



Pimperne CE VC Primary School
Annual SEND Report to Governors
July 2025



At Pimperne CE VC Primary School, we believe it is essential to provide a well balanced, challenging curriculum for all pupils. We are committed to ensuring that all pupils, including those with Special Educational Needs and/or Disabilities (SEND), receive their right to a high quality, accessible and balanced curriculum. Our aim is to provide all children with the best possible outcomes in preparation for lifelong learning.

We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development. We endeavour to raise aspirations and expectations for all pupils, including those pupils with SEND, by working in partnership with parents/guardians and listening to pupils.

At present, pupils with SEND make up 16% of the whole school population.

SEND Profile per Year:

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
SEN Support	3	6	4	3	3	1	3
EHCP	0	0	2	1	0	1	2
Total class SEND %	16% <i>19 pupils in class</i>	26% <i>23 pupils in class</i>	20% <i>30 pupils in class</i>	15% <i>27 pupils in class</i>	11% <i>27 pupils in class</i>	6% <i>32 pupils in class</i>	19% <i>27 pupils in class</i>

Identifying Special Educational Needs

The needs of pupils may be categorised into four areas, these include:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

Early identification

We believe that early identification of special educational needs, whether it is social, emotional, physical, communication or a specific learning difficulty, is crucial to the wellbeing of all of our pupils.

To support us in our early intervention we:

1. Carry out home visits and pre-school visits for all of our Reception pupils
2. Attend transfer reviews for pupils with SEND transferring to us
3. Provide the appropriate intervention, eg. small group support provided by a TA or Teacher for all pupils as appropriate

These strategies allow us to meet with parents/guardians in order to discuss their child's strengths and needs. They also allow for any additional resources, interventions or referrals to be implemented/made quickly.

Identification

Assessment of our pupils continues throughout their time with us. We do this by:

1. Analysing assessment data half termly to identify children who are not meeting Age Related Expectations (ARE)
2. Continually monitoring the pupils in each class through observations, discussions, marking and written feedback
3. Providing all adults with the opportunity to discuss concerns at any time
4. Liaising with parents/guardians

Provision

Any child identified on the SEND register receives additional support. This is outlined using class data analysis, SEND Pupil Profiles and Individual Education Plans (IEPs). SEND Pupil Profiles and IEPs outline any support in addition to Quality First Teaching (QFT). IEPs include clear, SMART targets which are reviewed at the end of each intervention session in order to support progress. We have created our own SEND identification flowcharts to indicate when certain types of support are needed. We also have access to HET assessment tools to support the learning of children with SEND.

In September, we will be using HET systems to record SEND plans and interventions.

Parents/guardians are invited to meet termly with the class teacher, teaching assistant and where appropriate, SENDCo, to review their child's learning and celebrate their successes.

As a school, we have two Trauma Informed Schools (TIS) practitioners who are qualified to carry out therapy plans with our most vulnerable pupils. The TIS Practitioner training has enabled wider school training, ensuring that all staff are aware of, and deliver, the TIS, relational approach/strategies with all children. This approach also involves discussions and workshops with parents/guardians so that all those with an invested interest in the child follow the same approach, to help support progress. In addition to this, two members of staff have completed the 'Relational Practice' training which dovetails our relational approach to supporting children with social and emotional needs. We also work closely with the NHS Mental Health Support Team who deliver both whole class and 1:1 sessions with any pupils identified as needing extra support, either by staff or parents/guardians.

Attainment and Progress of Pupils with SEND 2024-25:

EYFS:

	Number of pupils	Good Level of Development (GLD) achieved
SEN Support	3	33%
EHCP	N/A	N/A

KS1:

Year 1 Phonics Test

	Number of pupils	Passed
SEN Support	6	0%
EHCP	N/A	N/A

Year 2

	Number of pupils	<u>Met National Expectations</u>			
		Reading	Writing	EGPS	Maths
SEN Support	4	0%	0%	0%	25%

EHCP	2	0%	0%	0%	0%
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KS2:

Year 6

	Number of Pupils	<u>Met National Expectations or Exceeded National Expectations</u>			
		Reading	Writing	EGPS	Maths
SEN Support	3	67%	67%	33%	33%
EHCP	2	0%	0%	0%	0%

SEND Budget

The SEND budget is based on an academic and financial year (September to August).

Money is spent on supporting individual pupils with an EHCP through:

- 1:1 TA support
- Group TA/Teacher support
- Specialist resources
- CPD for Teachers and TAs supporting individual needs

The school budget includes money for supporting children with SEND. This money is spent on:

- TA hours to support pupils with SEND
- CPD for all staff
- Resources
- Support and advice from outside agencies

The training needs of all staff are identified through:

- Audit of staff strengths and areas to be developed
- Identification of specific needs for individuals and how staff need to be trained to support the pupil
- Key objectives on the School Development Plan that may need addressing through training
- Management of SEND
- Updated SEND register and required provision
- Induction period for new members of staff