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

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| **Whole School SEND**  INFANTS    JUNIORS | **Broad Areas of Need** |
| **Pupil Premium/ SEND/EAL**   |  |  |  |  | | --- | --- | --- | --- | |  | 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% | |
| **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 |