Cirencester Primary School

Special Educational Needs and Disability (SEND) Information Report 2026-27

SENDCo	Casey Clapton
SEND Governor	Steve Colledge
Chair of Governors	Steve Colledge
Head Teacher	Maria Miles
Next Review Date	September 2027

These pages set out information about our provision for children and young people with special educational needs (SEND) and is updated annually.

About our school

Cirencester Primary School values the contribution that every child can make and is supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress. The school seeks to remove barriers to learning, increase physical and curricular access to all and raise achievement. All children and young people with Special Educational Needs or Disabilities (SEND) are valued, respected and considered equal members of the school. As such, provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. The Governing Body, Headteacher, SENDCo and all other members of staff are responsible for teaching children with SEND. This local offer is in line with the school SEND policy which can be accessed via the website or by contacting the school office.

This report is intended to give information regarding the many ways in which we ensure we support all of our pupils at Cirencester Primary School, especially for those with Special Educational Needs and Disabilities (SEND).

Cirencester Primary School is a mainstream nursery and primary school, catering for pupils aged 2 to 22 years, with 286 pupils on roll, excluding our Nursery (April 2025).

The admissions policy is through the Local Authority. Pupils with additional needs may have extra visits before starting school and there will be close liaison with parents to ensure that the correct arrangements are in place. For further information please refer to the Admissions Page on our website.

As of September 2026, there were 74 pupils on the school's SEN register accounting for 17.8% of the pupils on roll.

SEND Figures April 2026	Number of pupils	% of pupils	National Figures for primary schools
EHCP Pupils	14	5.3%	3.5%
SEN Support	60	22.7%	14.8%
Overall % SEND pupils	28%		

What is a Special Educational Need, learning difficulty or disability?

The Children and Families Act 2014 defines children as having special educational needs if they have a learning difficulty or disability that calls for special educational provision to be made for them. Including:

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

Less than expected progress could be defined as:

- *significantly slower than that of their peers starting from the same baseline;*
- *failing to match or better the child's own previous rate of progress;*
- *failing to close the attainment gap between the child and their peers;*
- *widening the attainment gap;*
- *not responding as expected to the curriculum on offer.*

Cowne (2018) *The SENCo Handbook, p.27*

A child is considered to have a learning difficulty or disability (SEND) if they:
'Have a significantly greater difficulty in learning than the majority of others of the same age or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age.' (Code of Practice 2015)
The four broad areas of SEND, defined by the 2015 Code of Practice, are:

Cognition and Learning needs (C&L) - This is where pupils learn more slowly than expected, including those with Profound and Multiple Learning Difficulties (PMLD), Severe Learning Difficulties (SLD), Moderate Learning Difficulties (MLD) and Specific Learning Difficulties (SpLD) such as dyslexia and dyspraxia/developmental coordination disorder.

Communication and interaction needs (C&I) - pupils in this group experience speech, language and communication difficulties (SLCN) or those on the autistic spectrum (ASD). Children with SLCN may experience difficulties with expressive (difficulty vocalising their thinking and may not be able to translate the messages from their brain into words) and/or receptive language (may only understand or remember the last thing they heard). Children with ASD may have difficulty interacting and communicating with others and understanding the world around them.

Social, Emotional and Mental Health needs (SEMH) - Pupils may exhibit challenging, withdrawn or self-harming behaviour, which may reflect underlying mental health difficulties such as anxiety or depression. Other children may have disorders such as Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD), Obsessive Compulsive Disorder (OCD) or attachment disorder.

Physical and/or Sensory needs (P&SN) - includes children who are Visually Impaired (VI), Hearing Impaired (HI), Multi-Sensory Impaired (MSI) or have a Physical Disability (PD) that affects their learning.

At Cirencester Primary School, we use a range of strategies in order to identify a child's additional needs. This can be more than one but a primary (most significant) area of need is always identified. This is recorded on the SEN register and Bromcom and is managed and maintained by Mrs Casey Clapton, SENDCo. The SEN register is held internally in school but SEN provision is collected for pupils on roll on census day using the following codes: 'E' (Education Health and Care Plan) or 'K' (SEN Support) and their primary need.

Disability covers a wide range of impairments. Teachers need to be aware of the diversity of pupils, who, under the Equality Act 2010, are considered to have a disability. These include:

- sensory impairments, e.g. visual impairment (VI), hearing impairment (HI) and multisensory impairment (MSI)
- physical impairments or illness that affect mobility, dexterity or control of movement, e.g. arthritis, multiple sclerosis, stroke
- developmental conditions, e.g. dyslexia, dyspraxia, autistic spectrum

- progressive diseases, e.g. motor neurone disease, muscular dystrophy, dementia, lupus
- illness with impairments with fluctuating or recurring effects, e.g. myalgic encephalomyelitis (ME)/Chronic Fatigue Syndrome (CFS), epilepsy, diabetes
- mental health conditions and mental illnesses, e.g. depression, eating disorders, obsessive compulsive disorder (OCD), schizophrenia, bipolar affective disorders, selfharm
- Cancer
- facial disfigurements

Cheminais, R. (2014) *Handbook for SENCOs*, p.15

Our SENDCo is Mrs Casey Clapton. She can be contacted via email- senco@cirencester-pri.gloucs.sch.uk or 01285 658 550. Her teaching day is a Monday. Our Governor with responsibility for SEND is Steve College.

Our Special Educational Needs and Disabilities Policy can also be found on the school Website.

Our focus is on delivering quality first teaching, enabling all learners to achieve in the classroom through differentiation and we are committed to narrowing the attainment gap between SEND and non-SEND students.

What should I do if I think my child has SEND?

If you have concerns about your child's progress you should speak to your child's teacher initially, either at a Parent's Evening or by arranging another formal appointment via email (all addresses are on the school website) or via the school office on (01285) 658550. If it is felt necessary, the class teacher may refer on to the SENDCo. Any concerns about a child's progress should first be discussed with their class teacher and/or Key Stage Lead. They may then make a referral to the SENDCo who will contact you to discuss any difficulties a child may be experiencing

If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCo or Headteacher

If you still feel that your child's needs are not being met, then you can speak to the SEND Governor (contactable via the school office)

Formal complaints should go through the School Complaints Policy which can be found on the school website or by contacting the school office

How do we identify and give extra help to children and young people with SEND?

Early identification:
Once a pupil has been identified as having possible SEND, the first response should be high quality differentiated teaching targeted at areas of weakness. Information gathering, such as the staff concern - internal pupil referral form, and assessment take place and this contributes to a planned intervention aimed at reducing barriers to learning or access to the curriculum. The SENDCo will advise and support class teachers with planning suitable strategies and this may include working with external agencies including medical professionals and those from social care. Parents/carers will be informed and their views and that of the pupil will be noted. Parents'/carers' observations are crucial in picking up SEND.

In Gloucestershire, there is a Graduated Pathway to support all children with additional needs with the right level of support, as and when they need it. The Graduated Pathway is Gloucestershire's response to ensuring Early Help is available to all children, young people and their families with additional needs, whether these are educational, social or emotional needs or a disability.

The Graduated Pathway is based on a simple Assess, Plan, Do, Review cycle and has the following graduated responses which can be used in any order depending on what would best meet the needs of the child or young person:

My Profile – A My Profile can be completed with any child even if there are no concerns about the child's wellbeing or development. The My Profile helps a child or young person to share personal information such as what motivates them, their preferences, their goals and their self-image. At Cirencester Primary School all children complete a My Profile at the start of the year in order to help all adults working with them gain a better understanding of their needs.

My Plan – A My Plan is used when it is clear what the presenting needs are and who or what can help. It is a holistic child or family centred plan and can be used as a single or multiagency plan. The My Plan should draw together existing information to identify the current needs and set out the outcomes to be achieved. The My Plan allows professionals working with children and families to quickly and simply draw together an action plan to coordinate the appropriate help and support for the child and/or family at the earliest opportunity.

The My Plan + is the Plan developed once external agencies have been involved The '+' indicates that professionals have been involved and contributed to the targets and provision put in place for the young person.

An Education, Health and Care Plan (EHC Plan) – an EHC Plan is a statutory plan that has replaced a Statement of SEN. An EHC Plan may be needed when a child or young person's educational needs cannot be met within existing additional resource already delegated to the school. The Local Authority assesses this need based on the evidence provided. Evidence can be provided using the Graduated Pathway and principles of Assess, Plan, Do & Review. If you have completed a My Assessment for a whole family and an individual child requires an EHC Plan you do not need to complete a separate assessment as long as the My Assessment and My Plan + includes all the evidence required relating to the individual child's education and learning.

Further information on the Graduated Pathway response can be found at:

https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/advice.page?id=_sCaAe_0PRU

How do we work with parents/carers and children/young people?

Pupil Progress meetings are held three times a year to discuss the progress of all children and to identify those whom are not making the desired progress. The areas of concern are identified and monitored by the class teacher, the Deputy Head- Ceri Baggus, Assistant Head- Jo Smith, Early Years Lead- Sally Duffield, Head Teacher- Maria Miles and the SENDCo – Casey Clapton. Children who present as vulnerable learners are also tracked within the class intervention log.

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail. During this meeting the school will listen to any concerns you may have, decide with you if a targeted individual support plan is required, explain any additional support your child may receive and discuss with you any planned referrals to outside agencies. For children who are to be deemed in need of a My Plan, this meeting will be conducted by the class teacher. For children requiring a My Plan Plus and the new support of professionals, the SENDCo will conduct the meeting.

Three times a year, My Plans and My Plan +s are reviewed. Children have an opportunity to express what they think is going well and what needs to be added/changed. Parents are sent copies of each new plan via email and have opportunities to discuss plans at Parents' Evenings. Parents/Carers can also request additional meetings to review plans.

If outside agencies have visited your child, they will send you a report detailing the outcomes of the visit. The recommendations from these plans, where appropriate, will be added to your child's support plan and you will be a part of this process and receive a copy of the plan. If you would like to discuss the reports further, you can contact the SENDCo and arrange a suitable way to do so

Adapting the curriculum

All pupils have the right to a broad, balanced and relevant curriculum which is differentiated appropriately to enable them to access the learning. All pupils with SEND are taught with their peers in mainstream classes by the class teacher, and study the curriculum appropriate for their needs. All teaching and support staff are aware of the Early Years Foundation Stage Statements and the National Curriculum Statements. In their planning and teaching they strive to:

- Provide suitable learning challenges for all children
- Meet the diverse learning needs of all children
- Remove the barriers to learning and assessment to all children

- Adapt resources and provide amended scaffolding to enable all SEND children to develop their ability to work independently and not become reliant on adult support

Teachers match the learning objectives to the needs and abilities of the pupils. They use a range of strategies to develop the pupil's knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable pupils with SEND to access their learning or the assessment process.

Specific resources and strategies may be used to support your child individually and in groups.

The school acknowledges that its practices make a difference and because of this the school and teachers regularly review issues related to pupils with SEND and classroom organisation, teaching styles and methods, materials and tasks to determine how these can be best improved where necessary.

Please see more information in our school's accessibility plan on the school website.

What expertise can we offer and how do we involve other organisations?

As part of the SENDCo role, Mrs Clapton:

- ensures the right support is put in place for your child
- advises other teachers on how to help your child
- arranges training for staff so they understand your child's needs
- liaises with outside agencies and refers pupils who may need further support
- works closely with parents/carers on a regular basis to talk with them about their child's needs and listen to any ideas or concerns they may have.

Whole school training is given to staff as and when appropriate. Staff who need additional training are either sent on training courses, or are provided with in house training when needed. The EP service and Advisory Teaching Service advisors are involved in training teachers and providing advice for TAs and staff, as well as NHS health specialists such as Speech and Language Therapy where necessary

We also have our own Nurture Support Team which is made up of a group of TAs from across the school with a range of different expertise, training and experiences. These members of staff provide a safe, secure and predictable environment and the support enables children to develop positive relationships with adults and other children, build their self-esteem through shared activities that help them feel valued and capable of success, therefore gaining the confidence to make choices and solve problems independently. The Nurture Support team works closely with Class Teachers, Key Stage Leads, the Headteacher and the SENDCo, to identify and support individuals through one-to-one and small group sessions. Our Family Support worker offers support for both parents and pupils. Furthermore, we now offer animal therapy through either dog therapy or horse therapy for a small group of pupils.

We always discuss the involvement of specialist SEND services with parents. We also work with other services and organisations that are involved with a family, with the family's permission. CPS works closely with a number of external agencies including:

- Parent Support Advisor
- Occupational Therapy Service
- Advisory Teaching Service for supporting children with Hearing and Visual Impairment, Communication and Interaction, Specific Learning Difficulties (SPLD)
- Educational Psychology Service
- School Nurse
- Specialist Health Advisors (e.g. Diabetes team)
- Speech and Language team
- Health Visitors
- Early Years SEN Service
- Early Help
- Housing
- CYPS
- Young Minds Matter
- Talk Well
- Young Carers
- Play Therapists
- Mentoring Services

How do we know if SEND provision is effective?

The school is committed to continually monitoring the progress of all the children in the school. This takes place in a number of ways:

- Progress is continually monitored by the class teacher with termly assessments carried out
- Data and levels from these assessments are recorded in line with Early Years Foundation Stage/ National Curriculum requirements. Children who may not be meeting National Curriculum requirements may be assessed against a more sensitive levelling approach called P Scales and Pre-Key stage standards
- At the end of each Key Stage (Year 2 and 6) children are formally assessed using Statutory Assessment Tests (SATs). These are required by the Government and results are published nationally. In addition children in Year 1 will also complete a Phonics Screening check
- Children receiving additional support will have their My Plans and My Plan Pluses reviewed at the end of every term to ensure the support is effective and whether it needs to continue, be increased, amended or stopped
- The progress of children on an EHC Plan is formally reviewed at an Annual Review meeting with all parties involved invited to attend. In addition, those children on an EHC Plan, have a My Plan+ running alongside the EHCP to ensure the children are progressing towards their end of key stage outcomes successfully

- The SENDCo monitors the progress of all SEND children by collecting data at the end of every term and overseeing the reviews of My Plans and My Plan +s

How are children and young people with SEND helped to access activities outside of the classroom?

All pupils have the opportunity to participate in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and pupils when planning trips so that everyone is clear about what will happen.

All children have the same opportunities to take part in after school clubs. The Deputy Head organises clubs and works in consultation with the SENDCo if a child requires additional support and provision when attending an after-school club.

What do we do to support the wellbeing of children/young people with SEND?

We listen to the views of pupils with SEND by meeting with them regularly and taking appropriate action.

We take bullying very seriously. We help to prevent bullying of all pupils with SEND by having an excellent nurture provision in place. Interventions take place in our nurture room primarily focusing on wellbeing, social skills and nurture support, including low self-esteem, lack of confidence, friendship issues, uncooperative behaviour, dealing with anger, family: separation, divorce, bereavement and barriers to learning. This is run by our Nurture support worker.

We are also part of Gloucestershire's Young Minds Matters Programme. This is a form of early intervention to support children's social, emotional and mental health needs. In consultation with the parents/carers, a referral can be made. This will be reviewed by the Young Minds Matters Team. After an assessment in school, the team will run 6-8 weekly sessions with either the young person or their parents/carers to develop and support an area of the child's social and emotional needs.

How is the SEN budget used?

- The school budget, received from Gloucestershire Local Authority, includes money for supporting children with SEND. Money is also received from other local authorities if a child is supported by them
- The Headteacher decides on the budget for SEND in consultation with the school governors

- Funding is used for employing TAs to work with children with EHC Plans, target individuals and groups and send staff on relevant training to best suit a child's needs if required
- Other resources are purchased for use with individuals or groups where appropriate
- All resources/training and support are reviewed regularly and changes made as needed

What specific resources does CPS offer?
Cognition and Learning

English
- Colourful Semantics
- RWI phonic fast track tutoring
- Barrington Stoke Books

Maths
- Number stacks

Spelling

- SNIP

Communication and Interaction

- Bespoke interventions devised by SALT and delivered to school staff for implementation for individuals and small groups

Social, emotional and mental health
- Individual behavior plan or pastoral support plan
- Planning for transition times
- Individual visual timetables, including Now and Next boards
- Social Stories
- Nurture support
- Dog and horse therapy
- The Good Morning Club

Physical and/or Sensory
- Play dough therapy
- Touch typing

Joining the school and moving on

We recognise that transition of any sort can be a difficult time for you and your child and will take steps to ensure that this process is as smooth as possible.

- For children entering the school from another setting we will work with the previous SENDCo to ensure we have all the necessary information on the best ways to meet the needs of your child. We will also invite you and your child to visit the school so we can discuss this further
- When moving classes in the school, information will be passed on to the new class teacher in advance and your child will have opportunities to visit their new class and meet their new teacher. Strategies and ideas that have been working well will be shared. A support book may sometimes be used to help your child through the transition
- When moving to a new school, we will contact the SENDCo to ensure they know about any special arrangements your child may require, interventions they have been in receipt of and will ensure that all records are passed on
- When moving to secondary school, we will arrange to meet the SENDCo to talk about ways to ensure the transition is smooth. There may be a specific meeting to prepare you and your child for this move. It will be appropriate for your child to visit their new school to help with their transition

How are the Governing Body involved in our SEND provision?

The SEND Governor is Steve Colledge. He will be kept informed of SEND in the school by the SENDCo, Head Teacher and the SENCo's annual report. The SENDCo and SEND governor meet termly. He will make sure that the necessary support is made for any child who attends school who has SEND. Governors receive an annual SEND report from the SENDCo which is discussed in the Full Governors Meetings.

How is *Cirencester Primary School* accessible to children with SEND?

- Classroom equipment is accessible to all children regardless of their needs, and where additional needs are identified (visual impairment) further advice is sought and the required resources are provided
- Extra-Curricular activities are available and accessible to all children with SEND
- Children with specific needs have additional members of staff to help them access the school, curriculum and clubs
- The main parts of the school can be accessed via ramps and adapted curbs
- There are ramps in the main corridors of the school. 4 out of the 7 entrances available to the main building are wheel chair friendly
- A support rail is available to children in one of the toilets

- Please see more information in our school's accessibility plan on the school website

Who to contact

If you are concerned about your child, the first person to approach would be their class teacher. The Key Stage Lead, SENDCo, Deputy Headteacher and Headteacher are also available to help you.

If this does not resolve the issue, you may choose to make a formal complaint by putting it in writing addressed to the Headteacher. The school's Complaints procedure details the process.

If you'd like to know more about opportunities for children and young people with SEND and their families, support groups or information about SEND these are listed on the Glos Families Directory website https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/home.page.

Gloucestershire's Local Offer contains lots of information for parents. Please find this on the school website.