





SHERSTON C OF E  
PRIMARY SCHOOL



SEND Annual Information Report  
July 2025



At our school, we believe in the power of community and inclusivity, encapsulated in our vision: Learning, caring & Achieving Together. This report highlights our dedicated efforts over the past year to support children with special educational needs. By fostering an environment where every child feels valued and supported, we aim to ensure that all children can thrive academically, socially, and emotionally. Our collaborative approach, involving children, parents, and staff, has been instrumental in creating a nurturing space where every child can reach their full potential.

**Name of SENDCo:** Lisa Kingston

**Dedicated time:** Thursdays

**Contact email:** [inco@sherston.wilts.sch.uk](mailto:inco@sherston.wilts.sch.uk)

**Contact Phone Number:** 01666 840237

**Name of SEND Governor:** Dominic Koole

[School Offer link](#)

Author of Report: Lisa Kingston Date of report: 29.06.25

### Whole School Approach to Teaching and Learning

- High Quality Teaching and Learning – All teachers are responsible for the learning and progress of every child in their class, including those with SEND.
- An inclusive, differentiated and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life.
- Refer to Teaching and Learning Policy

### Our Graduated Response for Learners:

- Continual monitoring of the quality of teaching
- Identifying and tracking the progress of children/young people that require support to catch up by using the Wiltshire Graduated Response to SEND document (WGRS) Pupil Progress Meetings, IEPs
- Termly meetings for families ,
- Identification of children/young people requiring SEND Support and initiation of “assess, plan, do, review” cycle
- Consideration of application for Education, Health and Care Plan
- All children/young people identified as requiring SEND Support, or with an Education, Health and Care Plan are on our Record of Need

### How we identify children/young people that need additional or different provision:

- Class teacher refers to SENCO if: a child is displaying slow progress over time, despite quality first teaching; adaptations to learning having already been made; child displays



signs of difficulties that prevent them from making academic or personal progress

- Ongoing curriculum assessments
- Tracking progress using data
- Further assessments by specialists, including those from external agencies

We take a holistic approach by all aspects of a child's development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with SEND, is set out in our School Offer. Our measures to prevent bullying can be seen in our Behaviour Policy: <https://primarysite-prod-sorted.s3.amazonaws.com/sherston-primary/UploadedDocument/1888148f-3207-4c29-b506-262a4006c9d4/behaviour-policy.pdf>

How we listened to the views of children/young people and their parents:

What	Who	When
Informal Discussions	All pupils	Daily
Parents' Evenings/Reports	All pupils	x2 evenings (Drop in parents evening after end of year report)
Share my Learning	All Pupils	Termly
Home-School Book	Individual children	Daily
Assess, Plan, Do, Review meetings	Pupils on School Record of Need	Termly
Team Around the Child/Family Meetings	Individual pupils	Termly
Questionnaires	All pupils and parents	Annually
EHCP Review	Families with children with an EHCP	Annually



## The Assess, Plan, Do, Review Cycle:

For children/young people on our Record of Need, an Assess, Plan, Do, Review cycle was established by the SENDCo in partnership with the child/young person, their parents and the class teacher. Please see our SEND Policy for further details.

This year, provision made for children/young people on our Record of Need has been:

**Communication and Interaction** – Episodes of Speech and Language Therapy, Nesy support for transitions between phases, classes and schools, social stories

**Cognition and Learning** – 1:1 TA support, phonics support, Additional reading support eg Rapid reading programme, daily reading, targeted guided reading groups, access to clicker and word processing facilities, additional feedback and conferencing around writing, focussed maths interventions linked to basic skills, recall and number facts, Wave 3 maths, Snip Literacy Write from the Start, personalised spellings, sound mats, word lists, illustrated dictionaries

**Social, Emotional and Mental Health** – Art Therapy, support for transitions between phases, classes and schools, social stories, behaviours support and support with managing emotions church and school's worker, visual timetables, use of buddy system playtime monitoring individual behaviour plans home school liaison, additional transition arrangements, work stations (for parts of the day) Lego play

**Sensory and/or Physical Needs** – Provision of equipment including specialist chairs, changing facilities, smart moves (gross motor skills), fizzy hands, dough disco (fine motor skills), multisensory approach to phonics phonics, construction activities, brain gym exercise, sand and water play, provision for left handed equipment, awareness of fatigue and provision of a safe space to rest, scribe, differentiated PE lessons, ear defenders, intimate care plans, health plan, physio exercises

During the 2024/2025 academic year, we had 16 children receiving SEN Support and 2 children with an Education, Health and Care Plan.



### Support Staff Deployment:

Support staff were deployed in a number of roles:

- Support in Classroom
- 1 :1 Provision
- Small group intervention
- Playground support
- Lunchtime support
- Supporting at Afterschool Clubs
- Running Afterschool Clubs
- Breakfast Club
- First Aid
- Support for medical needs

### Distribution of Funds for SEND:

Distribution of SEND Funds for Financial Year April 2024 - April 2025	
Support Staff	£30,101
Staff Training (Much of the training we access is free form WCC)	£90
SEN Resources	£100
Licenses	£330

### Continuing Development of Staff Skills:



Area of Knowledge/Skill	Role of Staff undertaking CPD	Training Received from
SENDCo Network Meeting	SENDCo	Wiltshire Council
Planning for Successful Transitions	SENDCo	SEN Services Southwest
Downs Syndrome	SENDCo	The National College of Education
Downs Syndrome	All Teaching Staff	SENDCo
Effective use of the SEND Register	SENDCo	WCC
Epilepsy Training (Buccal Midazolam)	Sammy Arnault-Ham Linda Shepherd Emma Corrick Anna Glassborrow Stuart Ramshaw, Jo Bolton Sue Ormiston	Wiltshire Children's Community Services

### We monitored the impact of this training by:

- Performance management targets
- Use of skills and knowledge displayed in lesson observations
- Regular meetings with SEND link governor

### Partnerships with other schools and how we manage transitions:

We have worked with schools in the area in the following ways:

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- carrying out transition meetings with secondary school SENDCos
  - moderation of work with local cluster schools

This year, no children/young people requiring SEN Support or with an Education, Health and Care Plan joined us from another school.

0 children with EHCPs in 2024/2025 made a successful move a mainstream secondary school. 0 children transitioned to a specialist provision as a place has not yet become available.

We helped children to make the move from the Early Years Foundation Stage to KS1 by using the older children in the school to support them. They work very closely together and this helps with the transition. We also gradually build towards Year 1 throughout the later part of the reception year.

We also support the transition from KS1 to KS2 with 'moving up' sessions in the summer term with the KS2 teacher.

The transition from year 6 to secondary school has been supported through visits to their new settings. Those children we deemed as being vulnerable or with SEND were able to make extra visits. We ran a transition unit of work for those moving to secondary school, ensuring that they were ready for some of the challenges they would face. Parents were included in this process through discussing the move with the SENDCo.

### **Ongoing development:**

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. We do this through our School Development Plan and our SEND Development/Action Plan.

### **Our complaints procedure:**

Anyone wishing to make a complaint with regard to SEN support and provision should follow our complaints procedure:

<https://primarysite-prod-sorted.s3.amazonaws.com/sherston-primary/UploadedDocument/5e4280b2-5968-4eb2-9b24-3edeff634546/complaints-procedure-and-policy.pdf>

This year we received 0 complaints with regard to SEN support and provision.

### **Other relevant information and documents:**

The Designated Safeguarding Lead in our school is Mr Tommy Towers



The Designated Children in Care person in our school is Mr Tommy Towers

The Local Authority's Offer can be found at: <https://www.wiltshire.gov.uk/local-offer>

Our Accessibility Plan can be found on our website:

<https://primarysite-prod-sorted.s3.amazonaws.com/sherston-primary/UploadedDocument/3995ffd3-68c3-4a46-b724-251ee457b7bf/accessibility-plan.pdf>

Our SEND Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website

SEND Policy: <https://primarysite-prod-sorted.s3.amazonaws.com/sherston-primary/UploadedDocument/fab4e961-8381-4f8f-9d72-001579f51fbb/send-policy.pdf>

School Offer: <https://primarysite-prod-sorted.s3.amazonaws.com/sherston-primary/UploadedDocument/935ae82a-4d01-4928-b49d-ca378536086e/sherston-primary-school-offer-21.pdf>

Details about our curriculum, including how it is made accessible to children/young people with SEND can be viewed from the link on our website and in our curriculum policy.

Details of how we keep children/young people safe can be found in our Safeguarding Policy which can be viewed on the school website.

Our SEND Policy, School Offer and Annual SEN Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.

The Governing Body approved this SEND Information Report in June 2025.