

Identification

SEND headlines

- 223 children in school including nursery
- 9 children with EHCPs
- 58 Sen children

Area of need	Percentage of SEN
Cognition and learning	45%
Sensory and Physical needs	23%
SEMH	41%
Communication and Interaction	50%
EHCP	15%

Number of pupils in each INDES section (not including nursery)						
Area of Need From INDES		7	6	5	4	3
SLCN		1	1	2	3	7
SCI				7	1	4
LN			5	3	3	11
SEMH		1	1	2	6	12
PD						4

Attendance and Outcomes

Autumn 1 2022 Attendance - SEN	
Reception	96.5%
Year 1	91.15%
Year 2	85.94%
Year 3	83.39%
Year 4	97.27%
Year 5	96.88%
Year 6	97.88%
Rainbow	90.48%
Whole school sen	91.64%

KS2 SEND Outcomes



Phonics SEND Outcomes

- 50% of children with SEND in year 1 passed the phonics screening check.

EYFS SEND Outcomes

- 33% of children with SEND in REception achieved GLD in the EYFS profile

Please note last published data was 2019.

High Quality Teaching and Intervention

Quality first teaching

We value high quality teaching for all learners and actively monitor teaching and learning in the school. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school.

The 'assess, plan, do, review' cycle is completed three times a year, as a minimum.

The results are analysed by the class teacher and used to inform the 'assess, plan, do review' cycle.



Interventions

Communication and interactions

- NELI
- Talk boost
- Wellcom

Cognition and learning

- Nessy
- Sound discovery
- Rapid phonics
- Maths whizz

Social, emotional and mental health difficulties

- Thrive
- Drawing and Talking
- ELSA

Sensory and Physical

- Sensory circuits
- Sensory diet

Strengths and areas for Developments (IPSEF data)

Strengths

- **Inclusive** nature of the school. Focus on developing the whole child.
- Staff form positive relationships with the children in their school.
- **Provision**- Calm starts, high quality first teaching, communication friendly environments, Nessy interventions, colourful semantics, attention autism, Maths whizz, Welcom, talk boost, Elsa, Thrive, Sound discovery.
- Assess, plan, do, review with termly consultations with EP, Specialist support teacher, SLCN therapist and OT.
- Dedicated **Pastoral team** who support families, children and staff to develop emotional wellbeing. ELSAs, Thrive practitioners, Family support, Inclusion lead and learning mentor.
- **SLCN** is a strength. We have a 'Speech and Language Therapist', Lindsey Monoharan, in school every Wednesday supporting children and staff with speech and language, providing training, intervention activities and targets for children. She works with the Senco and Communication champions to develop quality first teaching and communication friendly spaces.
- The **SEMH base** at Edith Cavell Academy offers placements for children in KS2 who have social, emotional and mental health needs.
- **Rainbow Class** focuses on developing children's speech, language and communication by embedding it into every day practice as well as using targeted interventions to develop joint attention, sentence structure and collaborative talk.

Next steps

- **Attachment-** (CEPP, SENCO, Family support)
 - Whole school Attachment training Sept 23.
 - Toddler groups- supports parents with early routines, Attention and listening strategies, SLCN and sleep.
- **Quality first teaching**
 - Dyslexia and working memory training. Developing multi sensory strategies to support learners. (CEPP, SENCO)
 - Whole class attention and listening strategies (SLCN therapist)
- **Interventions**
 - Maths (Maths Whizz)
 - Talk boost for KS1 and KS2 (SLCN therapist)