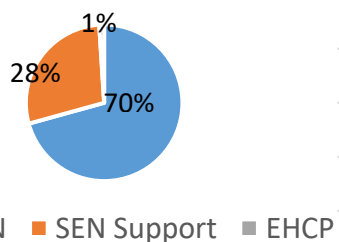
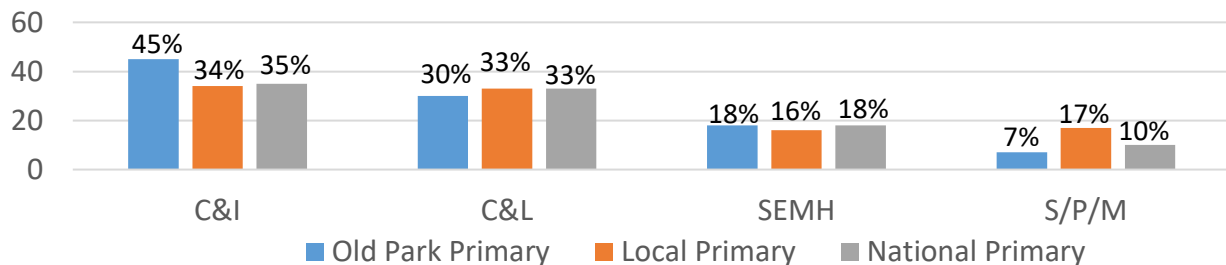


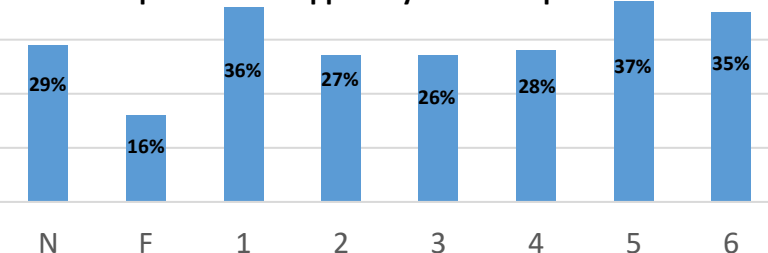


## Identification

SEN Total - 181/620 pupils – 29.19% (Local = 15.50%/National = 15.90 %)  
Comparison of SEN Broad Area of Need with National



### Pupils on SEN Support By Year Group



## Attendance, Exclusions and Outcomes

% Fixed Term Exclusions			
	SEN K	EHCP	NONE
2020-21	0.3%	0%	0%
2019-20	0.16%	0%	0%

Attendance		
	SEND	No SEN
2020-21	92.6%	95.4%
2019-20	94.18%	96.19%

### Outcomes 2019-20 – Pupils meeting the expected standard

As a result of the National Lockdown there were no SATs for KS1 or KS2. The results shown here are teacher assessment.		School: No SEN	School: SEN Support	School: EHCP
KS1	Reading	91%	40%	There were no children in KS1 with an EHCP
	Writing	76%	20%	
	Maths	91%	45%	
KS2	Reading	56%	36%	There was one child with an EHCP in KS2 but due to their SEN needs they were unable to access the test.
	Writing	55%	18%	
	Maths	56%	23%	



## Examples of High Quality Teaching (in Bold) & Intervention

Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory, Physical, Medical
<b>I CAN friendly / communication friendly classroom environments</b> <b>Kagan Approach</b> <b>Simplified language</b> <b>Visual timetables</b> <b>Consistent routines and expectations</b> <b>Use of ICT</b> <b>Circle time</b> <b>Makaton/signing</b> <b>RWI</b> <b>SEAL</b> Talking Tins Our Time Personalised programmes following SALT advice e.g. contrastive pairs, Teach Speech, Attention and Listening, Visuals, Language For Thinking Talking maths Talking Ted Nurture Groups Access to specialist support/agencies as needed	<b>Visual, aural and kinaesthetic learning styles used</b> <b>Kagan Approach</b> <b>RWI</b> <b>Colourful Semantics</b> <b>Accelerated Reader</b> <b>Word Mats</b> <b>Writing Frames</b> <b>Dyslexia Friendly environment</b> <b>Visual timetables/resources</b> <b>ICT resources</b> Precision Teaching 1:1 RWI Teach your monster to read Turnabout Toe by Toe Spelling Made Easy Coloured Overlays Coloured exercise books Plan, Do, Reviews Access to specialist support/agencies as needed	<b>Exciting and stimulating curriculum</b> <b>Calm Brain</b> <b>Kagan Approach</b> <b>SEAL curriculum</b> <b>Whole school behaviour policy-strong routines and boundaries</b> <b>Rewards/Star pupils/Celebration assemblies/Golden Time</b> <b>Circle Time</b> <b>After school clubs</b> Nurture Groups Carrel 5 Point Scale Zones of regulation Social Stories Social, Emotional and Sensory Passports Helping children cope with loss Hidden Chimp ELSA Access to specialist support/agencies as needed Anxiety Gremlin Anger Gremlin Talkabout Socially Speaking	<b>Quality ICT Provision</b> <b>Soft Play / Outdoor provision</b> <b>Sports Coaches</b> <b>Kagan Approach</b> <b>After school clubs</b> <b>Multi-sensory approaches</b> Cool Kids Access to specialised equipment-e.g. pencil grips, writing slopes, posture cushions Individualised programmes (often generated by OT) Write from the Start/ Stay Right Programmes Motor skills programmes for small group Coloured Overlays Coloured Exercise Books Access to specialist support/agencies as needed

### Key Strengths

- Inclusive philosophy with high expectations for all
- A school community where everyone is valued
- A curriculum with creativity at its heart
- In Harmony School - a music and community programme that means every child learns a musical instrument
- Dyslexia friendly school
- Nurture Mark Status
- All Together Gold School 2021
- All staff have received Autism Education Trust training at Level 1 and 2; Key Staff have completed AET3
- Whole school focus on inclusive High Quality Teaching in the classroom; children are not withdrawn from lessons

### Areas for Development

- Improve attendance of SEND pupils
- Track and monitor the impact of training (AET) on outcomes for pupils
- Increase engagement of families on an individual, group and workshop level
- Develop whole school approach to assessing and supporting SLCN with a focus on EYFS
- Develop the use of Colourful Semantics to support literacy