

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.

Strengths

- Relationship with parents.
- SIAMS Inspection June 2026
- Supporting the development of the whole child
- Pastoral care – pastoral lead, student PTUK, CAHMS
- Documentation for HL pupils (One Plans and Annual reviews).
- STAY Project- improved transition to secondary school for SEND pupils.
- Successful applications for EHCNA, moves to specialist settings and IPRA funding.
- Transition from Pre- schools and ensuring plans/resources/support is in place from before the end of the summer term ready for September.
- Personalised curriculum for individual pupils with an EHCP.
- Implementation of advice from external; agencies.
- Varied resources to meet pupil's needs.
- Regular LSA meetings focusing on training inc TPP and Therapeutic Thinking.
- Parent view survey- responses and actions.
- Successful Inclusion Framework Funding for mobile sensory environments.

Next steps: Actions from AET Competency Framework, Inclusion Funding Grant/new interventions and online provision guidance for parents/carers.

	% in school	SEND overall in school
EHCP	3.3% (9)	13.85%
EHCNA agreed	1.1% (3)	
ASI	7.8%	
Medical funding	NA	
Higher Level	0.7% (2)	
IPRA	1 TBC	

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 9 children with an EHCP between banding **2-9**. We currently have 3 EHCNAs agreed and all are awaiting an educational psychologist allocation. **IPRA-** 1 pending application for a child new to school in foster care with significant SEMH needs. **Medical-** ceased in July 2026, as final EHCP now in place. 1 child on roll at St. Luke's but attends KTM fully funded by the SEND Ops Complex Team; currently 7 specialist settings have stated they cannot meet need. 1 LAC on roll but attending GROW for mornings; EHCNA needs to be submitted by social care.

Interventions 2026

*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, x16..

*Year 3 and 4 RWI (phonics fails and low prior attainers), x30 mins, x5 weekly, x4 pupils.

*Year 6 Booster interventions for Maths, GPS and Reading. ARE groups and GD groups.

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 have 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 these interventions and they are resourced by the SENCO. LSA staffing has remained consistent in 2025-2026, and is looking stable for the new academic year. We have employed new LSAs (task related) to support children who have been awarded funding.

CPD Focus

*Ordinarily Available

* Therapeutic Thinking

*TPP

*STAY Project i.e. neuro affirming language, masking in girls, anxious/autistic/able

* Robin Launder; how do we intervene strategically when children misbehave.

* Sensory processing training led by Inclusion Partner.

*Worship and SEND pupils

Contributing factors

Pupils moving into the area and into the school with high level needs.

Increase in LAC attending St. Luke's-

provision, staffing and meetings/paperwork

Dual placements