



Annual Report to Parents and Governors on the Implementation of the Special Educational Needs and Disability (SEND) Policy in Practice.

September 2025

Introduction

Schools have a duty to report to parents and carers on the provision for pupils with Special Educational Needs and Disabilities (SEND), as well as the implementation of the schools Disability Equality Scheme.

In line with the SEND Code of Practice, a pupil is identified as having Special Educational Needs (SEN) if they have a learning difficulty or disability that requires special educational provision. This is defined as:

- Having significantly greater difficulty in learning than the majority of others of the same age, or
- Having a disability that prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools.

The school is committed to identifying these needs early, working in partnership with families, and ensuring that appropriate support is in place to enable all pupils to access high-quality, inclusive education.

At Langley Fitzurse Church of England School our approach to supporting pupils with Special Educational Needs and Disabilities (SEND) is firmly guided by the principles outlined in the Special Educational Needs Code of Practice (2014). This framework underpins our SEN Policy and informs procedures we follow to ensure that every child's individual needs are met effectively. The Code advocates a graduated approach to SEND, acknowledging that children learn in diverse ways and can experience a range of needs. In alignment with this our school implements a tiered model of support.

- Tier 1 -Universal/OPAL Support: Inclusive provision available to all pupils, fostering a supportive learning environment. All pupils benefit from Quality First Teaching which is carefully planned and differentiated to meet individual needs.
- Tier 2 -Targeted Support: Tailored Interventions for pupils requiring additional support beyond universal provision. This may include phonics groups, Maths groups or speech and language interventions. Such support is usually delivered by the class teacher or teaching assistant.
- Tier 3 -Specialist Support: Access to specialist services and expertise for pupils with more complex needs.

Individual learning plans are created for all children on the SEN register and this can be at targeted or at specialist support level. These individual will outline individual targets for children and be reviewed in scheduled meetings between parents and class teachers three times per year.

Where further support is deemed necessary, the school may initiate a request for a statutory assessment of a child's special educational needs. This process may lead to the establishment of an Educational Health and Care (EHC) Plan, depending on the outcome of the assessment.

School Profile 2024/2025

We aim to provide tailored support for pupils with a wide range of special Educational Needs. These include:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

The table below shows the number of children in each of the four broad areas of need set out in the SEN Code Practice 2014. Please note that some children have more than one area of need so will be represented more than once.

2024 -2025	
Number of Pupils on Roll – YR-Y6	104 children
Percentage of SEND Needs pupils:	24%
Statement/EHC Plan:	3%
Percentage of children with Communication and Interaction Needs	4.8%
Percentage of children with Cognition and Learning Needs	11.5%
Percentage of children with Social, Emotional and Mental Health Needs	0%
Percentage of children with Sensory and/or Physical Needs	2.8%
Percentage of Service Children	12.5%
Percentage of children with EAL	4.8%

Our approach to teaching pupils with SEN

The school is committed to identifying and addressing these needs through appropriate interventions and support strategies, ensuring every child has access to high quality and inclusive education. We adopt an inclusive and responsive approach to teaching pupils with SEN:

Teacher Responsibility

Class teachers are responsible and accountable for the progress and development of all the pupils in their class, including those with SEN.

Quality First Teaching

High-quality, differentiated teaching is the first step in meeting the needs of pupils with SEN. Lessons are adapted to ensure accessibility and engagement for all learners.

Targeted Support

Some pupils may benefit from short –term interventions or additional support to address specific needs.

Specialist Support

For pupils with more significant and ongoing needs a Learning plan will be written, setting specific targets and strategies to support access to the curriculum and promote progress. This may involve in school support or support from outside agencies.

Identifying pupils with SEN and assessing their needs

Initial Considerations

When deciding whether special educational provision is required, the school will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Baseline and Ongoing Assessment

On entry to the school, each pupil's current skills and attainment levels are assessed, building on information from previous settings and key stages where applicable. Class teachers then carry out regular assessments to monitor progress and identify pupils who may be experiencing difficulties.

Indicators of SEN

A pupil may be considered for SEN support if their progress:

- Is significantly slower than that of their peers from the same baseline
- Does not match or exceed their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap over time.

These indicators may also include progress in areas beyond academic attainment, such as social and emotional development. It is important to note that slow progress or low attainment alone does not automatically mean a pupil has SEN. A range of factors are considered before any formal identification is made. This process ensures that pupil's needs are identified early and accurately, allowing for timely and appropriate support to be put in place.

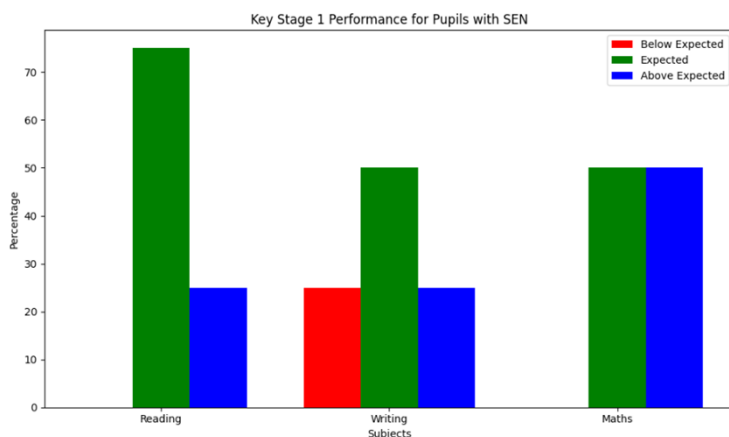
Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

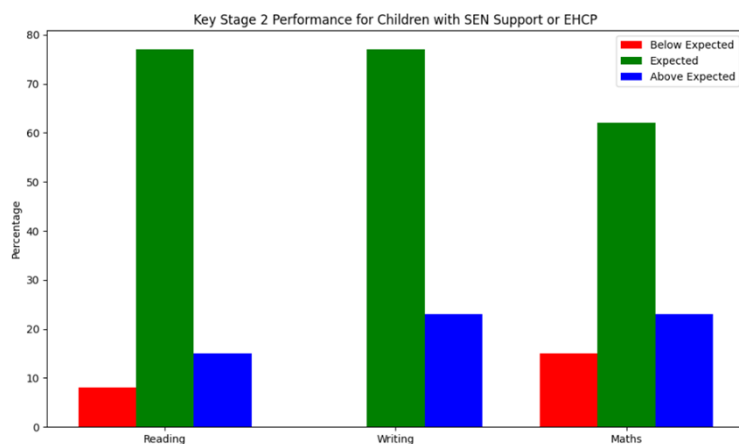
- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, immersive reader, overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Attainment and Progress of pupils with SEND 2024/2025

The table below shows progress of children in key stage 1 on the SEN Register who are at SEN support or have an EHCP.



The table below shows progress for children in Key stage 2 who are on SEN Support or have an EHCP.



Expertise and training of staff

Our SEN provision is led by Miss Nicola Waylen, the schools' Special Educational Needs Coordinator (SENCO) and we have a team of 6 teaching assistants whom are actively involved in delivering in intervention across the school.

All staff receive ongoing continuous professional development (CPD) to ensure they are equipped with the knowledge and skills needed to support pupils with a range of needs. Training is targeted and relevant, enabling staff to respond effectively to emerging challenges and best practice.

To enhance our provision we work closely with a range of external professionals and services including:

- Speech and language Therapy
- Occupational Health
- Child and Adolescent Mental Health Services (CAMHs)
- Educational Psychologists
- Wiltshire SSENS Team
- Wiltshire Sensory and physical impairment team
- Wiltshire Behaviour Support
- Ethnic Minority and Traveller Achievement Service (EMTAS)
- School Nurse
- Early Help Assessment Team

Enabling pupils with SEN to engage in whole school activities

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trip(s).
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Support for improving emotional and social development

Emotional Literacy Support (ELSA) – We offer dedicated ELSA sessions led by our ELSA trained member of staff Mrs Taylor. These sessions support pupils in managing emotions, building resilience and developing positive relationships. These sessions are tailored to individual need and play a key role in promoting mental wellbeing.

Disability Duty

- Under the Disability Equality Duty schools are required to take proactive steps to ensure any disabled pupils, staff and governors, parents/carers and others using the school are treated equally. Currently we have good facilities and access for disabled pupils within the physical environment as well as access to the curriculum.

Supporting pupils moving between phases, liaison with Nursery and preparing for adulthood

- We will share information with the school, college, or other setting the pupil is moving to.
- Strong links exist with our local Nurseries and parents. Transition meetings take place between SENDCO/Class Teacher when pupils move to Secondary School. This is to ensure accurate and efficient transfer of records and information in order to minimise the disruption of support levels for pupils. Separate transition and induction visits are set up for pupils with SEN if required.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 8-12 weeks
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

Complaints

If parents or carers have a complaint concerning provision they should initially attempt to resolve this with the class teacher. If this proves unsuccessful the matter should be referred to the SENDCO and/or Executive Head Teacher. Should the matter still be unresolved the parents should contact the SEN Governor Amber Batson. If the complaint does not receive a satisfactory response this should be referred to the chair of governors and the LA.

Spending on SEND:

- In 2024/25 the SEND budget was £56,554.60.
- The majority of our budget is used to support direct and early intervention through quality first teaching and well qualified teaching assistants.
- Teaching Assistants and Teachers are used to support small group, one to one and paired support sessions through-out the week or take class so that teachers are able to deliver targeted intervention
- We spend a small portion of our budget on resources to support SEND pupils. This has included maths, spelling and reading intervention costs, in addition to counselling as appropriate.
- We spend some of our budget on training for staff and covering the supply costs. Where possible staff attend after-school training or undertake additional research online.

Key priorities identified for SEND Provision for 2025/2026

In the upcoming academic year, our focus will remain on strengthening the quality and consistency of SEN provision across the school. Key Priorities will be to:

- Plan and deliver targeted training for teaching assistants to enhance their support strategies and subject knowledge.

- Continue to work closely with parents and carers to ensure collaborative approaches to pupil progress and wellbeing.
- Maintain regular classroom monitoring of SEN provision to ensure quality and consistency
- Introduce a new Maths Intervention to support pupils requiring additional numeracy support
- Provide training for all staff on writing effective learning plans and SMART targets
- Continue embedding the newly established ELSA (Emotional Literacy Support Assistant) provision.

Policies and Supporting Documentation

Policies and Supporting documentation	
SEND Policy	Reviewed annually
Equalities Information Statement	Reviewed annually
Behaviour Policy	Reviewed every 3 years
Anti- Bullying Policy	Reviewed every 3 years
Local Offer	Reviewed by Wiltshire Council
Key Personnel	
Executive Head Teacher: Karen Winterburn	head@lfssq.wilts.sch.uk
SENDCo: Nicola Waylen	senco@lfssq.wilts.sch.uk
SEND Governor: Amber Batson	SenGov@lfssq.wilts.sch.uk

Roles and responsibilities

Appendix 1

The SENDCO will:

- Work with the Executive Head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Executive Head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the head teacher and SENDCO to determine the strategic development of the SEN policy and provision in the school

The Executive head teacher will:

- Work with the SENDCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the SEN policy