**SEND Profile of Need – (Spring 2023)**

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| **Whole School SEND**INFANTSJUNIORS |  **Broad Areas of Need** |
|  **Pupil Premium/ SEND/EAL**

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| --- | --- | --- | --- |
|  | Whole School PP | SEND/PP | SEND/EAL |
| Infants | 56.4% | 9.32% | 0 |
| Juniors | 62.2% | 28.5% | 0 |

 | Categories of Need

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | ADHD | ASD | MLD | PD | SLCN | VI/HI |
| YR |  |  | 25% |  | 75% |  |
| Y1 |  | 11% | 23% | 11% | 55% |  |
| Y2 |  | 40% | 10% |  | 50% |  |
| Y3 | 8% | 33% | 42% |  | 17% |  |
| Y4 | 14% | 28% | 21% |  | 36% |  |
| Y5 | 17% | 23% | 30% |  | 24% | 6% |
| Y6 | 4.5% | 21% | 47% | 4.5% | 17% | 4.5% |

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|  **Strengths and Areas for Development***Our Key Strengths* – ‘Clear vision for the strategic direction in relation to SEND’, ‘inclusive school ethos’, teachers are committed to meeting the needs of all pupils’, ‘teachers are well supported by a team of support staff and ‘pupils appear happy at school, enjoy their learning and engage with activities.’ (SEND Review, Jan 22)**How do we know?*** SEND Review (Jan 22))
* Monitoring Visits (HIAS) (Jan 22)
* Monitoring Visits (LLP, Jan 22, Jun 22)
* Book Looks and Learning Walks (Dec 22)
* SEND Action Plan – latest review Jan 23
 | **Analysis**Information gathered from Graduated Response information and Nursery School transition meeting notes/ observations/parents consultations. Lower than average in the Infant school reflects a school work on the Graduated Approach and Identification of Need – reviewed termly, focusing upon the children at Stage 3 of Graduated Approach – Intensive targeted support.A higher percentage in the juniors is on the decrease in light of Graduated Approach but historic recording and parent confidence has meant that in Year 5 and 6 there are children who remain on the register who should be at Stage 3 rather than stage 4.A new PLP format was introduced concentrating upon Strengths, Needs, High Quality Inclusive Teaching Strategies and Outcomes. A new identification Of Concerns system was introduced as part of the Assess, Plan, Do Review cycle.The table above includes significant pupils reflecting co-morbidity. Due to our high level of need across both schools for SEMH, a significant percentage of our SEND budget is channelled in this area including Thrive Practitioner, small group Alternative Provision 5x ELSAs and 2 Counsellors, Oarsome Chance, Equine therapy.**Our areas for development in SEND*** Correct identification of need and targeted intervention.
* Implementation of a robust APDR cycle through HQIT&S
* Interrogation and data analysis to inform provision
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