Great Sampford Primary School SEN Information Report July 2026

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website here.

1. How does the school identify children with special educational needs?

All our class teachers are trained to identify pupils who may have special educational needs (SEN). They closely monitor pupils who are not making expected progress academically or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can identify a gap, they will give the pupil extra tuition to try to fill it. Pupils without SEN typically make good progress once any identified gaps in their learning are addressed.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has Additional Needs.
The SENCO will observe the pupil in the classroom and in the playground as well as looking at their work, to see what their strengths and difficulties are. They will have discussions with your child's teacher, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or paediatrician.
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.
If your child does need SEN support, their name will be added to the school's Additional Needs register, and the SENCO will work with you and the class teacher to create a support plan.

2. How many children in the school have special educational needs?

Currently, 7.3% of pupils have an Education, Health and Care Plan (EHCP), while 20.7% have a One Plan. Additionally, 13.4% of pupils are monitored via class Mindful Maps to support their progress.

3. How many children have met the exit criteria and no longer need that support?

Throughout the year, there has been no change in the number of children currently with an EHCP. Four children have been added onto a One Plan from a Mindful Map. Two children have been added onto a Mindful Map.

4. What types of special education needs does the school currently need to provide?

Our school currently provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder Speech and language difficulties
Cognition and learning	Specific learning difficulties; including dyslexia Moderate learning difficulties Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD) Attention deficit disorder (ADD) Anxiety Managing emotions Anger issues Emotional Dysregulation
Gross and fine motor	Hyper mobility Dyspraxia Lack of core strength

5. How are pupils with SEN ensured access to the curriculum?

Your child's class teacher is responsible and accountable for the progress and development of every pupil in their class.
High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.
To assist in delivering this teaching we use 'The Ordinarily Available Framework'.

We use the adaptive teaching model to support and challenge each pupil. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when the need is there from the child and the staffing is available to do this
- Teaching assistants can support with focus groups during lessons
- Teaching assistants can also work with pupils during dedicated intervention times

We may also provide the following interventions:

- Social stories
- Attention Autism
- Blanks Level questioning
- Time with Dyslexia Tutor
- Quiet workstation
- Movement breaks
- Wellbeing time
- Time in Peter's Pod
- Coloured exercise books
- Precision Teaching
- Phonics Interventions
- Toe-by-Toe
- Code X Reading scheme
- Plus 1
- Power of 2

All our extra-curricular activities, trips, and school visits—including breakfast and after-school clubs—are fully accessible to all pupils.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

6. What are the targets and outcomes for children with special education needs (high level data only)

Some examples of the children's targets include:

- Reach a certain reading level in a given amount of time
- Focus on a task for a given amount of time
- Complete a set number of questions in a lesson
- Answering more questions in class discussions
- Complete work independently
- Recognise and label their emotions

7. How is their progress monitored?

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress. We will track your child's progress towards the

outcomes we set over time and improve our offer as we learn what your child responds to best. This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

8. Are all the relevant plans in place?

At the beginning of the year all support plans were passed onto the new class teachers and throughout the year there were termly check-ins with the SENCO and parents alike to review the overall targets and set new ones as well as any assessments that needed to take place; e.g. YARC to assess reading level.

9. How are school resources deployed?

We have a team of 7 TAs, including 1 higher-level teaching assistant (HLTA).
We have a number of teaching assistants who are trained to deliver interventions such as Precision Teaching, Toe by Toe, Phonics, Dyslexia games, Attention Autism and Speech and Language activities.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurse
- Dyslexia Tutor

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

10. Are there any budget/resource issues in terms of SEN provision?

During the academic year, Great Sampford Primary School received £18,647 in SEN top-up funding. However, additional staffing costs for SEND provision amounted to £38,061, exceeding the funding received. This does not include any of the resources to support the pupils on the Additional Needs register or the costs of the class TAs that work with a number of the children. As in all schools, the budgets are very tight and we need to ensure that all children, SEND or not have access to the full curriculum offered by our school.

11. Describe the progress on any parts of the School Improvement Plan relating to SEN.

Priority 1 - To enhance the teaching of mathematics to raise pupil progress and attainment.

All attainment of children with SEN is tracked and discussed in pupil progress meetings. Targeting interventions are given to all children that have gaps and reviewed and assessed as part of the One Planning cycle.

Priority 2 - To introduce and embed the new DfE Writing framework across all year groups.

As above, all attainment is tracked and with focus on handwriting and spelling this has meant more targeted interventions for this children who find writing trickier than others. We have also worked alongside the school dyslexia tutor to enhance the children's learning and adapt where needed.

Priority 3 - To highlight the broad diversity in the world around us into curriculum subjects

The broad diversity around us has underpinned the school curriculum. As well as looking at ethnicity and cultures we are able to look at the disabilities experienced by various people around us and relate it to those pupils in school.

Priority 4 - To develop Great Sampford Primary School as the school to come to in the community.

Everyone is welcomed to our school and through personalised tours we get to know the children and families. We are honest in what we can and can not provide for the children in the school and this is seen with above national average amount of SEN children in our school.

12. When was the SEN policy last reviewed and when will it be reviewed next?

The SEN Policy has been reviewed this month and is reviewed yearly in July by the SENCO. It then is shared with the governors for their approval before being published on the school website.

The policy is based on a model policy from the Essex County Council and adapted to reflect the needs of Great Sampford School.

To aid children with transition we look at the following;

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend the final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Create a Transition Book if needed by the child
- Allow extra visits to the new classroom
- Encourage praise from the next year's teacher to build their relationship

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.
The SENCO of the secondary school will come into our school for a meeting with our SENCO or Class Teacher. They will discuss the needs of all the children who are receiving SEN support. Pupils will be prepared for the transition with the support of the new Secondary School and extra visits put in place as needed.

13. Has the SENCO undertaken the necessary training?

Our SENCO is Miss Reis. She has four years experience in the role and has worked as a class teacher for 16 years. She has achieved the National Award in Special Educational Needs Co-ordination in 2024.
She attends regular meetings with the school Inclusion Partner, and other SENCOs in the area.

14. Have the relevant staff members received appropriate training?

All of our teachers and TAs receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. All class teachers follow the Ordinarily Available framework which points out the support in place for all children. The framework document can be found here.
One of our TAs has recently completed some training for Speech and Language via ELKLAN.

15. Which external agencies and support agencies are the school working with and how well is this working?

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Dyslexia Tutor

16. What communication strategies are in place for parents/carers of children with SEN

All parents are invited to the Annual Review of their child's EHCP with the class teachers and any support staff.
One Plan meetings are carried out with the parents, children and class teachers each term. They are then reviewed by the SENCO before being sent to parents. All parents with children on the Additional Needs register are able to email the SENCO directly via the email address senco@greatsampford.essex.sch.uk .
We also operate an open door school, where parents are free to book appointments to speak to both the class teacher and SENCO to discuss the needs of their child.

17. What is going well?

Communication between pupils, staff and parents is a strength of the school and we encourage all children to discuss their difficulties in lessons or any part of the school day. We are a very nurturing school that understands the reasons behind any behaviour. Being a small school, all

staff have the opportunity to get to know those children with SEN well and adapt their tone, consequences, and support as needed.

18. What is going less well and needs to be improved?

More work alongside the school nurse team in working with counselling and SEMH resources.
More access to support from the local authority in supporting with outside agencies and recommended interventions.
Work on anger management and risk assessments in place to help ease parents, children and staff.