



SEND Summary

Breakdown of SEN as of September 2023: Number on roll: 13% of SEN – due to the small size of Arlecdon Primary we are sharing limited data.

Key Strengths of SEND – Improvements and Training

- Pupil progress meetings – termly with class teachers
- Curriculum design clear in its intention to support all children and training to support this
- 1:1 and small group interventions identified and delivered by staff through IEP
- Individualised IEPs, communicated to parents and small-steps of progress tracked and acted upon
- Small school – focussed teaching and learning with personalised delivery of curriculum

High Quality Teaching and Intervention:

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|---|---|
| <u>Speech, Language and Communication Needs (SLCN)</u> Individual IEPs Targeted interventions in place: Phonics groups streamed and extended into ks2 Conversational targets from iep Staff modelling Vocabulary-rich environment Ipad/Chrome books Purple Mash Speech and language specialist advisory teacher liaison Visual timetables | <u>Social, Emotional and Mental Health (SEMH)</u> ELSA-trained staff and delivery Individual and group interventions Individual IEPs Educational psychologist liaison Phunky foods Celebration assembly GEMS - rewards |
| <u>Cognition and Learning (C & L)</u> Metacognitive teaching approaches Learning by Questions Reading Plus Accelerated Reader Targeted interventions Individual IEPs Numicon SMART maths TA support in class Knowledge notes/organisers | <u>Physical (PD)</u> Early Years interventions Fine motor skill intervention Parental communication IEP targets planned for: Personal targets set Sports' coaches After school clubs |

Outcomes

| 2021/22 | EYFS (GLD) | Year 1 Phonics screening check | Reading KS1 | Writing KS1 | Maths KS1 | Combined KS2 | Reading KS2 | Writing KS2 | Maths KS2 |
|----------------------|------------|--------------------------------|-------------|-------------|-----------|--------------|-------------|-------------|-----------|
| National | 77 | | 83 | 78 | 90 | 74 | 81 | 88 | 87 |
| School | 100 | 80 | 75 | 25 | 100 | 100 | 80 | 80 | 80 |
| National SEN support | 29 | | 33 | 25 | 36 | 25 | | | |
| School SEN support | 50 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| National EHCP | 5 | | 16 | 14 | 17 | 9 | | | |
| School EHCP | 0 | N/A | N/A | N/A | N/A | 0 | 0 | 0 | 0 |

National Data for 22/23 is yet to be released however our data shows the following:

| 2022/23 | EYFS (GLD) | Year 1 Phonics screening check | Reading KS1 | Writing KS1 | Maths KS1 | Combined KS2 | Reading KS2 | Writing KS2 | Maths KS2 |
|---------|------------|--------------------------------|-------------|-------------|-----------|--------------|-------------|-------------|-----------|
| School | 75% | 100% | 100% | 50% | 75% | 66.71% | 77.81% | 55.6% | 77.8% |

Our 3 key strengths in SEND:

- High-quality IEPs developed and used by all professionals involved, and communicated with parents
- Early identification of SEND and actions taken by staff
- Parental links and communication regarding SEND needs

To improve SEND, key areas for development are:

- Ongoing development in tracking of small-steps and reporting
- Pronunciation and speech as a focus for whole-school from EYFS upwards
- Ongoing staff CPD