SEND Information Report for LGC

School: Shrivenham Primary School	Date of Report: Nov 2026
SENDCO: Mel Keizer	SEND Governor: Sarah Brynning

1. SCHOOL PROFILE

Total NOR	Total % (and number) K and E for current year	Total % (and number) K and E for previous year	Total % (and number) of K-code	Total % (and number) E-code	Total number of EHCNAs submitted this year	Total number of EHCNAs agreed and in currently in process
259	19.2% (48)	22.8% (57)	13.6% (34)	5.6% (14)	4	4 in process

Primary areas of need across the school (% and number)

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and Physical
10% (25)	5.2% (13)	3.6% (9)	0.4% (1)

Attendance (as of 23.10.26)	
Whole school	94.2%
Pupils with SEND	88.5%
Pupils without SEND	91.7%
Pupils with EHCP	71.1%
Pupils on SEND Support	95.5%

2. IDENTIFYING PUPILS WITH SEND

As a team we believe in the importance of early identification and early intervention at Shrivenham. We strive to identify children's barriers and additional needs as early as possible so that appropriate support, strategies and provision can be put in place as soon as possible. We aim to address barriers to learning, close gaps in development and attainment at the earliest opportunity and ensure that every child has the support they need to access the school environment, feel safe, included and able to participate fully in school life. The teachers continually monitor children's progress, attainment and development. If they identify a child is making less than expected progress, or they have concerns about their communication and interaction, cognition and learning, social, emotional and mental health, or sensory and physical needs, they will seek advice and support from myself SENDCO. I then observe the child in the classroom or other school environments to gain a better understanding of their strengths and needs. This will be followed by discussions with parents to share our concerns and gather further information about the child's development and experiences at home. Working together, we will consider appropriate strategies and support, and where necessary, seek advice from or involve

2. IDENTIFYING PUPILS WITH SEND

external professionals to help us develop a clearer understanding of the child's needs and identify the most appropriate provision.

Our early identification can be seen through the close links between our Preschool and Reception classes. This year, we have four children from Reception on our SEND register whose needs were identified through our Preschool provision, allowing support and intervention to begin at an early stage, including before they started Reception. We have also already identified a child within our Preschool this term who may require additional support. This early identification enables us to begin putting appropriate strategies and provision in place as soon as possible.

We have also introduced a process for children joining us mid-year in Key Stage 1 and Key Stage 2. These children complete a series of initial assessments to help us identify any gaps in learning, potential barriers to progress and any additional needs that may require support. We then arrange an early meeting with parents to share our findings, gather further information about the child's needs and experiences, and discuss any support or adjustments that may be needed.

3. EDUCATIONAL SUPPORT FOR PUPILS WITH SEND

Over the past year, we have continued to develop and strengthen the educational support available to pupils with SEND across the school. A key focus has been promoting the understanding that every teacher is a teacher of SEND and ensuring that classroom practice is adapted to meet the individual needs of pupils. This has included working closely with teachers to review and update Pupil Passports, develop meaningful SMART targets and ensure that strategies and adjustments are clearly identified and consistently implemented. These targets are now reviewed every 6 weeks and shared with parents instead of once a big term. We have also focused on improving the deployment of teaching assistants and developing more targeted afternoon intervention timetables to address identified gaps in learning.

We have completed a six-week cycle of targeted interventions, with baseline assessments taken before each intervention and follow-up assessments completed at the end of the six weeks to measure impact. The data collected shows that many children have made progress in their targeted areas, with some children having made sufficient progress to no longer require that particular intervention. This allows us to review provision, identify children who may need further support and ensure that interventions remain responsive to individual needs.

Alongside this, we have continued to develop our Canopy Enhanced Pathway, providing a more bespoke and holistic approach for children who find accessing a mainstream classroom challenging. The children accessing the Canopy now follow a bespoke, tiered curriculum designed to accommodate their individual range of needs whilst ensuring there is no ceiling placed on their academic learning or the progress they can achieve. The curriculum is carefully linked to their individual outcomes and targets identified within their EHCPs, ensuring that their educational, communication, social, emotional and developmental needs are addressed alongside academic learning. We have also begun to develop a hybrid approach, with some children accessing a small selection of lessons within mainstream classrooms alongside their Canopy provision. This provides opportunities for children to access learning and social experiences with their peers while maintaining the individualised support they require. Over the coming terms, we hope to build on this approach and increase opportunities for children to access mainstream lessons where appropriate, at a pace that reflects their individual needs and readiness.

Staff SEND CPD has also been a priority, with a focus on adaptive teaching, the EEF Five-a-Day approach, Makaton, language-aided boards and understanding sensory needs. From the training all

3. EDUCATIONAL SUPPORT FOR PUPILS WITH SEND

staff have received we aim to build staff confidence and improve the consistency of provision across the whole school.

Assessment	Pupils with SEND (not EHCP)	24/25 National for pupils with SEND (not EHCP)
Achieved GLD (R)	20%	26.4%
Met pass mark in PSC (Y1)	24%	52%
Average attainment score in MTC (Y4)	18.8	17.4
KS2 SATs (Y6)		
Reading	57%	50%
Writing	57%	39%
Maths	43%	47%
Combined	43%	29%

4. UPDATE ON IMPLEMENTATION OF SEND POLICY

Over the past year, there has been a continued focus on reviewing, developing and embedding the school's SEND policy into everyday practice. Since taking on the SENDCO role, I have worked closely with teachers and support staff to strengthen our systems for identifying, assessing and supporting children with SEND. This has included reviewing the SEND register, improving early identification processes and developing assessment procedures to ensure that children's needs and barriers to learning are identified as early as possible.

A key area of development has been refining and improving the Pupil Passports and the graduated response. Existing Pupil Passports were reviewed as they felt lengthy and confusing for parents and staff. Support was provided to teachers to develop meaningful SMART targets that reflect individual needs and can be monitored effectively as well as a template that was only one page long. We have also moved towards face-to-face Pupil Passport meetings to strengthen communication with parents and ensure they are actively involved in reviewing and planning their child's support.

We have continued to develop staff understanding and confidence in meeting the needs of children with SEND, reinforcing the expectation that every teacher is responsible for the progress and provision of pupils in their class. This has included staff guidance and training around adaptive teaching, sensory needs, communication strategies and the effective deployment of teaching assistants.

Our SEND provision has also continued to evolve, particularly through the development of the Canopy Enhanced Pathway with it now being full-time 5 days a week, targeted interventions and more structured TA deployment. We have strengthened our links with external professionals and continue to work collaboratively with families to ensure provision reflects the changing needs of our children.

5. SEND FUNDING

There are currently 48 children on the school's SEND register, including 14 children with EHCPs and a further 4 children at the EHCNA (Education, Health and Care Needs Assessment) stage. Of these, 8 children access our Canopy Enhanced Pathway, reflecting the level and complexity of need within this provision.

In response to the increasing needs of children accessing Canopy, we have increased staffing from two members of staff to three members of staff throughout the full school day. This additional staffing is necessary to provide the level of individualised support, consistency and provision required to meet the children's needs.

Teaching assistant deployment across the school is also carefully planned to maximise support for pupils. Every class has teaching assistant support during the mornings, helping to ensure that children can access classroom learning and receive additional support where needed. In the afternoons, teaching assistants deliver targeted intervention groups to address identified gaps in learning and support progress. Teaching assistants support SEND children 1:1 in PE lessons.

Our EHCP funding contributes towards the delivery of targeted interventions and additional provision for these children and their identified needs. Funding and staffing also support access to different aspects of the school day, including a quiet lunch provision for children who find the busy, noisy and sensory demands of the main lunch hall overwhelming. This enables these children to access lunchtime in a calmer and more manageable environment.

We are also currently reviewing the provision and funding arrangements for a couple of children with EHCPs, with a view to exploring whether their allocated funding can be used to support alternative provision to meet their individual needs and outcomes. In addition, for one child experiencing Emotionally Based School Avoidance (EBSA), we are working alongside Oxfordshire County Council (OCC), who are supporting us to explore the provision of a specialist tutor to work with the child at home. The aim is to begin rebuilding the child's confidence in learning, establish a positive relationship with a trusted professional and gradually rebuild the connection between the child and school. This is an example of how we are working collaboratively with external services to identify creative and individualised approaches to supporting children whose needs cannot currently be met through a traditional school-based offer.

6. STAFF DEVELOPMENT

Over the past year we have increased the opportunities to develop staff's knowledge, skills and confidence in supporting children with SEND. A range of training has been provided to ensure that staff have a better understanding of individual needs and feel equipped with practical strategies to support children in their classrooms and across the school.

Staff development has included training in a range of targeted interventions and approaches, including Touch Typing, Colourful Semantics and Attention Autism. We have also focused on developing staff understanding of quality interactions, including SHREC training, to support children's communication, language development and engagement. Further training and guidance have been provided around PDA (Pathological Demand Avoidance) profiles, Pica, Makaton and the effective use of communication boards and visual supports.

Alongside this, we have focused on developing staff understanding of assistive technology and how this can remove barriers to learning and support children's independence. Training and discussions around adaptive teaching have reinforced the importance of ensuring that learning is accessible to all pupils, with appropriate scaffolding, adjustments and strategies in place to meet individual needs.

6. STAFF DEVELOPMENT

We have also reviewed and developed the deployment of teaching assistants, ensuring that their role is purposeful and that they are used effectively to support classroom learning, deliver targeted interventions and meet the individual needs of children with SEND.

We have also benefited from support and guidance from Oxfordshire County Council (OCC) Outreach, who have worked alongside the Canopy team to support the planning, assessment and delivery of provision for children with complex needs. This has helped staff to develop their understanding of individual learning profiles, identify appropriate next steps and ensure that curriculum planning and assessment are tailored to children's individual starting points and needs. This ongoing specialist support is helping to strengthen staff knowledge, confidence and the quality of provision within Canopy.

7. WORK WITH EXTERNAL AGENCIES

- Education Psychologist – Emma Herring
- Communications and Interactions Team – Heidi Thorne
- CAMHS
- Speech and Language – Jenny Pattison
- Exclusions team (Clare Roberts)
- Behaviour support Service
- Hearing Impairment team/Teacher of the Deaf
- OCC Outreach
- Alternative Provisions:
  1) Get in Tune