

Annual SEND Report for Governors for the Academic Year 2025-26

1. SCHOOL PROFILE

	2025-26	2024-25
Number of students on SEND Support (K)	91	82
Number of students with an EHCP (E)	24	31
Number of students on the SEND register	115	117
Number of students on SEND register as a percentage of student population	23.7%	21.6%
Number of students according to primary need (as on census)/gender/other characteristics	Pupil Premium: LAC: 2 PLAC: 4	Pupil Premium: LAC: 4 PLAC: 5

Ansford Academy is a rural mixed school with a fully comprehensive intake. The school is below national average for percentage of EHCP students and above average for percentage of students on the SEND register. Ansford joined the Midsomer Norton Schools Partnership in May 2025.

	National %	School %
EHCP	5.3	4.8
SEND Support	18.4	20.3

COMMUNICATION AND INTERACTION		COGNITION AND LEARNING		SOCIAL, EMOTIONAL AND MENTAL HEALTH (SEMH) DIFFICULTIES		SENSORY AND/OR PHYSICAL NEEDS	
No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan
25	4	47	8	40	12	3	0

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2. IDENTIFYING PUPILS WITH SEND

The majority of students with SEND needs are identified before joining Ansford. We work closely with our feeder primary schools to ensure SEND information is shared ahead of transfer and, where possible, families meet with the Special Educational Needs Coordinator (SENDCo) and complete students' Support Plan ahead of their starting in September. During the transition, students sit CAT tests and a standardised reading test (ART) which further help identify any needs.

Students who make in-year transfers are also identified in the same way; we work collaboratively with their previous school to transfer SEND documents and provide additional visits to agree a personalised Support Plan and ensure a smooth transition and successful journey thereafter. CATs and the ART are also used.

Students can also be identified as having SEND needs at any point in their educational journey at Ansford. This identification may come from any of the following:

- Testing of reading, spelling and cognitive ability on entry to the school.
- Concerns raised by parent/carers
- Concerns raised by teacher/Head of Year
- Concerns raised by the students themselves
- Data such as end of term tests of standardised assessments
- Lesson observations and learning walks
- Other professionals such as Occupational Therapy, paediatrics, GP, SpLD assessor.

3. PROGRESS MADE BY PUPILS WITH SEND

All students who are placed on the SEND register at Ansford have a personalised Support Plan. This plan is created in collaboration with the SENDCo, the student, parents/carers and any other relevant staff or professionals. The plan identifies the student's strengths, support needs and current interventions. This plan is reviewed at least twice each year with a member of the SEND Team.

The interventions offered by the SEND Team and other supporting professionals can vary depending on the needs of the students on roll.

Below is a list of some of the interventions which are currently available:

Cognition and Learning:

- TA support in class
 - SEND on call timetable
 - Flexible in class groupings
- Numeracy Support
 - Additional subject intervention sessions (English and Maths) for those working below ARE
 - Core subject homework interventions

Speech, Language and Communication Need:

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3. PROGRESS MADE BY PUPILS WITH SEND

- Dyslexia Screening
 - Communication and Language Intervention
 - Supported Break and Lunch
- Social Emotional and Mental Health:
- Managing SEMH support
 - Emotion Coaching support
 - On Site Alternative Provision – Forest School
 - Nurture sessions
 - Keyworker sessions and check ins
 - ELSA
- Physical Disability:
- Enlarged text/text to speech software
 - Occupational Therapy Assessment/Input
 - Handwriting Intervention
 - Use of laptop
 - Reader pens

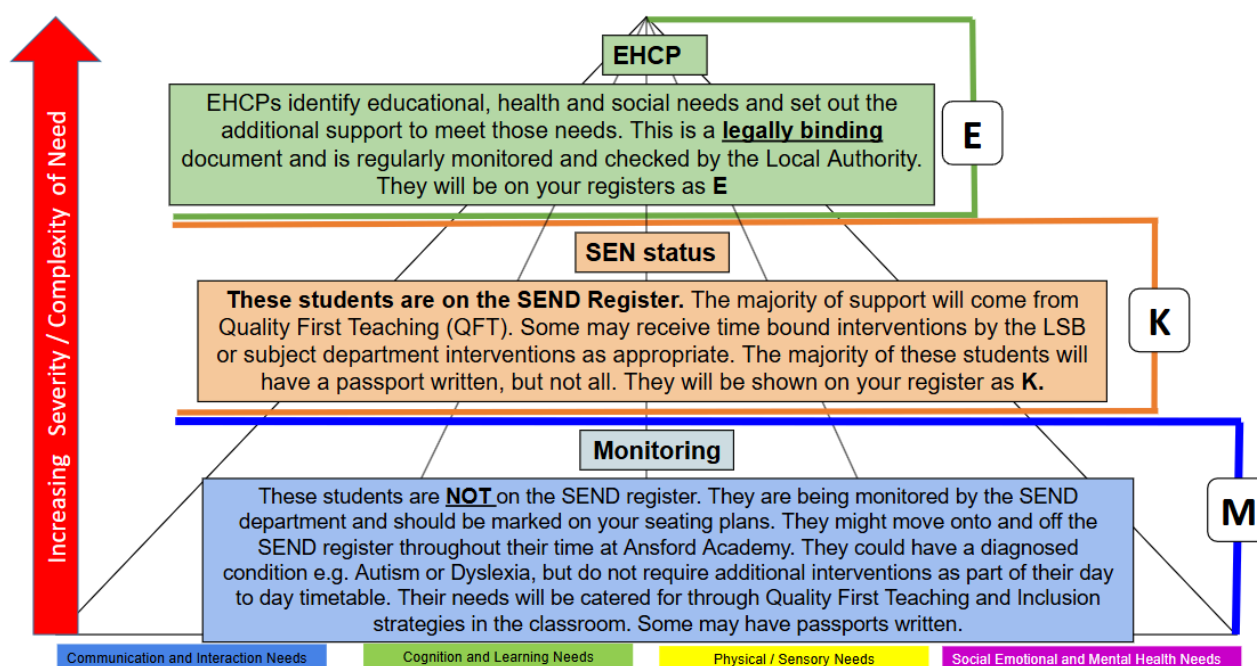
ATTAINMENT OF PUPILS WITH SEND COMPARED WITH PUPILS WITHOUT SEND

	2025	2024
	Average A8	Average A8
Pupils with SEND	2.49	1.78
Pupils without SEND	4.69	4.43
Attainment gap (SEND/without SEND)	-2.2	-2.65
Pupils with SEND (National)	2.78	2.78
Attainment Gap (SEND/National)	-0.29	-1.0

4. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

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4. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM



The school identifies and supports all students with SEND. This process follows the graduated approach model above and is personalized to the specific needs of each student. Staff training is regular and timely and ensures that all staff are aware of the needs of the students in their classrooms and are confident and able to adapt their teaching to ensure success. Interventions are put in place as and when appropriate and reviewed regularly for impact.

The school works closely with the local authority in relation to the students with EHCP's and carries out annual reviews where provisions are reviewed and updates submitted as necessary.

Information and data on the progress and attainment of students with SEND is shared with Governors via the Headteachers report termly. The SEND governor meets with the SENCO to look at this in further details and acts as a critical friend.

The school captures student voices on a regular basis. This is further support through a specific focus on students with SEND. Students are asked about their learning experiences and this is fed back and if necessary adaptations to provisions or additional staff training is given.

Parents of students with SEND are communicated with regularly through both the SEND department, Heads of Year and Tutors. In addition to this they receive progress data via the school reports and subject parents evenings.

The school has an inclusive culture where all members are made to feel valued and seen both by their peers and members of staff. This is supported by the strong relationships between staff and students alongside the improving attendance data this group has.

5. SEND FUNDING

The explanation below of how SEN funding works is taken from:

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5. SEND FUNDING

<https://www.gov.uk/government/publications/pre-16-schools-funding-local-authority-guidance-for-2023-to-2024/the-notional-sen-budget-for-mainstream-schools-operational-guidance>

'Mainstream maintained schools and academies are notified each year of a clearly identified but notional budget, within their overall budget allocation, towards the costs of fulfilling their duty to use their 'best endeavours' to secure that special educational provision for their students with SEN. The notional SEN budget is not a budget that is separate from a school's overall budget. It is an identified amount within a maintained school's delegated budget share or an academy's general annual grant. It is intended as a guide for a school's spending decisions, and is neither a target nor a constraint on a school's duty to use its 'best endeavours' to secure special provision for its students with SEN. In discharging that responsibility, amongst other expectations set out in the SEND Code of Practice, mainstream schools are expected to:

- meet the costs of special educational provision for students identified as on SEN Support in accordance with the SEND Code of Practice; and
- contribute towards the costs of special educational provision for students with high needs (most of whom have education, health and care (EHC) plans), up to the high needs cost threshold set by the regulations (currently £6,000 per pupil per annum). This cost threshold is calculated by reference to the additional costs of provision, above the costs of the basic provision for all students in the school. High needs top-up funding is provided above this threshold on a per-pupil basis by the local authority that commissions or agrees the placement. It is important to note that the notional SEN budget is not intended to provide £6,000 for every pupil with SEN, as most such students' support will cost less than that. Nor is the notional SEN budget intended to provide a specific amount per pupil for those with lower additional support costs, even though the local authority may make reasonable assumptions about what those costs might be for the purpose of ensuring that their schools' notional SEN budget calculation is realistic.

2025 - 2026

Notional SEND budget = £398,436. The entirety of this budget is spent on whole school resources and staffing (including TA's) to support students.

IAR estimate £145,000 This is additional, banded funding for SEND students (though this isn't ring-fenced to individual students). This is included in the whole school budget and is allocated towards teaching assistants, SEND teachers and meeting the requirements of students EHCP provision such as running specialist intervention programmes (like ELSA) and alternative provisions.

SEND department budget = £2000 - this includes Forest School resources

Remaining Grant Funding:

Somerset Parent Forum - SEN Grant £1,000

Sheila Coates Foundation - SEN Grant £5,000

FED Donation for SEN Garden £500

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6. STAFF DEVELOPMENT

We recognize that our understanding of SEND needs is constantly developing and as such are always adapting and improving our SEND CPD.

2025-26 SEND CPD Priorities

- All staff to receive updated ADHD training
- All staff to receive updated Autism training
- All KS3-4 teachers to receive CPD support to enhance their understanding of how to support literacy across the curriculum
- All KS3-4 teachers to receive CPD support to enhance their understanding of how to teach reading and adapt text for learners with reading age standardised scores below 85
- All KS3-4 teachers to receive CPD support to enhance their understanding of how to differentiate learning for the lowest ability students

24/25 staff training:

- ReadingWise (SEND department)
- THRIVE (SEND department)
- ELSA (SEND department)
- SDQ training (SEND department)
- Use of passports (Teaching staff and SEND department)
- Use of Somerset Graduated Response Tool delivered to middle leaders and teachers (Teaching staff)
- SEND identification training & reporting tool (Teaching staff and SEND department)
- Adaptive Teaching strategies - delivered through INSET and regular items in the staff bulletin
- DNAV training for SEND department staff (delivered by EP)

Term 1 25/26 all staff training delivered on INSET and Twilight sessions (September/October 2025)

- Questioning strategies to increase student independence
- Adaptive teaching strategies
- Effective use of the TA in class
- Understanding EHCPs and meeting Section F in the classroom
- Student passports and the SEND register
- Live marking targeting SEN and PP

Upcoming 25/26 all staff training

- Understanding ADHD in girls
- Continuous training on Adaptive teaching strategies and staff confidence
- Communication with parents of SEND
- The Graduated Response tool
- Ansford Graduated response and WAVE referrals
- The ADPR process for all staff

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7. DOCUMENTS

- MNSP AP Policy June 2025
- MNSP Accessibility Policy September 2025
- MNSP SEND policy September 2025
- [MNSP Trust Policies](#)