



Shaftesbury Junior School Annual SEND Report 2025-26

1. School profile:

- There are 36 pupils identified with SEND in the school (15%)
- There are 2 of these pupils who have an Education, Health and Care (EHC) plan, and one application is pending submission.
- There is 1 pupil in receipt of additional Element 3 Funding

Pupils are identified as having SEND according to 4 different categories- some may have difficulties in more than one area. Below is data showing the number of pupils within each category- some pupils are included in more than one category.

COMMUNICATION AND INTERACTION (INCLUDING ASD)		COGNITION AND LEARNING		SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES		SENSORY AND/OR PHYSICAL NEEDS	
No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan
8	2	20	2	3	1	2	0

(NB-The children with an EHC Plan may be included in more than one category- e.g. they may have needs in the areas of Cognition & Learning, SEMH and Communication & Interaction)

A separate register is kept with details of those pupils who have medical or dietary needs. For example, children are identified if they have medical conditions such as asthma, hay fever, epilepsy, diabetes or food allergies. In addition, information on medication such as inhalers or EpiPens is recorded. Serious medical conditions and allergies require an individual record, including a photograph of the child, their condition/allergy, details of medication and advice in the case of an emergency. These are displayed in the staff room, kitchen, and office (but not on public display).

2. How the school identifies pupils with SEND

Our aim is to integrate children of all needs and abilities, to ensure they reach their full potential. For pupils entering the school in Year 3, or those transferring from other schools in other year groups, we adopt the following procedures for identification and assessment of SEND:



- the analysis of data, including baseline assessment, KS1 data, current attainment levels, Standardised scores, reading ages, and annual pupil assessments
- tracking individual pupil progress over time
- liaison with feeder schools on transfer
- information from previous schools
- information from other services

At Shaftesbury, when it is clear that any child is experiencing difficulties and needs extra support, which cannot be addressed within normal classroom practice and support (e.g. interventions), the class teacher will speak to the SENDCo. These difficulties may be categorised as Cognition & Learning, Communication & Interaction, Sensory & Physical and Social, Emotional & Mental Health. The SENDCo will then contact the parent/carer of the child to request permission to place the child on the SEND Register, if this is appropriate. Where a parent/carer believes that their child may be experiencing SEND, discussions between them, the SENDCo and the Class teacher will take place and then a decision made to place the child on the register, if appropriate.

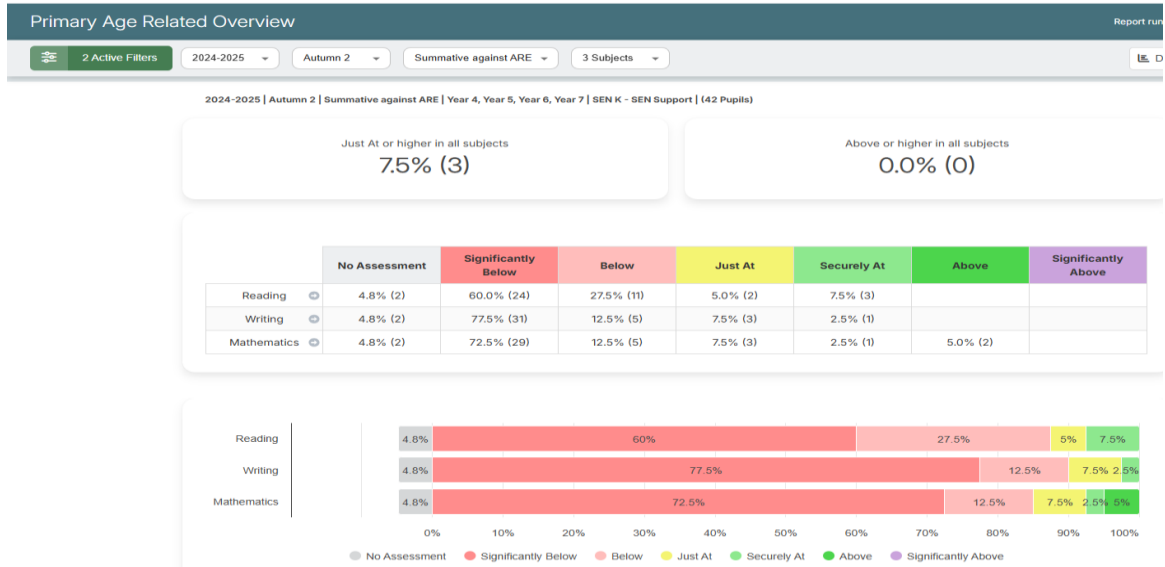
What happens once a pupil has been identified?

Once placed on the SEND register, a one-page pupil profile and BERA (Best Endeavours and Reasonable Adjustments) will be produced, containing a record of the learning outcomes and strategies to be used to support the child. These strategies will usually be additional and different to those received by the rest of the child's class/Year group and may include small group/paired or individual work with a teacher/TA or external practitioner. The targets will be monitored by the class teacher, and in addition, the Inclusion Co-ordinator, Senior Management Team and class teacher will monitor the progress of the child each term. Parents will be invited to attend parental review meetings to discuss the progress their child is making, and any new/revised targets will be set and recorded on a Review Form, part of the Pupil profile.

Advice from outside agencies may be sought if children have complex or more severe difficulties- they may visit to carry out observations, assessments, offer advice, write reports or work with individual pupils to address their needs.

3. Progress made by pupils with SEND

Analysis of pupil progress during Summer 2024 to Summer 2025 indicates that most SEND pupils (with data) have made some progress in Reading, and in writing and Maths. In Summer 2023 to Summer 2024, 7.5% of SEND children were at ARE, whereas in Summer 2024 9.5% were at ARE across all three subjects. In Reading -21.4% were JA, in Writing and Maths - 16.7% were JA. Compared to non-SEND pupils; which was 38.4% in all three areas. This includes data for 2 pupils with EHCPs, as well as data for several pupils with complex needs.



4. Implementation of the SEND system update

The SEND Action Plan 2024-25 was completed and RAG-rated- all areas were green by the end of the summer term 2025.

Action plan for 24-25:

Actions	Personnel	Timescale	Resources	Progress Review
- SEND key dates and deadlines for actions, plus relevant pupil information to be emailed to all staff	VS	On-going	None	Green
- SENDCo to ensure staff have updated their one page Profiles for 2024-25 and completed Pupil Support forms termly	VS Class teachers	Start and end of each term	SENDCo time	Green
- Staff to complete termly review and recording of Pupil Support forms and SENDCo to monitor; forms to be sent to parents by email	VS Class teachers	Termly	SENDCo time	Green
- Staff to complete termly evaluation of interventions (if any) and SENDCo to monitor	VS Class teachers	Termly	SENDCo time	Green
- SENDCo to analyse and record SEND pupil progress data termly for reading, writing and maths	VS	Aut'24; Spr'25; Sum'25	1 day to analyse the assessment data each term	Green
- Monitor planning for SEND pupils- English and Maths	VS	Aut'24; Spr'25; Sum'25	SENDCo time	Green
- Arrange SEND JPMs in Autumn & Spring terms	VS Outside agencies		SENDCo time	Green
- Complete EHCP referrals for MF	VS	December 2024	SENDCo time	Green
- Liaise with KS1 and KS3 SENDCos	VS	Summer term 2024	SENDCo time	Green
- Set dates for teaching assistants to prepare data from interventions	VS	Autumn 2024	SENDCo time	Green
- Take part in whole school review to scrutinise learning environment and compare against provision maps	VS	Autumn 2024	1 day	Green
- Regularly meet with TAs to keep up to date with school developments and CPD	VS	Autumn 2024	SENDCo time	Green
- Set interventions for support staff	VS	Autumn 24		Green



Interventions

Last year, many interventions were held, including Literacy Gold, which replaced Lexia, phonics, fluency, ELSA sessions and nurture. We included spatial reasoning, dyslexia support and big moves.

5. SEND funding

Additional funding has been received for those pupils holding EHCP and Element 3 Funding. There was one successful EHCP application made and one successful application for element 3 funding, although the pupil left and has now returned.

6. Staff development

Training opportunities have been greatly received this year, including hearing awareness training. Additionally, during TA meetings, all received training on dyslexia awareness, as well as early writing strategies. We also had some TA training take place online to support pupils with ASD in accepting their diagnosis and to offer support in transitioning to KS3. One TA received emotional literacy support training (ELSA), and all staff received wellbeing CPD from our allocated educational psychologist.

SALT have provided a TA with training, so they were able to support speech.

7. Work with external agencies

The SENDCo has met with the EP, Virtual school, LCI link teacher, Speech & Language therapist, SEMH link teacher and SEMH practitioner on numerous occasions to discuss case-loads, request and receive advice. There have been 2 joint planning meetings with all agencies this year (in September 2024 and February 2025). A meeting was held with the SENDCo at King Richard III Infants' School to discuss the new intake to Year 3 in June. Information was shared with secondary schools that were receiving Year 6 pupils with SEND in person.

Face-to-face visits to assess/observe pupils by outside agencies have taken place throughout the year.

8. LAC

One child has been identified as a looked-after child. I have received training on how to complete an EPEP, which is a document shared with the Virtual school, as well as social workers. Reviews were held in October 2024 and half-termly until the Summer term. Targets were set for the child and shared with the class teacher. Support was provided by the virtual school if needed. Funding was secured to provide the child with a laptop to provide an opportunity to complete homework and other academic tasks when at home. This child has now moved to secondary school, with whom an extra transition was arranged.

SEND Updates for Autumn 2024

12 TAs are working either generally in classes or attached to children.



- 1 is supporting a child in Year 6 with an EHCP (30 hours/week), and another is supporting a child with an EHCP in Year 5 (30 hours /week). Two teaching assistants are supporting one Year 5 child who receives band 2 element 3 funding.
- There is 1 HLTA working across the school to cover PPA
- There are 2 HLTAs working as EAL support- one in Years 3 & 4 and one in Years 5 & 6
- There is an Inclusion Support Worker- Jane Espley, working part-time to attend meetings for vulnerable children, work with children and carry out duties allocated to her by the Head teacher.
- Clear criteria have been set for placing children on the SEN register. All staff are aware of this.
- SEN Registers are up to date on the computer system. Held on the Shared Teacher drive and accessible to teaching staff. Continue to be updated, with movement on/off, up and down noted.