

## **SEND Report to Governors Academic year 2024-2025**

### **Introduction to SEND report**

This year's SEND Report to Governors has been produced collectively, with SENDCO's Laura Fozzard and Nicola Butcher.

### **Data**

The collective number of SEN pupils in the school is 23.6%, this is above the national average by 5.3%. This has necessitated a number of staffing changes as the school seeks to accommodate the additional needs across the school, our main concern being for those that we have agreements to assess for EHCP's but all of which have yet to be assessed. We have therefore had to prioritise support staff within our budgets and consider how teachers can better support their pupils within the classroom, using effective ordinarily available provision. The number of pupils with EHC Plans has stayed at 5.3% which is 1.8% above national. 25% SEND children are pupil premium. With 18 EHCPs in school, we have found that we are no longer in a position to employ support staff in a general role; all of them now spend at least part of their time supporting in a one to one role. Since the latest data below was released, we applied for a further five EHCPs this year, and accepted 5 children with complex needs in to the school (two we are awaiting approval of an EHCP). Our demographics are changing rapidly and as such, we must adapt our arrangements in school to best support all of our pupils. It is useful to note that there has and continues to be a significant number of pupils that join Buckden within the academic and many from year 3 onwards. In July 2025, approximately 22.5% of the SEND school population did not start in reception.

<b>Trends</b>	<b>SEND: National</b>	<b>SEND: Cambridgeshire</b>	<b>SEND: Buckden</b>	<b>Area comparison</b>
ALL SEND	<b>18.3%</b> <b>July 2025</b> 18.4 July 2024	<b>18.8%</b> <b>July 2025</b> July 2024 15.4%	<b>23.6%</b> <b>July 2025</b> 28.7% July 2024	Above National/ Cams
SEN Support	<b>14.8%</b> <b>July 2025</b> 13.6% July 2024	<b>12.9%</b> <b>July 2025</b> 12.2% July 2024	<b>18.3%</b> <b>July 2025</b> 23.4% July 2024	Above National/ Cams
EHCP	<b>3.5%</b> <b>July 2025</b> 4.8% July 2024	<b>5.9%</b> <b>July 2025</b> 3.3% July 2024	<b>5.3%</b> <b>July 2025</b> 5.3% July 2024	Above National/0.3% below Cams
<b>Number of Whole School Cohort</b>	<b>SEND: Whole School</b>	<b>SEND: Boys/Girls</b>	<b>SEND &amp; Pupil Premium</b>	<b>SEND &amp; EAL</b>
339 (July 2025)	80 23.6%	Boys: 57 (71.3%) Girls: 23 (28.7%)	13 (33%) Of all SEND 39 of ALL PP	(3.8%) of all SEND
342 (July 2024)	98 28.7%	Boys: 65 (66.3%) Girls: 33 (33.7%)	30 (29.4%) of all SEND 48% of ALL PP	5 (5.1%) of all SEND
335 (Apr 2023)	75 (23.5%)	Boys: 51 (68%) Girls: 24 (32%)	15 (20%) of all SEND 34% of ALL PP	5 (6%) of all SEND 18% of all SEND
<b>Primary Area of Need</b>	<b>Cognition and Learning</b>	<b>Social Emotional and Mental Health</b>	<b>Sensory and Physical</b>	<b>Communication and Interaction</b>
Numbers	19	21	18	17
Percentage	5.6%	6.2%	5%	5%

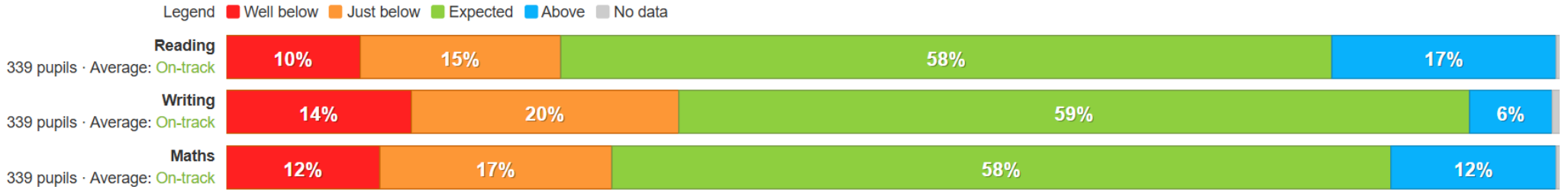
## Achievement

SEND pupils generally achieve well in relation to attainment measures held by the school, but are very often going to appear to not be in line with their peers, because of their Special Educational Needs and Disabilities. The two tables below show internal assessment data for SEND pupils compared to non-SEND. It is likely that the SEND pupils will form the majority of the lowest attaining 20% cohort for every subject. It is pleasing to see that there are some of our SEND children working above the expected levels in some areas of the curriculum.

### SEND



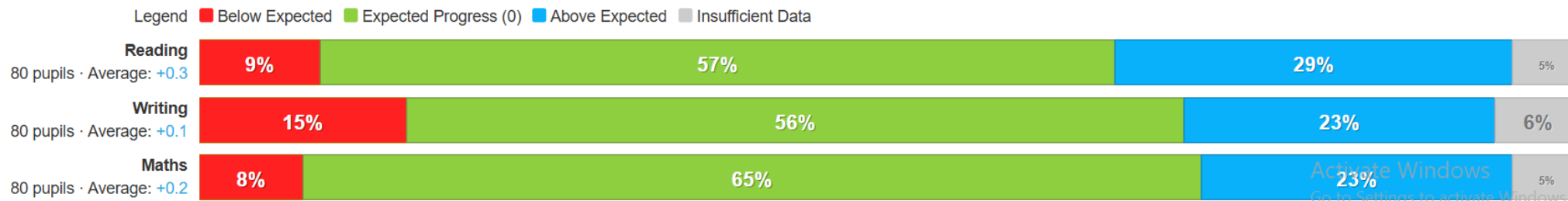
### NON-SEND



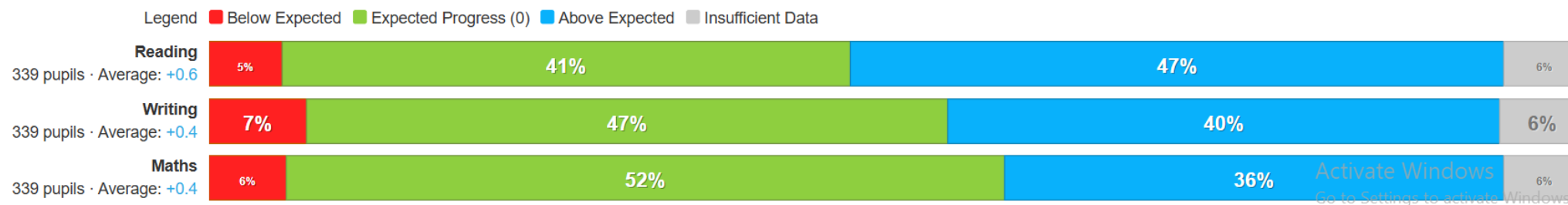
## Progress

SEND pupils show good progress across the year, according to progress measures held by the school (formative and Teacher assessment), and are in line (slightly higher) with Non-SEND pupils by comparison, as seen in the tables below. It is very pleasing to see that there are large numbers of SEND children making more than expected progress, particularly in reading, writing and maths.

### SEND



### NON-SEND



## ISPS

To ensure that all SEND pupils make measurable progress, for the last two years, the SENDCo's has made the teachers more accountable for ensuring that their pupils make expected progress towards personalised targets across the year by reporting back on this data termly. Teachers are expected to set 3 targets. Following further training this academic year, Teachers are more confident in setting Specific Measurable Achievable Realistic and Timebound (SMART) targets for their SEND pupils via their Individual Support Plans, reviewed three times per year. During pupil progress meetings, staff are asked to report back on the progress made towards these targets as a percentage. Over time, the impact of this has been that targets have become more focussed and achievable, and in turn pupils are making good progress. This has also focussed the teaching on the achievement of those targets within the classroom environment which is the key to pupils making progress across the curriculum. Teachers have had to carefully consider the support that they can offer these children and think about ensuring good quality ordinarily available provision is in

place in all classrooms. The results of this focussed approach are shown below, and it is clear that as time has gone on, teachers are becoming better equipped at both devising appropriate ISP targets for the pupils, as well as ensuring provision is suited to meet these needs and make progress. Please note that the percentages have changed to 33%, 66%, 99%.

<b>Whole School- 2022-2023</b>					
<b>Progress of SEND Pupils with EHCPs / IEP</b>					
<b>Term</b>	<b>End Autumn term</b>	<b>End Spring term</b>	<b>End Summer term</b>	<b>End year target</b>	<b>Next steps</b>
% on track to attain below 50% their IEP targets	26%	11%	10%	15%	Consider what is available in the classroom to help meet these targets, as opposed to TA led interventions
% on track to attain 75% their IEP targets	40%	43%	55%	50%	
% on track to attain 90% their IEP targets	34%	46%	35%	35%	
<b>Whole School- 2023/2024</b>					
<b>Progress of SEND Pupils with EHCPs / IEP</b>					
<b>Term</b>	<b>End Autumn term</b>	<b>End Spring term</b>	<b>End Summer term</b>	<b>End year target</b>	<b>Next steps</b>
<b>% on track to attain below 50% their IEP targets</b>	24%	27%	31%	61%	Consider retraining of setting SMART targets.
<b>% on track to attain 75% their IEP targets</b>	50%	44%	41%	45%	
<b>% on track to attain 90% their IEP targets</b>	25%	29%	28%	63%	
<b>Whole school- 2024-2025</b>					
<b>Progress of SEND Pupils with EHCP's/ISP</b>					
<b>Term</b>	<b>End Autumn term</b>	<b>End Spring term</b>	<b>End Summer term</b>	<b>End year target</b>	<b>Next steps</b>

<b>% on track to attain 33% of their ISP targets</b>	<b>26%</b>	<b>45%</b>	<b>26%</b>	<b>20%</b>	There is improvement of targets achieved, but monitoring of SMART targets being written needs to continue, we are moving in the right direction but more children need to be achieving 99% of their targets.
<b>% on track to attain 66% of their ISP targets</b>	<b>51%</b>	<b>35%</b>	<b>42%</b>	<b>32%</b>	
<b>% on track to attain 99% of their ISP target</b>	<b>23%</b>	<b>20%</b>	<b>32%</b>	<b>48%</b>	

### **Provision**

The SEND Code of Practice emphasises that pupils with SEND will have provision that is additional to and different from what should be ordinarily available provision (OAP). We have focused on ensuring that all pupils across the school had access to good OAP, and that all adaptations made for them were being recorded and reviewed regularly for impact. Teachers had training around this and were shown how to use the OAP toolkit produced by Cambridgeshire Local Authority. To support teachers to think about their own class provision and what they can do to meet their learner's needs, the support on offer has become increasingly more focussed in response to the needs of the pupils. Those with some additional needs will have teaching support in the classroom, pre and post learning, working tables and tailored interventions outside of the lessons. Those with a greater level of need may have additional teaching outside the classroom either individually or in a small group.

Support for Social, Emotional and Mental Health needs (SEMH) continues to become more of a demand and the provisions offered have widened as a result. As well as a Nurture intervention, social groups and Thrive groups now take place across the school as well as 1:1 Drawing and Talking sessions and Healing Together sessions. The Home School Hub, launched in September 2022 has been a particular success. Many children from across the school access this provision, either on a 1:1 or group basis. The Attendance lead works within the hub and has been proactive in supporting families with low attendance issues. The SEND pupils were averaging 94.1% in July 2025 for attendance which is just below national expected level.

The Thrive approach to supporting children with SEMH needs has been a particularly successful element of the schools provision. As a result, we developed a new, permanent Nurture provision in its own dedicated space for this new academic year. This has been

run by two Nurture UK trained practitioners, and supported 6 pupils across year 1 and 2. Next academic year it will continue and will support 5 children from year 1 and year 2.

### **EBSA/Reduced Timetables**

We have four children on a reduced timetable, this will increase to six when the new EYFS children begin school.

A year 2 child has been on a reduced timetable since September this academic year, this is a child who has experienced a lot of trauma and finds it hard to attend to learning. Originally, he was only in school until break time, but he is now in school until 2pm every day. We will look to increase this once he is settled in September and hope that by Christmas he is in full time.

A year 4 child joined us in June they transferred from a local school, where they no longer wanted to attend the school. Mum struggled to get him into school here but found that if he knew that he could go home at lunchtime, he would come in, we formalised this and look to increase this once settled in September, we will push for him to be in school full time by the end of next academic year.

A year 3 EHCP child was accepted into the school as their sibling attend school. He had been out of school for the majority of this academic year whilst he was being placed and we were waiting for the LA to confirm and give us their funding. As we were keen to have him in school, so we can get to know them properly and put things into place to support them, the LA provided a TA for 2 hours a day, this started in June 2025. We hope we will have the funding from him so that we can begin to increase this reduced timetable.

A year 1 child is very dysregulated within school and we have put in place a reduced timetable for them. This was implemented in June and he is coming in 2 hours a day.

A child in year 6 attends Alternative Provision for 2 days a week at Grafham Water. This is an Engagement programme for children that are either EBSA or are disengaged from their learning. Having visited, and having spoken to the leaders of the project it is great to learn that the child is participating greatly and he helps the leaders prepare for activities and is able to support other children that are in the project that might find things difficult.

### **LAC**

There are no longer any children that are LAC in this school. Two of the three sibling's left July last academic year, and the other sibling transferred to a school closer to where their home is. They transferred in Autumn 2024.

## **Policies and Statutory Requirements**

The SENDCo's are in the process of completing their NPQ SENCo qualification, this began in April 2025 and is due to be completed in October 2026. Both SENDCo's are Designated Safeguarding Leads.

The SEND information report is held on the school website and is reviewed annually with the SENDCo and SEND Governor. This will be reviewed again in the Autumn of 2026. The report has been written in a parent friendly manner, with use of infographics and photos to bring the information to life. This report format was agreed with a parent working party.

The SEND policy has been reviewed this academic year. The Positive Relationships and Anti-Bullying policy was amended in Summer 2023.

## **Governor input and areas discussed**

### Equality and Equity

Meetings were held with a group of SEND with pupils to discuss Equality and Equity and helping them and the whole school understand that some pupils need more and different support. The team worked together to plan and deliver an Assembly to the whole school about Equality and Equity at Buckden. This mirrored the CPD given to the Governors and staff at the start of the academic year.

### Approaches to Behaviour management

We are a Therapeutic Thinking school. Susan Tarpey – Assistant Head – has attended further training and will be delivering this to all staff in September to ensure that we are following the approach as we should. SLT do monitor behaviour, including looking at behaviour reports recorded on Arbor and intervene if necessary.

## **Ordinarily Available Provision (OAP)**

The school has a high percentage of SEN across the school, there was a discussion of the thresholds for SEN intervention. Cambridgeshire has developed support materials which give guidance on provision that should be ordinarily available in the classroom. The key is to look for consistency across the school on classroom provision and the implementation of the support required for SEN pupils outlined in their one page profiles. Further training was given to staff by SENDCO's on this and where to look for support, teachers come and talk with us when they feel they need further support.

### Insight

We continue to use insight to track progress, attainment, write ISP's, APDR's and Provision mapping. There will be whole TA training on using provision mapping effectively so that we can ensure that all interventions are being evaluated. We have spoken to Insight to add Pre Key Stage breakdowns, so we can clearly see how far behind a pupil is if they are assessed as Pre Key Stage. We have also asked for the PDJ framework to be placed in Insight as 2 of our pupils are assessed using this model, and it helps us to keep track of where they are more formally.

### Book Look

The SEND Governor and SENDCo reviewed books of a sample of SEND pupils across the school, looking for consistency of support and how effectively school policies on marking, support etc are being implemented. Findings from this were recorded and fed back to staff with recommendations.

### Pupil voice

SEND pupils have taken an active role in investigating what support is on offer to pupils at Buckden and sharing these with the school community. A Trust initiative that will be in place from September is to have Equity Ambassadors, which we will meet with half termly to ensure that our SEND pupils are being represented well.

### MAT

We meet regularly as part of the ACT SEND team to discuss updates from our Inclusion Officer and to share good practice across the schools.

## Review of progress against last year's targets for 2024-25

<b><u>Priority 2024-25</u></b>	<b><u>What we achieved</u></b>	<b><u>What still needs to be done</u></b>
New SENDCo's to establish themselves in the new role.	Following the handover and experience that we gained from our predecessor, we have experienced much of the role that is expected of a SENDCo. We have applied for reduced timetables, EHCP's, neuro diverse referrals and EHA's We have overseen and questioned – where necessary – the attainment and progress data for our SEND children. We have completed Learning walks, and book looks and have met regularly with our link governor. We have had many meetings across the year, with parents and other professionals including TAF meetings. Staff are happy to come and talk to us about their children and we seek support from our ACT Inclusion Office, link Specialist Teacher, Local Authority Inclusion Officer and Educational Psychologist when necessary. We have worked closely with the Diabetic team for our children with diabetes.	Continue to learn and implement strategies that support our SEND children. Seek advice when necessary.
Revision of SEND documentation including SEND Policy, SEND Information report	This was actioned and can be found on the school website.	To be updated on a yearly basis in the September of the new academic year.

<p>Revision and update of SEND process to be shared with all teaching staff.</p>	<p>We met with all staff at a staff meeting to go throughout the processes, we implemented a form for staff to fill in when they would like a child to begin an ISP so that we can have a good understanding of why it is necessary. Children that are taken off ISP's are being monitored, and read as that on Arbor, as they may need to be put back on an ISP in the future.</p> <p>We retrained staff in how to set SMART targets as many children, especially EHCP children weren't meeting their targets, and therefore we determined that the targets weren't set small enough for them to meet.</p>	<p>In September, remind staff of the process of wanting a child to have an ISP or to come away from an ISP.</p> <p>Re-emphasise the importance of using APDR and evaluate to support EHCP applications and to ensure are in place for all children that have an EHCP.</p> <p>Make teachers aware of PDJ and PKS being on Insight and to assess against this next academic year for better tracking of exactly where our children are.</p>
<p>Establishment of a nurture class for those unable to access learning in a mainstream classroom environment in year1 and year 2.</p>	<p>The Nurture Provision is fully established with the current cohort in there being transitioned back into their classroom.</p>	<p>The next cohort for Nurture have been chosen and parents are happy for them to attend. It is a very different group of children, with different levels of need, but we predict may be as successful if not more than this year.</p>
<p>CPD opportunities for new SENDCOs, teaching and TA staff – ADHD in girls.</p>	<p>We have attended SENCO cluster meetings, met with our ACT Inclusion Officer for trust meetings, attended a Whole Education conference, and have invited/asked to meet with people to give further support and advice, including Local Authority Inclusion Officer, Specialist Teacher, Educational Psychologists, ACT Inclusion Officer, Act Attendance Officer, EHA Officers our EIFA and Family Workers.</p>	<p>To continue to ask for support when necessary.</p> <p>There is more opportunity within our CPD sessions to invite people in to support with SEND training. When we meet with our newly assigned Specialist Teachers we will ask what training they can offer and implement to ensure we support all teaching and TA's.</p>

Re-accreditation for the Dyslexia Friendly Schools Award	Achieved in March 2025.	Staff Training to ensure that we are still implementing the strategies as it will not just benefit or dyslexic learners, but all of our learners.
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<b>SEND Priorities 2024-25</b>
PINS Project – to work closely with Pinpoint to help support parents of SEND children
NPQ SENCo – to work towards completion of our NPQ SENCo qualification
Equity Ambassadors – to establish this group this year so our SEND pupils have a voice
CPD for all staff – see what training we can offer through Occupational therapist based in Buckden – she has 6 hours to offer us, this includes training and working with children. 2 children were referred to her last academic year.
SENDCo Leadership programme with Whole Education – both SENDCo's to attend training to help focus us upon areas to priorities to improve SEND provision
Look at how we record APDR's, does this need to be separate for when sending documents for EHCP's?