has outlined plans for reform, these national changes will not materialise anywhere near quickly enough to support our current pupils, who ultimately miss out on the vital intervention they need.

7. SEND PRIORITIES FOR 2026/2027

- **Rigorous Provision Reviews:** Ensure teachers complete thorough, termly impact analyses of all interventions and in-class provision to drive accelerated progress for SEND pupils.
- **Sustainable Provision:** Maintain effective SEND support despite reduced SENDCo and TA capacity by embedding strong, whole-class inclusive practices. We must ensure provision is tightly targeted, evidence-based, and does not rely too heavily on constant adult intervention.
- **Parental Engagement:** Continue to build positive, collaborative, and consistent relationships with the families of our SEND pupils.
- **Consistent Adaptive Teaching:** Close attainment gaps by ensuring high expectations and consistent classroom adaptations across all year groups, enabling SEND Support pupils to access the full curriculum independently.
- **Strengthen Governance Oversight:** Establish a consistent, active SEND link governor role with regular meetings and strategic challenge. Ensure a SEND perspective is integrated into regular governor monitoring visits to align with Ofsted's focus on inclusive leadership.