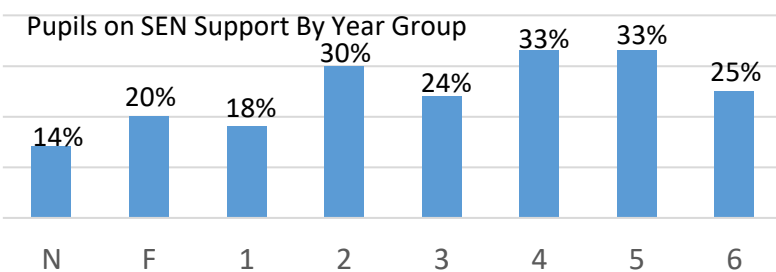
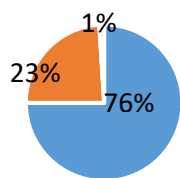
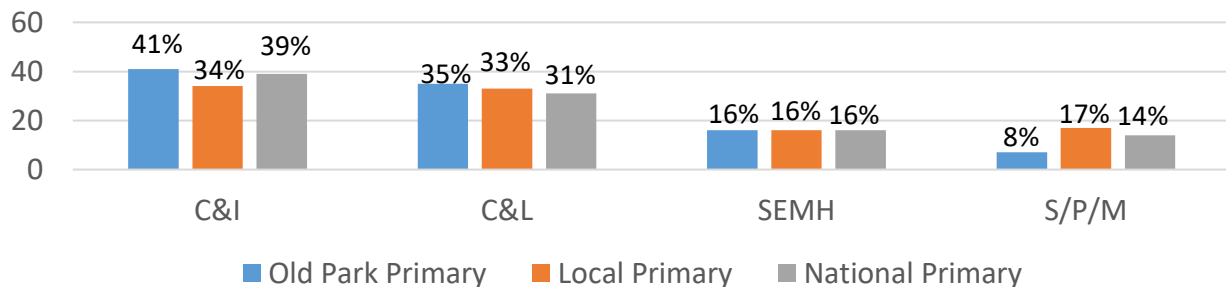




Identification

SEN Total - 155/622 pupils – 24.91% (Local = 16.10%/National = 14.20 %)
Comparison of SEN Broad Area of Need with National



Examples of High Quality Teaching (in Bold) & Intervention

Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory, Physical, Medical
<ul style="list-style-type: none"> - I CAN friendly / communication friendly classroom environments - Kagan Approach - Simplified language - Visual timetables - Consistent routines and expectations - Use of ICT - Circle time - Makaton/signing - RWI or Fresh Start in KS2 - Clicker - Talking Tins - Our Time - Personalised programmes following SALT advice - Nurture Groups - Access to specialist support/agencies as needed - Nature Friendly Group 	<ul style="list-style-type: none"> - Visual, aural and kinaesthetic learning styles used - Kagan Approach - RWI - Accelerated Reader - Word Mats/math's mats/writing mats - Writing Frames - Dyslexia Friendly environment - Visual timetables/resources - ICT resources - Myon reading - 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 - Nesy reading and spelling - SNIP spellings - Plus 1 - Power of 2 	<ul style="list-style-type: none"> - Exciting and stimulating curriculum - Calm Brain - Kagan Approach - Whole school behaviour policy- strong routines and boundaries - Rewards/Star pupils/Celebration assemblies/Golden Time - Playground Buddies - Circle Time - After school clubs - 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 - 30-day challenge - Maths on the Move 	<ul style="list-style-type: none"> - Quality ICT Provision - Outdoor provision - Sports Coaches - Kagan Approach - After school clubs - Multi-sensory approaches - 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 - Write Right Handwriting Programmes - Motor skills programmes for small group - Coloured Overlays - Coloured Exercise Books - Access to specialist support/agencies as needed - Ear defenders - Maths on the Move - Small pom-poms to improve pencil grip

Attendance, Exclusions and Outcomes

% Fixed Term Exclusions			
	SEN K	EHCP	NONE
2019-20	0.16%	0%	0%
2018-19	0.73%	0.15%	0%

Attendance		
	SEND	No SEN
2019-20	94.18%	96.19%
2018-19	93.98%	95.87%



Outcomes 2018-19 – Pupils meeting the expected standard

		National: No SEN	School: No SEN	National: SEN Support	School: SEN Support	National: EHCP	School: EHCP
KS1	Reading	83%	73%	76%	38%	There were no children in KS1 with an EHCP	
	Writing	76%	65%	68%	31%		
	Maths	83%	74%	75%	25%		
KS2	Reading	80%	100%	72%	80%	72%	50%
	Writing	86%	83%	76%	63%	76%	50%
	Maths	83%	97%	75%	77%	75%	50%

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 staff have received Autism Education Trust training at Level 1 and 2
- Two staff have received Autism Education Trust training at Level 3
- 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
- Increasing engagement of families on an individual, group and workshop level
- Whole school approach to assessing and supporting SLCN with a focus on EYFS