



Special Educational Needs and Disabilities Year 2024-2025 Report to Parents

At Cuckney CE Primary School we believe it is essential to provide a well-balanced, challenging curriculum for all our pupils in order to provide them with the best possible outcomes in preparation for life-long learning. We recognise the importance that children acquire skills, knowledge and confidence which can be applied to all future learning experiences, including social, physical and spiritual development.

We also endeavour to raise aspirations and expectations for all our pupils, including those pupils with SEND, by working in partnership with parents/carers and by listening to pupils.

Educational Year 2024-2025

Again, this was another busy year for SEN work at Cuckney CE Primary School. We helped 2 parents review their children's EHCP plans, completed many 'Getting to Know Me' forms and applied for 3 children on the SEND register to continue to obtain AFN funding. We also completed paperwork for 2 children to attend White Post Farm therapy sessions and for 2 children to access support through the Springboard System. We were also asked to complete different pieces of paperwork for paediatricians and SFSS Services.

Current School information for SEN for Sept. 25

At the moment there are 14 children on our SEN register making up 11.57% of the school community. When we include those on the Vulnerable and Vulnerable Medical Registers then the number of children rises to 40.5%.

Type of Support	Number of Pupils
Number of children on SEND Register	14
Number of children on the SEND Vulnerable Register	20
Number of children on the SEND Medical Register	15
Number of children with an EHCP Plan [Education and Health Care Plan]	2
Number of LAC children	0
Number of post LAC children	1
Number of EAL children	2
Number of Free School Meals children	14
Number of Pupil Premium children	13 funded for financial year
Number of Service Family children	1

Special Educational Needs

At the moment the needs of the children on the SEN Register may be categorised into four areas which are:

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

Test Results Summer 2024

KS1

There were no formal Key Stage 1 tests this year and staff informally used some SATS tests to assess the children.

For the Year 1 Phonics screening test the results were as follows: -

There were 2 year 1 children on the SEN Register last year and 1 passed their Phonics Screening Test last year.

5 children on the SEND Vulnerable Register undertook the KS1 Phonics Screening Test and 4 passed.

2 children on the SEND Vulnerable Medical Register undertook the KS1 Phonics Screening Test and passed.

KS2

All year 4 children undertook the Year 4 Times Tables test including 1 child on the SEN Register and 4 children on the Vulnerable Register who did not pass the test, but 1 child on the SEND Vulnerable Medical Register did pass.

KS2 SATS

There 19 children took the year 6 SATS tests last year.

The results were as follows:-

There was 1 child on the SEN Register undertook all the KS2 SATS tests. This child passed Maths, but did not pass the other SATS. They were however, only 1 mark off of passing the reading SAT.

There were 3 children on the SEND Vulnerable Register last year who undertook the KS2 SATS tests and out of those children 1 passed all of their KS2 SATS tests obtaining greater depth in reading, but did not reach the expected standard in writing. 1 child passed all of their SATS and obtained the expected standard in writing, 1 child passed reading, but did not achieve the expected standard in the other areas.

3 children on the SEND Vulnerable Medical Register undertook the KS2 SATS tests and 2 children passed all of their SATS and 1 child passed reading and the Grammar, punctuation and spelling test.

Attainment and Progress made by pupils with SEN

The progress of children on the SEN Register is closely monitored by the SENCO and class teachers and is reported to parents at review meetings.

Pupils with SEN may not make linear progress in English and Maths due to memory, processing

and/or social and emotional development and as such their progress is not always easy to measure. Behind each pupil lies an individual story of needs and achievement and data alone does not always reflect the hard work and achievements of our pupils with SEND.

There were 9 children on the SEND register for last year. 1 left before the end of the year. Of the 8 children who were years 1-5, by the end of the year:

1 child had reached the expected levels in Maths, Reading and Writing and there was no score for GPS.

1 child with Dyslexia, although not on track, has made better than expected [6 points progress] in every area.

Of the other 6 children, 1 child made 5 points progress in Maths; 4 children made 4 points progress in Maths.

Of the other 6 children, 3 children made 4 points progress in reading. 2 of the other children with Dyslexia made 3 points progress.

Of the other 6 children, 1 child made 5 points progress in writing. 2 children made 4 points progress in writing.

Provision

We try to use a graduated response to our SEND provision.

Wave 1

High quality class planning and teaching for all children differentiated to their level of ability. There is clear marking of the children's work and feedback which allows children to self-assess and so improve.

Wave 2

Children with additional needs in core subjects are given additional provision through interventions in either small groups or on a 1:1 basis.

Provision for children with speech, emotional or behavioural needs is provided through either 1:1 or small group sessions led by either school staff or an outside provider.

Wave 3

This is personalised 1:1 intervention and monitoring to support specific learning needs and /or disabilities. All children receiving wave 3 interventions are recorded on the SEN register and have an I.E.P.

Interventions which can be used by school staff to support children with extra needs

A variety of interventions are used throughout both key stages to support children who are identified as having extra needs. These are the interventions which can be used:

Plus One

Power of Two

Toe-by-Toe

Dyslexia Gold

Precision Teaching programs

Hornet and Word Wasp Spelling Programs

Extra 1:1, 1:2, small group support for key subject areas

Speech and Language Programs of work supplied by Chatter and NHS SALTS

Class teachers regularly review children's progress and the impact of these interventions.

ELSA Work

Mrs. Morton is our trained ELSA lead and she has undertaken ELSA sessions in the ELSA Summer house throughout the year. There are always more children in need of ELSA sessions, than sessions available and teachers submit request forms and then priority is given to the children with the greatest emotional needs at the time.

Forest Schools Program

Mrs McNally is our Forest Schools Co-ordinator and throughout the year has provided Forest School Provision for each class within the school, ably assisted by Mr. Crossland.

The Forest School program is about giving the children the space to grow as an individual and also build resilience, whilst undertaking fun and challenging activities. It is also about helping them to learn how to make appropriate choices.

Attendance

The attendance of all pupils has been closely monitored by Miss Challands and Mrs Crossland, and they have worked hard to identify and support a small number of students with low attendance.

The attendance for children on the SEN Register varies from pupil to pupil and can be dependent on the nature of their condition and how it affects them on a term by term basis.

SEND funding

Funding for children with SEND can come from 3 possible sources: -

HLN- Higher level needs funding has to be applied for from Notts. County Council and it is available for those children whose needs are complex. We do not have any children on HLN funding at present.

AFN- This funding is applied for from a pot of money given to the Family of Schools for children with SEND. This money can be applied for at the SEN meetings during the year, the main one being in April.

In order to qualify for AFN funding the school has to put the first £6000 into a child's support. Then units of support can be applied for depending on the needs of the child. There are now 6 pupils on AFN funding.

AFN funding for 2024-2025

At the SEN meeting in June 2025 we continued to receive AFN high funding for 1 child and it was suggested we could take this child for HLN funding in the coming year and 1 child continued to receive medium funding until they left at the end of the Summer term 2025. We also obtained high funding for 1 F2 child.

Any extra money in the Family SEN FAM B budget at the end of the financial year was split. The Family of Schools is continuing to employ the services of the Chatter – Speech and Language Therapy Company for 1 day a week. They have been allocated sessions in each school and can be used for Speech and Language Referrals, training of Staff etc.

We have used the Chatter staff to provide training for our Key Stage 1 staff to identify any children who present with Speech and Language difficulties and referred one child for assessment last year.

We also obtained some funding from NCC for 2 terms, for a child who had hours written into his Derbyshire Statement and applied for bridging funding for another F2 child.

SEN Money in the School Budget

This money is being spent on:

TA hours to top up support for pupils with SEND and to give support to children with additional needs

Resources including Intervention books etc.

Training

Additional Possible Funding Areas

Pupil Premium

The money from the County Council also included £16,005 for Pupil Premium and a separate report details how Pupil Premium money is spent. There was £1340 for Service Children and £2530 for a post LAC child.

Staff development

The training needs of all staff around SEND are identified through:

- Discussion at staff and SLT meetings
- Identification of specific needs for individuals and how staff need to be trained to support those specific pupils
- Key objectives on the School Development Plan that may need addressing through training.

For the year 2024-25 the following training has taken place:-

- All staff completed the National Online Learning courses as specified by the Head Teacher.
- All staff completed Lego therapy training provided by Alison Hardwick from SAP.
- DSL training was updated by 2 members of staff.
- 2 members of staff completed special handling training for children with extra needs.
- Chatter trained KS1 staff to assess the speech and language capabilities of all F2 and Y1 children.

SENCO and SEND Governor

Our SEN link governor is Rachel Spink.

Work with external agencies 2024-2025

This academic year we have worked with the following outside agencies: -

Educational Psychology Service

This year we have worked with 2 children with the Education Psychology Service

School and Families Specialist Services

We have had early years support with 2 children this year.

Autism Team

We have not used this team for support this year.

Sherwood Area Partnership

During this year we have referred: -
one child to White Post Farm Therapy sessions and they completed these sessions in Spring 25
one child will begin White Post Farm sessions in Sept.

SAP have also supported us with 3 different children within school.

PDSS

We have not accessed this team this year.

Visually Impaired Team

We have not accessed this team this year.

Speech Therapy

One child was referred this year for Speech Therapy assessment with Chatter. Chatter also trained staff to assess the speech of all F2 and year 1 children at the beginning of last year.

Paediatric Teams

Paediatric Teams from Bassetlaw and Kings Mill Hospitals, and Chesterfield CDC have continued to monitor children within our school.

Family of Schools Swimming Sessions

3 children from school had access, if they wished to take it, to extra SEN swimming sessions at Warsop Leisure Centre in the Spring term arranged by the Family of Schools.

Early Help Team and MASH

Priorities for the next Academic Year

1. To have I.E.P. review meetings for all children on the SEN Register by the end of this term.
2. Meet with SEN link governor and discuss SEN within our school.
3. SEN Report for Governors presented at Governors meeting, discussed and added to website.
4. To analyse the data for children on the SEN Register after each term's data has been added to the Arbor tracking system and to look at progress for children on the SEND vulnerable and Medical registers in the Summer as these are also tracked by class teachers and provision adjusted accordingly.
5. Implement new Provision Map Software throughout school
6. Review the success of current interventions and look at new material which may be able to be accessed on the I-PADS.
7. Review EHCP plans for 2 children in Year 4 and Year F2
8. Apply for HLN funding for 1 child Sept. 25
9. Apply for AFN funding for 1 child currently in year 2
10. In Spring/Summer term apply for AFN funding as directed by Family and also for new children that need it.
11. Local Offer updated and added to website.