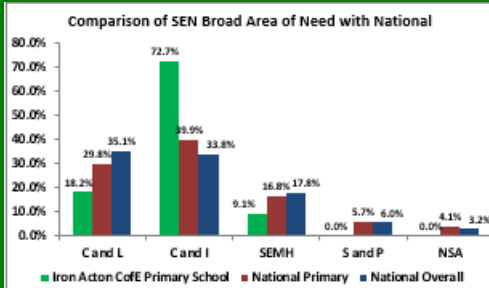
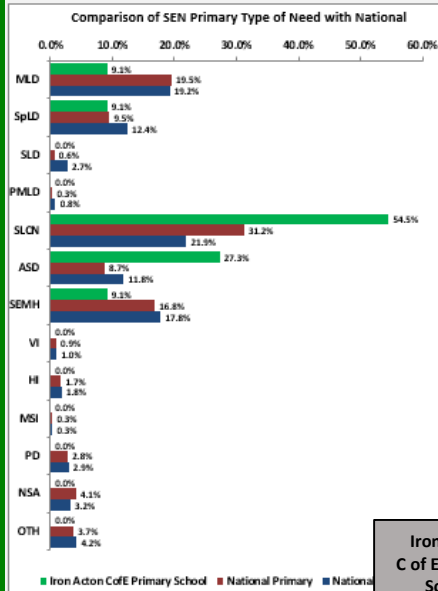
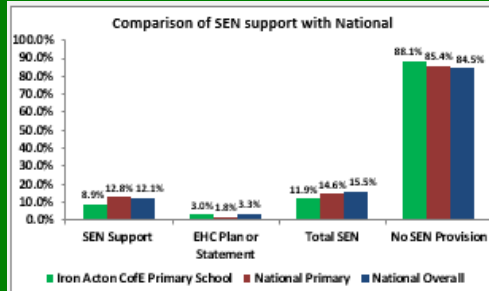


Identification (Autumn 2022 data)



High Quality Teaching and Intervention

High Quality Teaching for All

Develop an ambitious, enriching, inclusive curriculum ensuring planning closely matches need.	Embedding of the behaviour project to improve behaviour so it is outstanding with reasonable adjustments for children with SEN.
Ensure reading curriculum and resources closely match need.	Improve outcomes for vulnerable learners through HQT, early identification and responsive intervention.
Maths curriculum and resources closely match need.	Planning of the EYFS framework to closely match SEN needs and closely map next steps into KS1.

Cognition and Learning

Responsive interventions - Maths	Responsive interventions - English
Reading assistant	Nessy

Communication & Interaction

S&L 1:1 sessions	S&L drop-ins
ELSA focus	Lego Therapy

Social, Emotional and Mental Health

ELSA	Zones of Regulation
Jigsaw Calm-me time throughout the day	Therapy dog

Sensory and/or Physical

Planned movement breaks identified	Forest School opportunities
	Sensory support resources

Iron Acton C of E Primary School

SEND in a Nutshell

Absence, Exclusions, Outcomes

Overall absence: % of sessions missed in primary schools

	National No SEN	School No SEN	National SEN Support	School SEN Support	National EHCP	School EHCP
2019-20	4.0	4.1	5.4	12.9	7.0	11.5

Rate of exclusions in primary schools

	% Permanent						% Fixed term					
	Nat. No SEN	Sch. No SEN	Nat. SEN Supp.	Sch. SEN Supp.	Nat. EHCP	Sch. EHCP	Nat. No SEN	Sch. No SEN	Nat. SEN Supp.	Sch. SEN Supp.	Nat. EHCP	Sch. EHCP
2019-20	0.00	0	0.1	0	0.1	0	0.2	0	4.83	0	10.04	0
2018-19	0.00	0	0.12	0	0.18	0	0.38	0	6.90	0	13.61	0

Outcomes in primary schools

	% EYFSP achieving GLD						% Y1 meeting expected standard in phonics					
	Nat. All	Sch. All	Nat. SEN Supp.	Sch. SEN Supp.	Nat. EHCP	Sch. EHCP	Nat. All	Sch. All	Nat. SEN Supp.	Sch. SEN Supp.	Nat. EHCP	Sch. EHCP
2018-19	72	81	29	N/A	5	N/A	82	75	48	0	20	N/A

	% Reaching exp. standard in KS1				% Reaching exp. standard at KS2				End of KS2 progress score			
	R	W	M	Comb.	R	W	M	R	W	M		
2018-19												
Nat. All	75	69	76	65	73	78	79	0.03	0.03	0.03		
Sch. All	82	82	82	73	100	91	82	3.11	2.69	-2.00		
Nat. SEN Supp.	33	25	36	25	41	39	46	-1.0	-1.7	-1.0		
Sch. SEN Supp.	0	0	0	50	100	50	100	7.32	1.97	2.38		
Nat. EHCP	13	9	14	9	16	14	17	-3.6	-4.3	-4.0		
Sch. EHCP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		

Strengths and Areas for Development

3 ways we are supporting pupils with SEND and their families following the Covid-19 pandemic:

- Identified vulnerable children receiving 1:1 tutoring using the catch-up funding.
- Early identification and referral to Families Plus to support needs at home and regular review through an EHAP.
- Development of a whole-school Mental Health strategy to support all stakeholders; targeted support through ELSA for children with SEMH needs.

Our 3 key strengths in SEND:

- Early identification of needs.
- Effective partnership between parents and external professionals to ensure quick assessment and implementation of targeted outcomes.
- Responsive interventions ensure children's gaps in learning are identified swiftly and addressed immediately.

Our 3 key areas for development for SEND:

- High quality teaching impacts positively on the achievement of children with SEND. From their starting points they make expected or better than expected progress and are ready for their next stage of learning.
- All staff have a clear understanding of children's needs, strengths and barriers and planning and provision matches needs.
- Leaders to work closely with class teachers to support differentiation and curriculum development.