

SEND Report to Governors Academic year 2025-2026

Introduction to SEND report

This year's SEND Report to Governors has been produced with SENDCO Nicola Butcher.

Data

The collective number of SEN pupils in the school is 28%, this is above the national average by 8.5%. This has necessitated a number of staffing changes as the school seeks to accommodate the additional needs across the school, our main concern being for those that we have agreements to assess for EHCP's but all of which have yet to be assessed. We have therefore had to prioritise support staff within our budgets and consider how teachers can better support their pupils within the classroom, using effective ordinarily available provision. The number of pupils with EHC Plans is 4.9% which is 0.8% above national. This is due to children with EHCP's moving onto secondary school and one moving and significant delays in EHCP's being agreed meaning we have several children waiting in the system. 22% SEND children are pupil premium. With 16 EHCPs in school, we have found that we are no longer in a position to employ support staff in a general role; all of them now spend at least part of their time supporting in a one to one role. We are awaiting a decision on 4 EHCP applications with an additional 3 parent applications being accepted. Our demographics are changing rapidly and as such, we must adapt our arrangements in school to best support all of our pupils. It is useful to note that there has and continues to be a significant number of pupils that join Buckden within the academic and many from year 3 onwards. In July 2025, approximately 18.7% of the SEND school population did not start in reception.

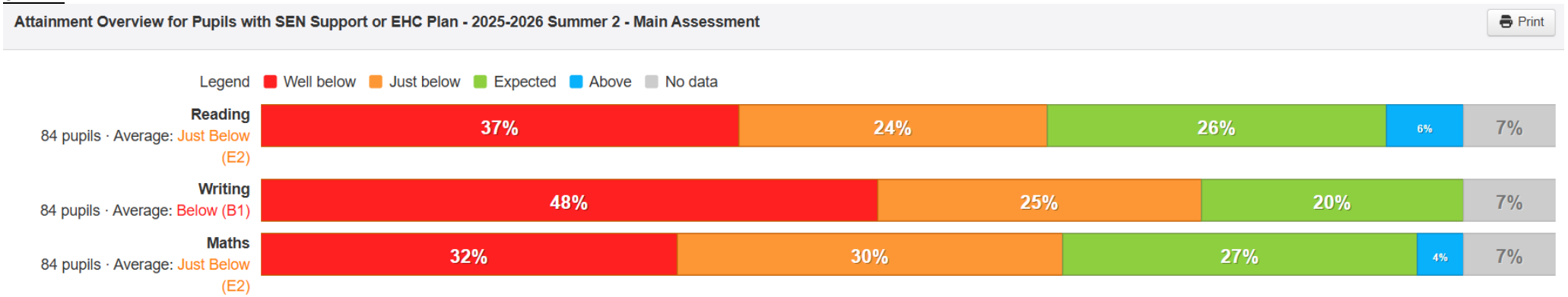
Number of Whole School Cohort	SEND: Whole School	SEND: Boys/Girls	SEND & Pupil Premium	SEND & EAL
329 July 2026	83 25.5%	Boys: 58 69.0% Girls: 26 31.0%	18 (21.7%) Of all SEND 38.3% of ALL PP	5 (6%) of all SEND
339 (July 2025)	80 23.6%	Boys: 57 (71.3%) Girls: 23 (28.7%)	13 (33%) Of all SEND 39 of ALL PP	(3.8%) of all SEND
342 (July 2024)	98 28.7%	Boys: 65 (66.3%) Girls: 33 (33.7%)	30 (29.4%) of all SEND 48% of ALL PP	5 (5.1%) of all SEND
335 (Apr 2023)	75 (23.5%)	Boys: 51 (68%) Girls: 24 (32%)	15 (20%) of all SEND 34% of ALL PP	5 (6%) of all SEND 18% of all SEND
	2026 3.5% July 2025 4.8% July 2024	5.9% July 2025 3.3 % July 2024	July 2026 5.3% July 2025 5.3% July 2024	National/

Primary Area of Need	Cognition and Learning	Social Emotional and Mental Health	Sensory and Physical	Communication and Interaction
Numbers	44	20	3	20
Percentage				

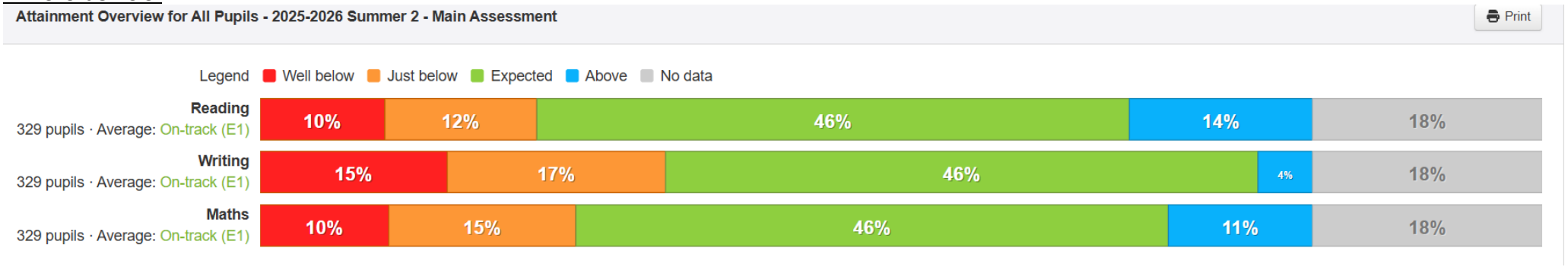
Achievement

SEND pupils generally achieve well in relation to attainment measures held by the school, but are very often going to appear to not be in line with their peers, because of their Special Educational Needs and Disabilities. The two tables below show internal assessment data for SEND pupils compared to non-SEND. It is likely that the SEND pupils will form the majority of the lowest attaining 20% cohort for every subject. It is pleasing to see that there are some of our SEND children working above the expected levels in some areas of the curriculum.

SEND



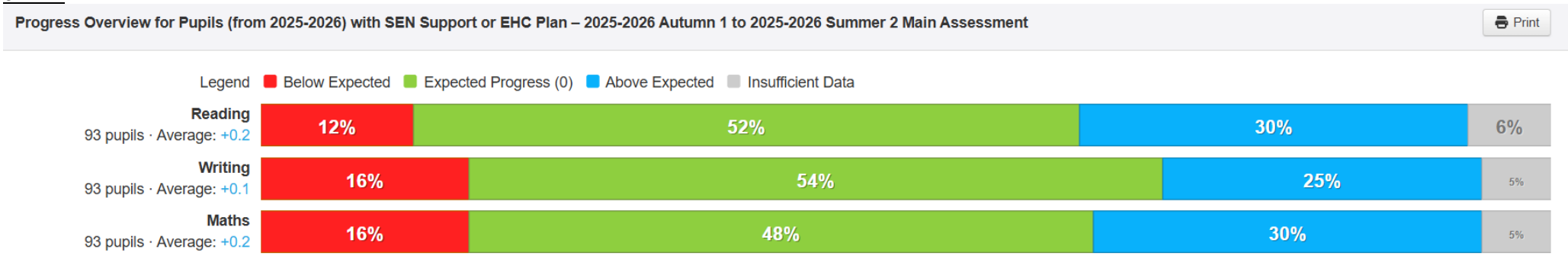
Whole school



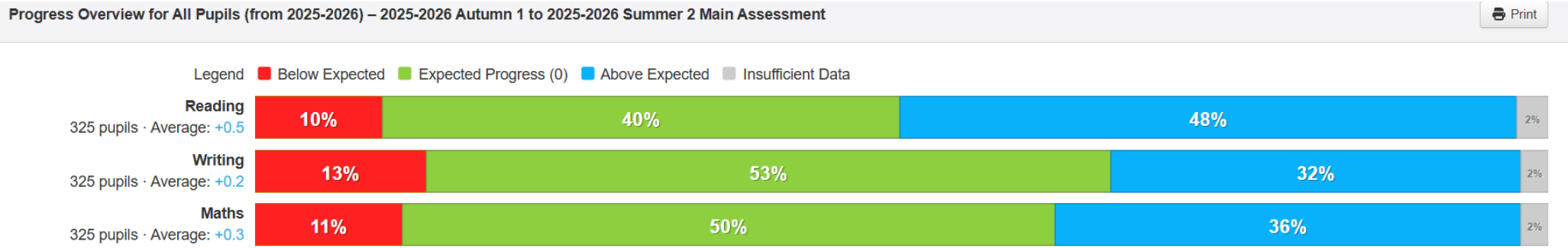
Progress

SEND pupils show good progress across the year, according to progress measures held by the school (formative and Teacher assessment), and are in line (slightly higher) with Non-SEND pupils by comparison, as seen in the tables below. It is very pleasing to see that there are large numbers of SEND children making more than expected progress, particularly in reading, writing and maths.

SEND



Whole school



ISPS

To ensure that all SEND pupils make measurable progress, for the last two years, the SENDCo's has made the teachers more accountable for ensuring that their pupils make expected progress towards personalised targets across the year by reporting back on this data termly. Teachers are expected to set 3 targets. Following further training this academic year, Teachers are more confident in setting Specific Measurable Achievable Realistic and Timebound (SMART) targets for their SEND pupils via their Individual Support Plans, reviewed three times per year. During pupil progress meetings, staff are asked to report back on the progress made towards these targets as a percentage. Over time, the impact of this has been that targets have become more focussed and achievable, and in turn pupils are making good progress. This has also focussed the teaching on the achievement of those targets within the classroom environment which is the key to pupils making progress across the curriculum. Teachers have had to carefully consider the support that they can offer these children and think about ensuring good quality ordinarily available provision is in place in all classrooms. The results of this focussed approach are shown below, and it is clear that as time has gone on, teachers are becoming better equipped at both devising appropriate ISP targets for the pupils, as well as ensuring provision is suited to meet these needs and make progress. Please note that the percentages have changed to 33%, 66%, 99%.

Whole School- 2022-2023					
Progress of SEND Pupils with EHCPs / IEP					
Term	**End Autumn term**	**End Spring term**	**End Summer term**	**End year target**	**Next steps**
% on track to attain below 50% their IEP targets	26%	11%	10%	15%	Consider what is available in the classroom to help meet these targets, as opposed to TA led interventions
% on track to attain 75% their IEP targets	40%	43%	55%	50%	
% on track to attain 90% their IEP targets	34%	46%	35%	35%	
Whole School- 2023/2024					
Progress of SEND Pupils with EHCPs / IEP					
Term	**End Autumn term**	**End Spring term**	**End Summer term**	**End year target**	**Next steps**
% on track to attain below 50% their IEP targets	**24%**	**27%**	**31%**	**61%**	Consider retraining of setting SMART targets.

% on track to attain 75% their IEP targets	**50%**	**44%**	**41%**	**45%**	
% on track to attain 90% their IEP targets	**25%**	**29%**	**28%**	**63%**	
Whole school- 2024-2025					
Progress of SEND Pupils with EHCP's/ISP					
Term	**End Autumn term**	**End Spring term**	**End Summer term**	**End year target**	**Next steps**
% on track to attain 33% of their ISP targets	**26%**	**45%**	**26%**	**20%**	There I improvement of targets achieved, but monitoring of SMART targets being written needs to continue, we are moving in the right direction but more children need to be achieving 99% of their targets.
% on track to attain 66% of their ISP targets	**51%**	**35%**	**42%**	**32%**	
% on track to attain 99% of their ISP target	**23%**	**20%**	**32%**	**48%**	
Whole school- 2025-2026					
Progress of SEND Pupils with EHCP's/ISP					
Term	**End Autumn term**	**End Spring term**	**End Summer term**	**End year target**	**Next steps**
% on track to attain 33% of their ISP targets	**18%**	**16%**	**16%**		We have found gaps in some of the ISP data and information due to the method of recording data and information. This year

					we would like to try and make this easier and smoother for teachers
% on track to attain 66% of their ISP targets	**55%**	**23%**	**48%**		
% on track to attain 99% of their ISP target	**21%**	**11%**	**20%**		

Provision

The SEND Code of Practice emphasises that pupils with SEND will have provision that is additional to and different from what should be ordinarily available provision (OAP). We have focused on ensuring that all pupils across the school had access to good OAP, and that all adaptations made for them were being recorded and reviewed regularly for impact. Teachers had training around this and were shown how to use the OAP toolkit produced by Cambridgeshire Local Authority. This support teachers to think about their own class provision and what they can do to meet their learner's needs, the support on offer has become increasingly more focussed in response to the needs of the pupils. Those with some additional needs will have teaching support in the classroom, pre and post learning, working tables and tailored interventions outside of the lessons. Those with a greater level of need may have additional teaching outside the classroom either individually or in a small group.

Support for Social, Emotional and Mental Health needs (SEMH) continues to become more of a demand and the provisions offered have widened as a result. As well as a Nurture intervention, social groups and Thrive groups now take place across the school as well as 1:1 Drawing and Talking sessions and Healing Together sessions. The Home School Hub, launched in September 2022 has been a particular success. Many children from across the school access this provision, either on a 1:1 or group basis. The Attendance lead works within the hub and has been proactive in supporting families with low attendance issues. The SEND pupils were averaging 91.3% in 2025/26 for attendance which is below national expected level. This increase in absence is due to an increased need for reduced timetables and increased numbers of EBSA's in the school.

The Thrive approach to supporting children with SEMH needs has been a particularly successful element of the schools provision. As a result, we developed a new, permanent Nurture provision in its own dedicated space for this new academic year. This has been run by two Nurture UK trained practitioners, and supported 5 pupils across year 1 and 2. Next academic year this provision will change into more of an autism hub due to the high levels of communication and interaction difficulties in reception. We do not feel that these children will manage all day in a mainstream classroom and need a different kind of environment if they are to thrive in school.

EBSA/Reduced Timetables

We have had ten children on a reduced timetable at various points across the year.

3 EYFS children started the year on a reduced timetable to allow them a bit longer to settle into school, the new environment, routines and adults. All were in full time within the first term.

A year 2 child started the year on a reduced timetable after a very difficult year 1 with a lot of physical outbursts and dysregulation. His time has gradually increased throughout the year and he has been full time since May half term.

A year 3 who had suffered significant trauma has been on a reduced timetable. It had increased last year but it has been unable to increase further. He then left the school in February 2026.

Another year 3 child went onto a reduced timetable after a series of incidents and regular dysregulation. Parents have come in for meetings nearly weekly to discuss how he is doing and his time has increased. Parents made the decision that the environment of the school was too much for him and he left in April 2026 to go to a much smaller setting.

A third year 3 child went onto a reduced timetable for the last half term as he was suffering from burnout and is at significant risk of EBSA. He has a lot of difficulty separating from mum in the mornings so he reduced to 4 days so he had an extra day at home on the weekend to recover. The aim is to be back full time in September.

A year 4 child joined us at the end of year 3 and had been out of education for nearly a year. We worked with mum to find a reduced timetable that worked for him. It was increasing but unfortunately they suffered a family bereavement over Christmas and this had a huge impact on the family. He has not returned for September 2026

We have 2 children in year 5 who are EBSA. One came into school in September on a reduced timetable, but this soon reduced to just play times until he would not attend at all. He came to our school in the summer of 2025 after not attending his last school. The local authority has put a lot in place to help us support and alternative provision was commissioned for him although he has not been attending this either. The second suffered an autistic burnout over the summer and was hospitalised. She did return to school on a reduced timetable and was going well but then it reduced again. The local authority commissioned an alternative provision for her which she has been attending and doing well at. Her EHCP has come through, and mum is trying to get her into a specilaist provision.

LAC
There are no longer any children that are LAC in this school.

Policies and Statutory Requirements
The SENDCo's are in the process of completing their NPQ SENCo qualification, this began in April 2025 and is due to be completed in October 2026. Both SENDCo's are Designated Safeguarding Leads.

The SEND information report is held on the school website and is reviewed annually with the SENDCo and SEND Governor. This will be reviewed again in the Autumn of 2026. The report has been written in a parent friendly manner, with use of infographics and photos to bring the information to life. This report format was agreed with a parent working party.

The SEND policy has been reviewed this academic year. The Positive Relationships and Anti-Bullying policy was amended in Summer 2023.

Governor input and areas discussed
Equality and Equity
Meetings were held with a group of SEND with pupils to discuss Equality and Equity and helping them and the whole school understand that some pupils need more and different support. The team worked together to plan and deliver an Assembly to the whole school about Equality and Equity at Buckden. This mirrored the CPD given to the Governors and staff at the start of the academic year.

Approaches to Behaviour management
We are a Therapeutic Thinking school. Susan Tarpey – Assistant Head – has attended further training and delivered this to all staff in September to ensure that we are following the approach as we should. SLT do monitor behaviour, including looking at behaviour reports recorded on Arbor and intervene if necessary. In September 2026 we are also having training form our link education psychologist to support all staff in understanding children with a PDA profile.

Ordinarily **A**vailable **P**rovision **(OAP)**
The school has a high percentage of SEN across the school, there was a discussion of the thresholds for SEN intervention. Cambridgeshire has developed support materials which give guidance on provision that should be ordinarily available in the classroom. The key is to look for consistency across the school on classroom provision and the implementation of the support

required for SEN pupils outlined in their one page profiles. Further training was given to staff by SENDCO's on this and where to look for support, teachers come and talk with us when they feel they need further support.

Insight

We continue to use insight to track progress, attainment, write ISP's, APDR's and Provision mapping. There will be whole TA training on using provision mapping effectively so that we can ensure that all interventions are being evaluated. We have spoken to Insight to add Pre Key Stage breakdowns, so we can clearly see how far behind a pupil is if they are assessed as Pre Key Stage. We have also asked for the PDJ framework to be placed in Insight as 2 of our pupils are assessed using this model, and it helps us to keep track of where they are more formally.

Pupil voice

SEND pupils have taken an active role in investigating what support is on offer to pupils at Buckden and sharing these with the school community. A Trust initiative that will be in place from September is to have Equity Ambassadors, which we will meet with half termly to ensure that our SEND pupils are being represented well.

MAT

We meet regularly as part of the ACT SEND team to discuss updates from our Inclusion Officer and to share good practice across the schools.

Review of progress against last year's targets for 2024-25

SEND Priorities 2024-25	What we achieved	What still needs to be done
PINS Project – to work closely with Pinpoint to help support parents of SEND children	Attended training and meeting with the project and as a team. Developed a timetable for September 2026	Training for all staff September 2026 inset days
NPQ SENCo – to work towards completion of our NPQ SENCo qualification	NB has completed all training and is just waiting for the assessment LF on maternity leave so has deferred	LF to continue NB assessment CS start training
Equity Ambassadors – to establish this group this year so our SEND pupils have a voice	We met and discussed what we could do and what kind of voice they could have	New team for 2026/27 Further opportunities to share their opinions
CPD for all staff – see what training we can offer through Occupational therapist based in Buckden – she has 6 hours to offer us, this includes training and working with children. 2 children were referred to her last academic year.	We have not had enough hours to use this year	Discuss opportunities for next academic year
SENDCo Leadership programme with Whole Education – both SENDCo's to attend training to help focus us upon areas to priorities to improve SEND provision	Attended training which gave us areas to think about	
Look at how we record APDR's, does this need to be separate for when sending documents for EHCP's?	APDRs and ISP format does not work for what we want. There are too many gaps in the record keeping and there is a lot of cutting and pasting which is why we have found gaps. They need to be easier for teachers and easily put on Myconcern so we can transfer documents when a child leaves the school or transition to secondary	Find ways to make this easier for all.

SEND Priorities 2025-26
PINS Project – to work closely with Pinpoint to help support parents of SEND children
NPQ SENCo – to work towards completion of our NPQ SENCo qualification
Equity Ambassadors – to establish this group this year so our SEND pupils have a voice
CPD for all staff – see what training we can offer through Occupational therapist based in Buckden – she has 6 hours to offer us, this includes training and working with children. 2 children were referred to her last academic year.
Look at how we record ISP's ands APDR's, how can we stramline this and make it easier and more efficient