

Strengths of SEND in school:

- 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.
- Staff awareness of SEND friendly classroom environments

Lisle Marsden C of E Primary Academy - SEND in a nutshell Spring 2026



The SEND register:

School	PP	EAL	Boys	Girls
99	45	3	66	33

Improvement Priorities:

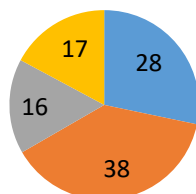
- *Develop ways of evidencing suitability, progress and the impact of interventions - provision mapping.
- *Opportunities to observe SEND provision in the classroom - clear link between provision and learner progress, adjustments, QFT etc.
- *CPD - best use of the teaching assistant for teachers, adaptive teaching, scaffolding and supporting children for teaching assistants, trauma informed practice, emotion coaching.
- * Monitor the implementation of Clicker (writing tool on iPads and laptops) in school to support writing and other curriculum areas.
- * Supporting the use of adaptive teaching.

Year	Total on Register	PP	EAL	Boys	Girls
2025- 26	99	45	3	66	33
2024-25	105	55	7	70	35

SEND Attendance

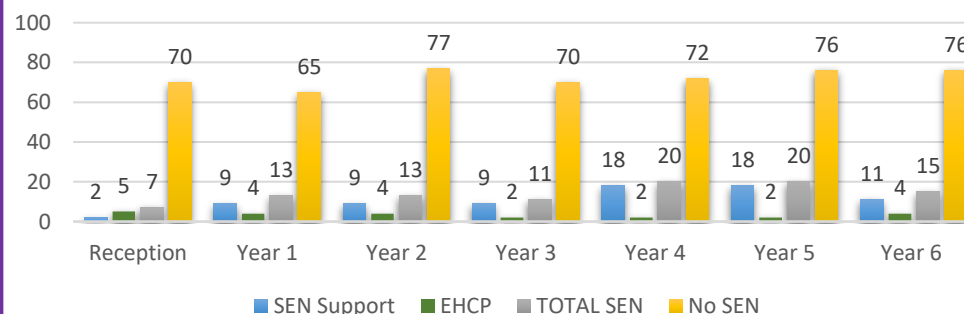
	School
All pupils	95.2%
SEND support	94.5%
EHCP	93.8%

Broad Area of Need 2025-2026

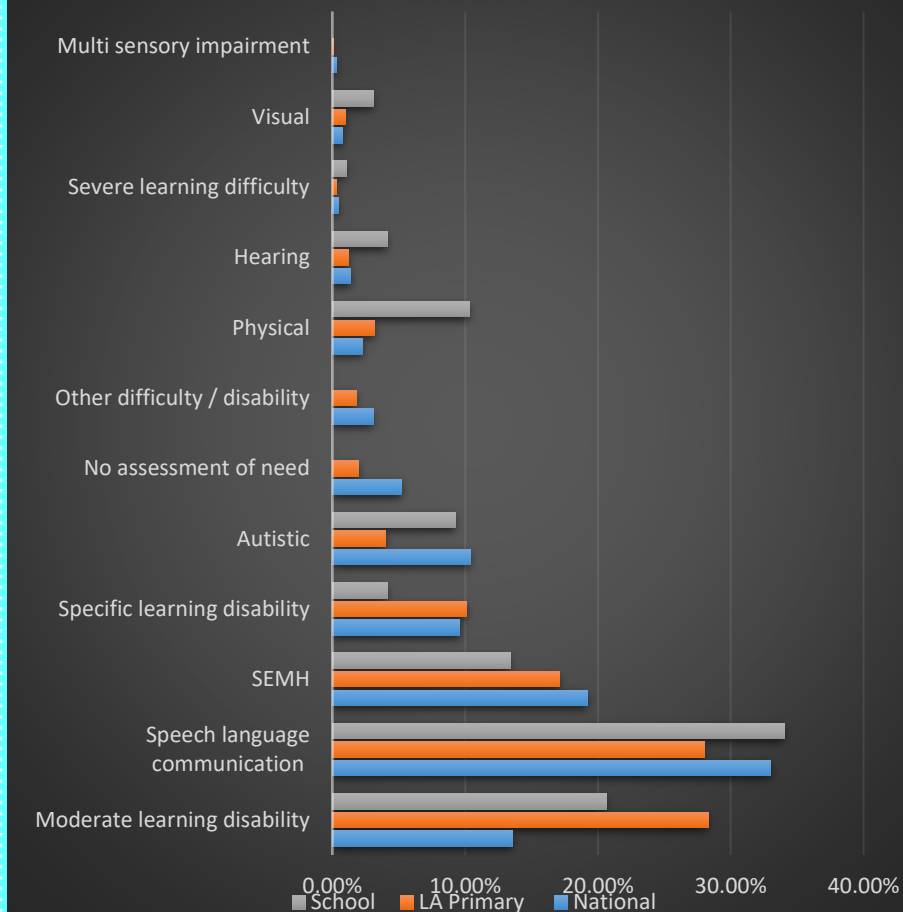


- Cognition and Learning
- Communication and interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical Disabilities

Students with SEN by Year 2025-26

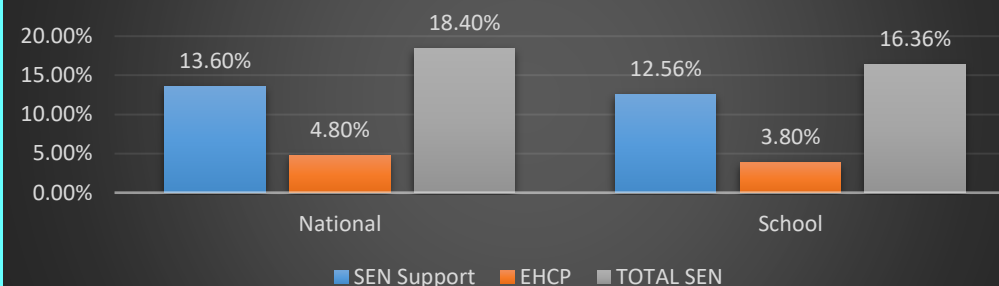


Primary Areas of Need



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