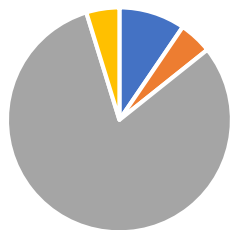
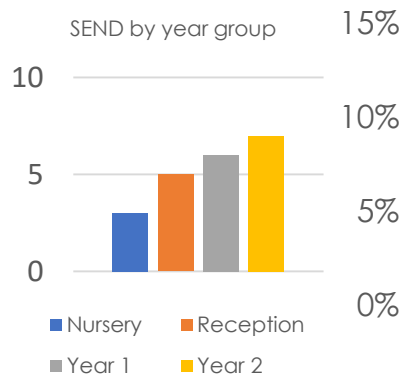


Identification

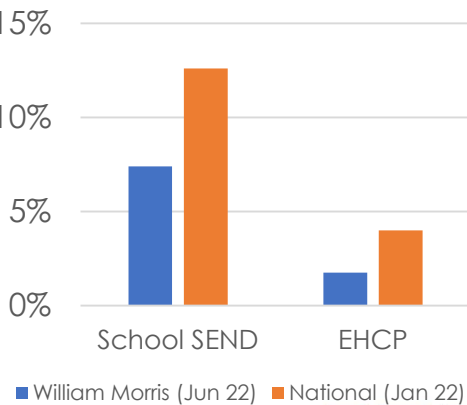
Primary Area of Need



■ SEMH ■ C&L ■ C&I ■ Physical/Sensory



Level of Support

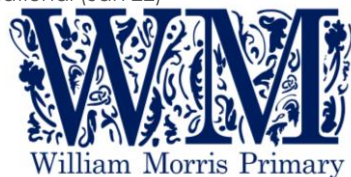


Number of children on the SEN register: 21 - 7.4% (National Average - 12.6%)
(7 in Year 2, 6 in Year 1, 5 in Reception, 3 in Nursery)

6 on concerns/monitoring list

Number of EHCPs: 4 (nursery, reception, x2 in Year 2) - 1.75% (National Average - 4%)

Primary areas of need: 17 C&I, 2 SEMH, 1 PS, 1C&L (note, 9/21 have SEMH as an area of need and all have C&I as an area of need)



William Morris Primary
SEND In a Nutshell
2021 - 2022

Interventions

	Cogl	C&I	Sensory & PI	SEMH
Interventions	Precision teaching Pre-teaching Plus 1 Maths meetings CLASS referrals	Talk Boost Time to Talk Visual timetables Speech and Language SASS referrals Jewellery club	SPARKS/SPARKEY Fine motor interventions Sensory Room Sensory Circuits	ELSA Family Support Worker Lighthouse play therapy Personalised approaches
Impact	Teachers address misconceptions. Children achieve targets (such as sound/number learnt on provision) and move on.	Activities suggested by external agencies are carried out by trained staff and progress made. Children are discharged from SALT. Children make accelerated progress in speech and language development. Children develop their social interaction skills, improving their confidence.	Children with fine motor difficulties have the chance to improve their pencil grip and control. Children with gross motor needs develop these skills. Children with sensory needs have these met to help with emotional regulation.	Children are supported with SEMH needs and progress is made in school and with outside agencies. Children are supported to reduce anxiety and build resilience and self-esteem, allowing them to access their learning.

Attendance, exclusions and outcomes

National, 2019 William Morris Primary School

% chn who achieved	EYFS - GLD		Year 1 - passed screener		Year 2 - EXS					
					Reading		Writing		Maths	
All Students		71.8%		82%	71%	75%	58%	69%	78%	76%
SEN Support		n/a		48%	60%	30%	20%	22%	20%	33%
EHCP		n/a	n/a	20%	50%		0%		50%	

	Fixed Term Exclusions (no permanent exclusions)						Attendance		
	SEND Support		EHCP		No SEND		All SEND		Whole School
2021 - 2022	0	n/a	0	n/a	1	n/a			
2020 - 2021	2	n/a	0	n/a	0	n/a	94.1%	n/a	95.1%
2019 - 2020	0	11.88	0	13.36	0	2.43		n/a	

Key strengths/ Areas for development

Key Strengths

Staff's inclusive attitudes and drive to support SEND pupils
Behaviour of SEN and staff confidence with dealing with behaviour issues
Individual staff with expertise in different areas
Support from SENCOs across the Blue Kite Academy Trust
Access to a sensory area
Enhanced transitions for children with SEND
Working in professional partnerships with parents

Key Areas of Development

To develop working relationship with the SEN link governor
To implement a programme of evidence based interventions across the school
To embed and improve use of ISPs
To develop tracking of SEND progress data using Target Tracker programme
To improve process of identification of SEND