

Strengths of SEND in school:

- Strong SEND team support
- Pupil passport targets and interventions in place to support SEND pupils
- CPD opportunities for staff across the academy
- Early identification through assessment
- Staff are dedicated and aware of responsibilities to SEND.
- SEND coffee mornings to increase engagement with parents.

Lisle Marsden C of E Primary Academy - SEND in a nutshell Autumn 2025

The SEND register:

School	PP	EAL	Boys	Girls
97	45	7	67	30

Improvement Priorities:

- *Develop ways of evidencing suitability, progress and the impact of interventions - provision mapping.
- *Opportunities to observe SEND provision in the classroom - clear link between provision and learner progress, adjustments, QFT etc.
- *CPD - best use of the TA for teacher. Adaptive teaching. Scaffolding and supporting children for TAs.
- * Investigate further the use of technology to support SEND pupils.
- *SEND friendly classrooms

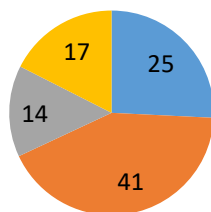


Year	Total on Register	PP	EAL	Boys	Girls
2025- 26	97	45	7	67	30
2024-25	105	55	7	70	35

SEND Attendance

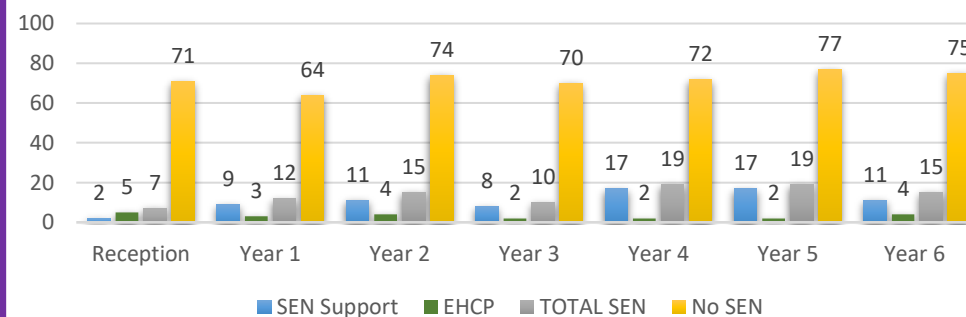
	School
All pupils	96.07%
SEND support	95.64%
EHCP	95.32%

Broad Area of Need 2025-2026

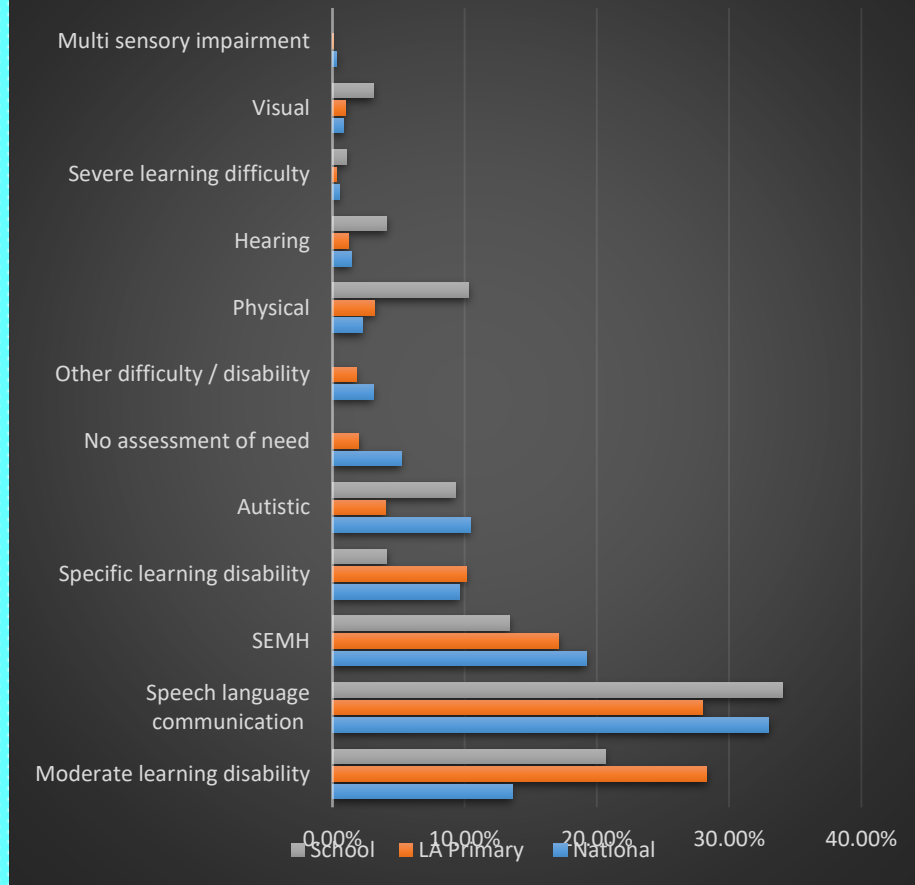


- Cognition and Learning
- Communication and interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical Disabilities

Students with SEN by Year 2025-26

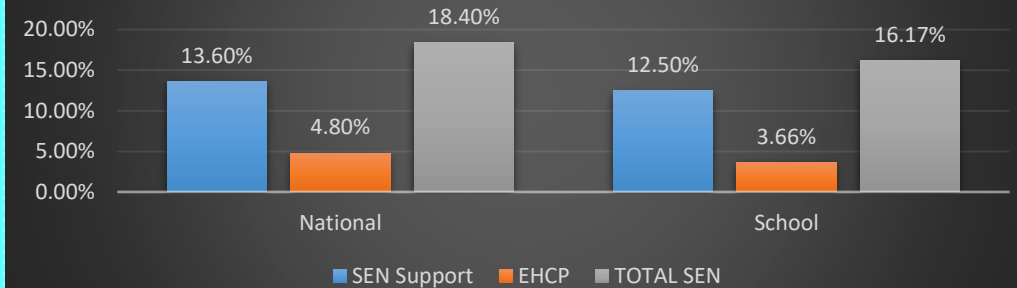


Primary Areas of Need



Percentage of Children with SEN 2025-

26



Linked External agencies:

- Speech and Language therapist (NHS, Chatterbugs and independent)
- Educational Psychologist
- Occupational therapy
- School nurses
- Compass Go
- Specialist schools outreach services
- Inclusion officers
- Social Services
- Child Development Centre
- NAVIGO/YMM
- SENDIASS
- Fortis
- Early Help
- Physiotherapist
- Cudox

