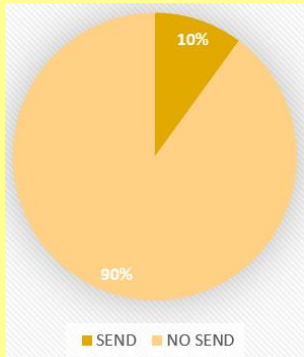
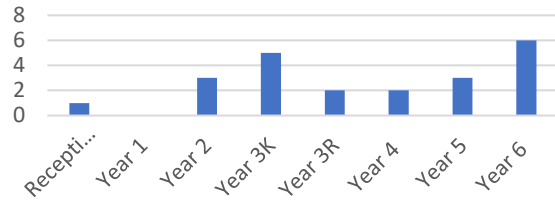


## Identification



### Children with SEND per year group



### Breakdown of SEND based on Primary Need (21 Children)

**Speech, Language and Communication Needs:** 7 Children

**Social, Emotional and Mental Health:** 2 Children

**Mild/Moderate Learning difficulties:** 3 Children

**Sensory:** 1 Child

**ADHD:** 3 Children

**ASD/PDA:** 5 Children

**EHCPS:** 5

**EHCPS in Progress:** 2

St. Mary's C of E Primary School  
SEND/PP SNAPSHOT



## Interventions

What do we have in place to support the following needs?

Speech and Language	Social, Emotional, Mental Health	ASD/ADHD/Sensory
<ul style="list-style-type: none"> <li>➤ Regular contact with STIPS.</li> </ul>	<ul style="list-style-type: none"> <li>➤ ELSA (Emotional Literacy Support Assistant)</li> <li>➤ HSLW (Home School Link Worker)</li> <li>➤ JIGSAW PSHCE Scheme</li> <li>➤ Emotional School Nurse</li> <li>➤ Lego Therapy training due to take place.</li> <li>➤ Zones of Regulation training for all staff.</li> </ul>	<ul style="list-style-type: none"> <li>➤ ABC Club during mornings</li> <li>➤ Link with Freemantles Outreach</li> <li>➤ Sensory Room</li> <li>➤ Social Story interventions</li> </ul>

### Action Plan for Interventions:

- Review effectiveness of listed interventions with staff
- Look into further interventions to assist with speech and language

## Outcomes and Identification

Autumn Baseline SEND Data (Based on End of Year Summer Assessment- EYFS not inc.)

	Maths	Reading	Writing
Well Below (1YR+)	10%	19%	Based on NMM
Below	52%	57%	45%
ARE	38%	24%	32%
GDS	0%	0%	9%

3 children did not complete the No More Marking Writing

End of Key Stage Outcomes  
(Spring '20 due to COVID-19)

	% of SEN achieved ARE		
	Maths	Reading	Writing
KS1 (10)	40%	30%	30%
KS2 (11)	18%	18%	36%

Attendance  
SEND v Whole School Data

	SEND	Non-SEND
Sept 19–Mar 20	92%	95.6%
This Year So Far	91.5%	97.4%

### Key Strengths:

- Staff meeting delivered so whole school aware of children with SEND needs.
- Children with SEND are happy coming to school and enjoy their learning.
- We now have a SEND case officer designated to our school.
- Staff are keen to engage with STIPS training on TEAMS.

### Areas for development:

- With the appropriate interventions and support during assessments, some of our children with SEND to reach GDS.
- Quality first teaching to take place and teachers regularly review SEND progress.
- To develop Speech and Language interventions for our children.