

Relevant SIP priorities:

- 1- Assessment
- 2- CPD; teacher focus to ensure consistency which will impact pupil outcomes.
- 3- PMRs; focusing on reflective practise and separating out learning standards which focus on pupil progress.

	% in school	SEND overall in school
EHCP	3%	13.6%
EHCNA agreed	1.9%	
IPRA	0.8%	
ASI	7.6%	
Medical funding	0.4%	
Higher Level	1.1% (0.4% EHCNA applied for)	

EHCPs: We continue to be successful with transferring pupils from the Higher Level One Plan process to receiving an EHCP based on the evidence we submit to Essex County Council. We have 8 children with an EHCP between banding 2-4. We currently have 4 EHCNAs agreed and these are at different stages of the process; one draft plan, one has received an educational psychologist appointment and 2 are awaiting an educational psychologist allocation. **IPRA-** 2 successful applications, one agreed ongoing until EHCP is finalised and the other is transition from pre-school to our setting. **Medical:** This academic year we have also received a Band 4 for a child until July 2026.

Strengths

- Relationship with parents.
- Supporting the development of the whole child
- Pupil wellbeing and mental health.
- Pastoral care – pastoral lead, student PTUK, CAHMS
- Documentation for HL pupils (One Plans and Annual reviews).
- Successful applications for EHCNA, moves to specialist settings and IPRA/medical funding.
- Transition from Pre- schools and to secondary placements.
- Personalised curriculum for individual pupils with an EHCP.
- Nurture
- Implementation of advice from external; agencies.
- Varied resources to meet pupil’s needs.
- Skill set of LSAs, including training.
- Regular LSA meetings focusing on training.
- Parent view survey- responses and actions.

Next steps:

- *Providing families with information regarding the support their children receive (not just pupils with SEND).
- * Exploring Inclusion Framework funding.

Interventions 2025

- *EPS Maths, daily, x30 minutes, 1:6 ratio.
 - *RWI Tutoring, 1:1, x4 per week, x10 minutes, bottom 20% of EYFS/KS1.
 - *Personalised reading running records, 1:1, x10 minutes, x20 pupils.
 - *KS1 Handwriting, x15 mins, x2 weekly, x8 pupils.
 - *Year 3 and 4 RWI (phonics fails and low prior attainers), x30 mins, x5 weekly, x5 pupils.
- SEND Interventions led by a designated LSA x5 days per week; include recommendations from SALT, OT, physiotherapy, fine motor skills, gross motor skills, reading, spelling, sensory time, emotional regulation, intensive interaction and life skills. These are all personalised depending on the needs of the pupil.

Our story

Over the last year, we have continued to develop an understanding of the needs and provision required for particular children. We continue to work hard with external agencies but are finding it difficult to efficiently receive initial assessments and recommendations/programmes for pupils due to waiting lists. We have a positive working relationship with our Inclusion Partner and they provide support for individual pupils, provide CPD for staff and run cluster SEND meetings covering a range of topics. We have also worked closely with the NE Quadrant lead to have success with funding for a child from under the complex case team. We continue to have a large percentage of children with Communication and Interaction barriers and the majority have a diagnosis of Autism Spectrum Disorder. As a school we continue to ensure that we meet our statutory duties whilst working with parents and carers and pride ourselves on the relationship between SENCO, staff and parents. LSA’s support in all English lessons, and there are LSA’s who are ‘SEND support’ and allocated to work with pupils who receive a high banding of funding. We are re-introducing a wider range of interventions, not only for pupils with SEND but those identified as not narrowing the gap; there is a dedicated LSA who leads this interventions and they are resourced by the SENCO. We had a number of LSAs leave at the end of the last academic year due to IPRA funding and social care funding ceasing.

CPD Focus

- *Ordinarily Available
- * Targeted level
- *Supporting learners to become independent

Contributing factors

Number of pupils in receipt of pupil premium has fallen.

Higher turn-over of LSA staffing and teachers this academic year for a variety of reasons.

HLTA absence (half a term), impacting the number of interventions that can be run.