

Annual SEND Report to Governing Body

School: Shrivenham CE Primary School	Date of report: November 2025
SENCO / leader completing report: Natalie Staples	SEND Governor: Caroline Woodbridge-Lewin & Sarah Bryning

SEND Profile (July 2024 figures)

SEN Stage	Number of pupils	% of whole school	National %
No SEN	177	75%	
SEN Support	48	20%	19.6%
Education, Health and Care Plan (EHCP)	16	7%	5.4%
Any High Needs Funding (HNF) or EHC needs assessment applications currently in process?			
<ul style="list-style-type: none"> 3 EHCP application at the needs assessment stage. 			
Any HNF applications or EHC needs assessments applied for but refused?			
<ul style="list-style-type: none"> Not Applicable 			
Any significant changes in the SEND profile since last year?			
<ul style="list-style-type: none"> Increase in number of EHCPs Early identification in pre school supported by early intervention and support 2 EHCPs applied for were finalised this year 			

Area of Need	% of SEN pupils
Cognition and Learning	37.5%
Communication and Interaction	35.9%
Social, Emotional and Mental Health	21.8%
Sensory and/or Physical	4.7%

SEND Staff (please list all current SEND staff or note any changes in the last 12 months)

Name of staff member	Role	Qualifications if relevant
Natalie Staples	SENDCO & Deputy Head	Nasenco Award
Melanie Keizer	Class Teacher	NPQ SEND completing 2025 - 2026

Equality and accessibility arrangements

Have any changes been made to the school's accessibility arrangements in the past 12 months e.g. updates to the Accessibility Plan or Equalities Objectives?	No.
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Progress and Achievement of SEND pupils

Reception:

Number of Pupils (10: SEN Support)		% Expected
Communication and Language	Listening and Attention	30%
	Speaking	30%
Physical Development	Gross Motor Skills	50%
	Fine Motor Skills	30%
Personal Social and Emotional Development	Self-Regulation	40%
	Managing Self	40%
	Building Relationships	30%
Literacy	Comprehension	40%
	Reading	50%
	Writing	50%
Mathematics	Number	50%
	Numerical Patterns	50%
Understanding the world	Past and Present	30%
	People, culture and communities	30%
	The natural world	40%
Expressive arts, designing and making	Creating with materials	50%
	Being Imaginative and Expressive	50%

Phonics Screening:

Number of Pupils 8	% Pass
Year One:	62.5%
Year Two (re-sit): 3 re -sit	66%

Year Two:

	Writing (% Expected)	Reading	Maths	Combined
SEN Support	0	14%	28.5%	0
EHCP	NA	NA	NA	NA

Year Six:

	Writing	Reading	Maths	Combined
SEN Support	14%	29%	29%	0
EHCP	0	14%	14%	0

Attendance and exclusions of SEND pupils

	% - SEN	% - Non SEND
% attendance		
Suspensions	12 suspensions (4 children)	0 suspensions
Permanent exclusions	0	0

Any actions required?

Context

- Where children with EHCPs had suspensions; joint collaborative work was developed with the school's SEN officer (Iro Papa), Behaviour Team (led by Clare Roberts), Educational Psychologist (Caroline Rendall), Leah Spears (Trust Inclusion Lead), Parents. This work included seeking specialist support, seeking access to social care, having regular meetings with parents and developing bespoke timetables for some children; led or supported by pastoral lead and SENDCo where required for children identified as having SEN.

Actions

- To continue to work with External Agencies to support expediting referrals where required.
- To begin to explore the use of Alternative Provisions.
- To continue to develop a set of parent workshops (such as SWIFT) to develop capacity to support parents and encourage good attendance.
- To further develop capacity with staff to support children with challenging SEN needs.
- To ensure behaviour plans work alongside SEN provision.
- To develop and monitor support in place for those children for whom the learning environment is challenging. For these children ensure teaching teams around the child are aware of strategies that work and have the confidence to apply strategies with consistency.

SEND Funding

Type of funding	Top up / HNF
Total received in 2024 - 2025	£ £80560.32

SEND Provision

What new provision / interventions / resources have	<ul style="list-style-type: none"> • Pastoral team continue to provide bespoke and regular interventions. • Dynamo Maths
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<p>been on offer for pupils with SEND over the last 12 months?</p>	<ul style="list-style-type: none"> • Sensory Circuits • Lunch club • Haven • Meet and Greet (These were adapted to be able to operate in the new school). • Opening enhanced pathway in school The Canopy – 6 children attended as part of their reintegration timetables
<p>What has been the impact of the above in-school provision?</p>	<p>Interventions are now available to an increased number of children for core subjects. Children's mental health is being considered alongside their progress with the use of bespoke and well-founded interventions. Increase of hours for those on reintegration timetables</p>
<p>What have been the most effective provision / interventions / resources and why?</p>	<ul style="list-style-type: none"> • Expertise of the pastoral team. • Phonics provision through Little Wandle. • Offer of a bespoke curriculum for individual children.
<p>Which external professionals have been involved in providing support? What has been the impact of external agency work?</p>	<ul style="list-style-type: none"> • Education Psychology • Communications and Interactions Team • CAMHS • Speech and Language • Exclusions team • Behaviour support Service • Hearing Impairment team/Teacher of the Deaf • Alternative Provisions: 1) Oaksey Farm

Complaints relating to SEND

<p>If there have been any complaints relating to SEND in the last 12 months, please record them briefly here with outcomes.</p>	<p>No formal Complaints. However there have been difficulties to manage parental expectations in relation to what we have capacity to offer; work on universal offer with additional funding to ensure we have equipment to cover this is being developed. There have been difficulties managing parental expectations with regards to referrals to agencies who have waiting lists of four years or whose parameters have changed</p>
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SEND Self-evaluation summary

<p>What are the key strengths of the SEND provision?</p>	<ul style="list-style-type: none"> • Pastoral Teams' skill set to develop a 360 approach to supporting children and parents. • Capacity and willingness of the staff to go beyond expectations. • Teaching Assistant team.
<p>What are the identified key priorities and actions for development of the school's SEND provision for the next 12 months?</p>	<ul style="list-style-type: none"> • Strive to improve attainment for SEND pupils. • Develop the use of assistive technology within the school and have capacity to ensure this can be developed year on year in line with pupil use. • Refine the use of one-page profiles, outcome plans, provision maps, EHCP targets to have a robust and transparent system.

	<ul style="list-style-type: none"> • Refine the range of provisions (both in and out of class) offered, to ensure these are fit for purpose, well-resourced and staff are trained in them. • Ensure staff have appropriate training in Adaptive Teaching Techniques. • Support SEND pupils to feel ownership of their learning and development; viewing Super powers rather than barriers. • To develop relationships with parents to ensure a transparency in what we offer. • Strengthen the enhanced pathway offer and increase time of SEND pupils with reduced timetables • Reduce the number of suspensions
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Actions/successes

<ul style="list-style-type: none"> • Development of SEND passports • TA meetings to develop key skills • Use of External Agencies to provide training, mentoring and coaching. • Development of universal offer has begun with the order of non-negotiable SEN items such as coloured books, ear defenders, fidget toys etc. • Linked work with Watchfield to develop capacity and utilise resources. • Excellent OXCC SEN officer has led to collaborative working with increased outcomes for children. • Development of structured programmes such as SWIFT and managing children’s feelings and behaviour course to support parents. • Joined up work with SENCO from another local school to support with annual review and paperwork.

Concerns

<ul style="list-style-type: none"> • New teaching teams • Ensuring enhanced provision meets the needs of the children with reintegration timetables • Waiting lists remain high with all external agencies. Number of private assessments have increased. • Expectations of meeting parental demands has provided a challenge which is ongoing; need for parental voice to be collected and transparency in what we offer (universal offer being developed as a document for all stakeholders).

Next academic year

<ul style="list-style-type: none"> • Improve progress for SEND pupils. • Improve attendance of SEN pupils. • Develop the use of assistive technology within the school and have capacity to ensure this can be developed year on year in line with pupil use. • Refine the use of one-page profiles, outcome plans, provision maps, EHCP targets to have a robust and transparent system. • Refine the range of provisions (both in and out of class) offered, to ensure these are fit for purpose, well-resourced and staff are trained in them. • Ensure staff have appropriate training in Adaptive Teaching Techniques. • Support SEND pupils to feel ownership of their learning and development; viewing Super powers rather than barriers.
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- To develop relationships with parents to ensure a transparency in what we offer.
- Ensure accuracy of assessment data.