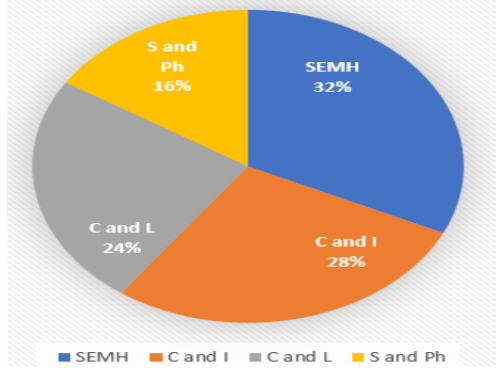


Identification

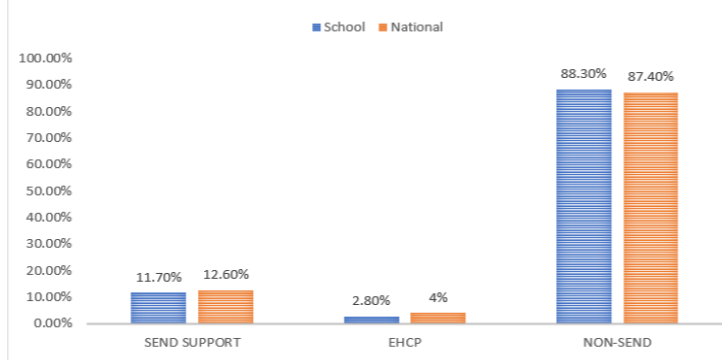
SEN Total = 25/214 = 11.7%

Interventions

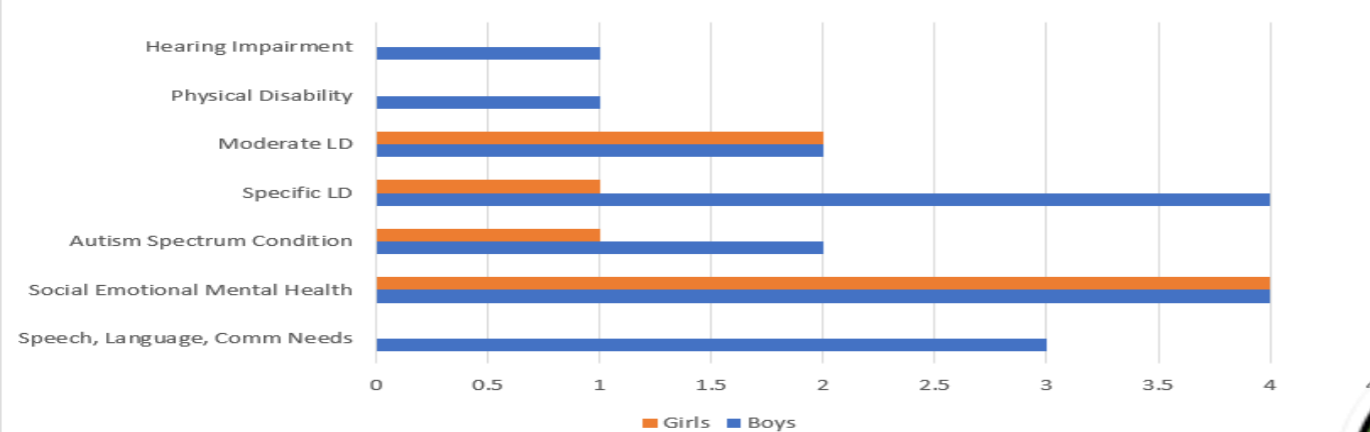
PRIMARY AREA OF NEED



LEVEL OF SUPPORT



SEND by Gender and Primary Need.



	Communication and interaction (28%)	Cognition and learning (24%)	Social, Emotional, Mental Health (32%)	Sensory and/or physical disabilities (16%)
Intervention	Reception staff are Makaton trained Speech and Language training for TAs: <ul style="list-style-type: none"> Contrasting Pairs Vocabulary Concepts Teach Speech Verbal Reasoning Colourful Semantics Memory and Processing Socially Speaking	RWI Intervention Fresh Start for KS2 1:1 reading Direct instruction Precision Teaching Toe-by-Toe Focused class teacher groups in class Scaffolds Support Manipulatives Differentiated activities	Pastoral Support who delivers targeted support lessons. Nurture Room Lego Build to Express Circle of Friends Calm brain Fidget Toys - including sensory Whole staff training: <ul style="list-style-type: none"> Attachment AET Crisis Prevention Intervention 	Wobble cushions/pencil grips/trip-grip pens Sensory Inclusion Service visiting school for hearing impaired children and supporting staff Adapted resources
Impact	Activities suggested by external agencies (SALT) are carried out by trained members of staff. Children make better than expected progress and are discharged from SALT after targeted interventions. Children are supported to interact with their peers.	Children working below national standards are able to close the gap. Children improve reading ages and make better than expected progress.	Children have a chance to work on their emotional well-being and understand their emotions. Whole school approach to managing behaviour through intervening prior to events happening. Restorative justice used to discuss events and manage and recognise emotions. underpinned by trauma-informed personal-centred support	Children have access to resources to support their needs. Children with fine and gross motor difficulties are supported. Children with HI are monitored, assessed, and supported where necessary.

Attendance, exclusions and progress data 2021-22



Attendance				
	Whole School	SEND support	EHCP	Non-SEND
2020-21	94.12%	90.93%	94.62%	94.43%
2021-22	93.77%	90.63%	94.45%	94.07%

Number of fixed term exclusions			
	SEND support	EHCP	Non-SEND
2019-20	0	0	0
2020-21	0	0	0
2021-22	3	0	0

Key Strengths:

- SEND governor has regular meetings with SENDCO and is involved with strategic approaches to SEND awareness and staff training.
- Personalised Learning Plans (PLPs) are used throughout school and focus on strengths and weaknesses of children. These ensure that any targets set are appropriate so that children are supported effectively.
- Children with SEMH needs are supported by the Pastoral Support team.
- School works closely with outside agencies.
- Staff are supported by SLT and SENDCO.

SEND Pupils outcomes 2021-22

	Below national	Towards national	National	Greater Depth
Reading	0%	60%	40%	0%
Writing	20%	60%	20%	0%
Maths	20%	80%	20%	0%
SPAG	0%	80%	20%	0%

Areas for development from SEND Review:

- Refining the roles and responsibilities of the Teaching Assistants in order to upskill them and provide adequate training.
- Tacking of progress of SEN children - look at assessment models
- Raise the attendance of children with SEND in line with expectations (95%)