

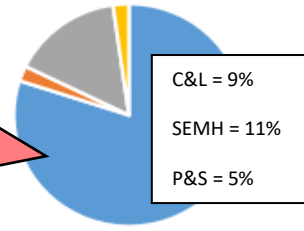
Class	No. on SEND Register	No. of SEND also PP	EHCP	SEND Support
Nov 24				
Nursery	5	0	1	4
Reception	4	0	2	2
1P	2	1	0	2
1B	4	2	2	2
2M	6	2	2	4
2W	8	2	4	4
3M	4	1	2	2
3B	1	0	1	0
4T	3	1	0	3
4BY	3	0	1	2
5W	3	0	1	2
5E	7	2	4	3
5B	2	1	0	2
6CLG	4	1	0	4
6LH	1	1	0	1
Total	57	14	20 + 3 EHCA	37

We are an inclusive school and have a high number of children with SEND at Low Ash. The number of children with EHCP's continues to grow each year.



At Low Ash Primary School **Communication and Interaction** is our highest area of need for SEND- **75%**

4 Broad Areas of Need



14% of children on our SEND register have a diagnosis of ASD with a further 32% awaiting a diagnosis.

Lessons are planned to:

EEF1: Create a positive and supportive environment for all pupils, without exception by promoting positive relationships, active engagement, and wellbeing for all pupils

EEF2: Build an ongoing, holistic understanding of our pupils and their needs:- through the Graduated Approach of assess, plan, do, review– and parent partnership.

EEF3:-Ensure all pupils have access to high quality teaching & support- Use of a range of strategies to match learning abilities and to engage and motivate pupils flexible grouping; — cognitive and metacognitive strategies; — explicit instruction; — using technology to support pupils with SEND; and — scaffolding.

EEF4:- Complement high quality teaching & support with carefully selected small group and one-to-one interventions: pre-teaching of key vocabulary, reading, maths and Speech Therapy sessions

EEF5:Work effectively with TAs to provide QFT/Support

	School	National
% of children on SEND Register	12%	13.6%
% of children on SEND Register with an EHCP	4%	4.8%
% of children on SEND Register that are also PP	3%	

KS2 2024	School	National
RWM	82%	61%
RWM SEND (K)	67%	26%
Reading	88%	74%
R- SEND (K)	100%	48%
Writing	83%	72%
W- SEND (K)	67%	36%
Maths	93%	73%
M- SEND (K)	67%	44%
NB- No EHCP's in this cohort		

Phonics	School	National
All pupils	77%	80%
SEND K	60%	52%
EHCP	0	20%

Attendance		
Sept-July	Low Ash	National
School	94.7%	94.3%
SEND K	91.6%	92.3%
EHCP	87.3%	89.1%

Key Priorities for SEND at Low Ash:

There is high academic/vocational ambition for all SEND pupils.

Pupils with SEND are prepared for the next stages of education.

Pupils with SEND achieve well.

Provide a safe, calm and positive environment for all SEND children.

Evidence based interventions are implemented across school.

Ensure support staff are effectively deployed and receive quality CPD.

Strengths:

Inclusive nature of school. SEND pupils take part in all aspects of school life.

Pupil Voice and Pupil Wellbeing are high priorities at Low Ash.

All SEND pupils are well supported and receive quality first teaching.

Relationship with parents and external agencies.

The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers at Low Ash develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom practice for all pupils, including those with SEND.

1	Explicit instruction	Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.	
2	Cognitive and metacognitive strategies	Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.	
3	Scaffolding	When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.	
4	Flexible grouping	Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.	
5	Using technology	Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.	

After School Clubs:

58% of SEND children (Years 1-6) have attended at least one after school club in 2023-2024.

Parent Support

Parents are invited into school every Thursday morning for parent drop-in sessions.

We also run termly drop-ins with Rachel James from the SCIL team.

Other

Jamie's Farm

Assessment:

Whilst pupils will be assessed alongside their peers, sometimes additional forms of assessment may need to take place which are broken down into smaller steps or will assess different areas of their learning. Assessment tools which may be used are:

BSquared	Pre-Key Stage standards
Early Years Developmental Journal	Sensory Profile

A learning journal is also kept by staff which reflects the pupil's small steps of progress through observations and photographs linked to the above assessment methods.

CPD 2023-2024

The PACE Model

Sensory Breaks/Brain breaks/movement breaks

Task Plans

Demand avoidance

Social Stories

8 Senses

	Cognition and Learning	Communication and Interaction	Social and Emotional Mental Health	Sensory and Physical
Intervention	Pre-Teaching B-Squared	SALT Neli WellComm Nessy Intensive Interaction	Mental Health Champion Inclusion lead Zones of Regulation My Happy Mind Movement breaks Brain breaks Sensory circuits	Writing slopes Wobble cushions Standing desks Kick bands Sensory circuits Overlays
Impact	Children are making progress at their level, this can be tracked and the gap can be closed.	Children are being equipped with essential social skills to understand and communicate their needs and feelings.	Children feel safe and secure and are ready to learn.	Children are able to access all areas of the curriculum.

