

Strengths of SEND in school:

- Strong SEND team support
- Links with external organisations
- 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.

Lisle Marsden C of E Primary Academy - SEND in a nutshell Spring 2024

The SEND register:

School	PP	EAL	Boys	Girls
100	50	5	65	35

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 TA for teachers and scaffolding and supporting children for TAs.
- * Continue to develop assessments to identify and review the needs of SEMH pupils.

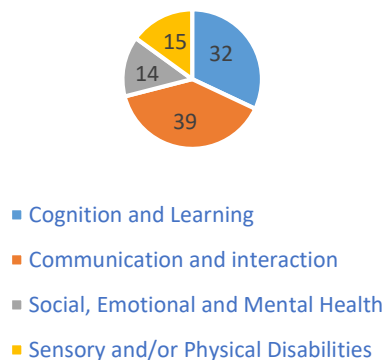


Year	Total on Register	PP	EAL	Boys	Girls
2023 - 24	100	50	5	65	35
2022 - 23	98	47	5	68	30

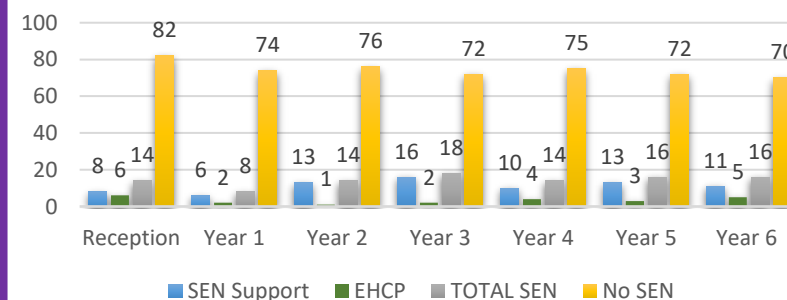
SEND Attendance

	School
All pupils	95.48%
SEND pupils	94.43%
EHCP	96.1%

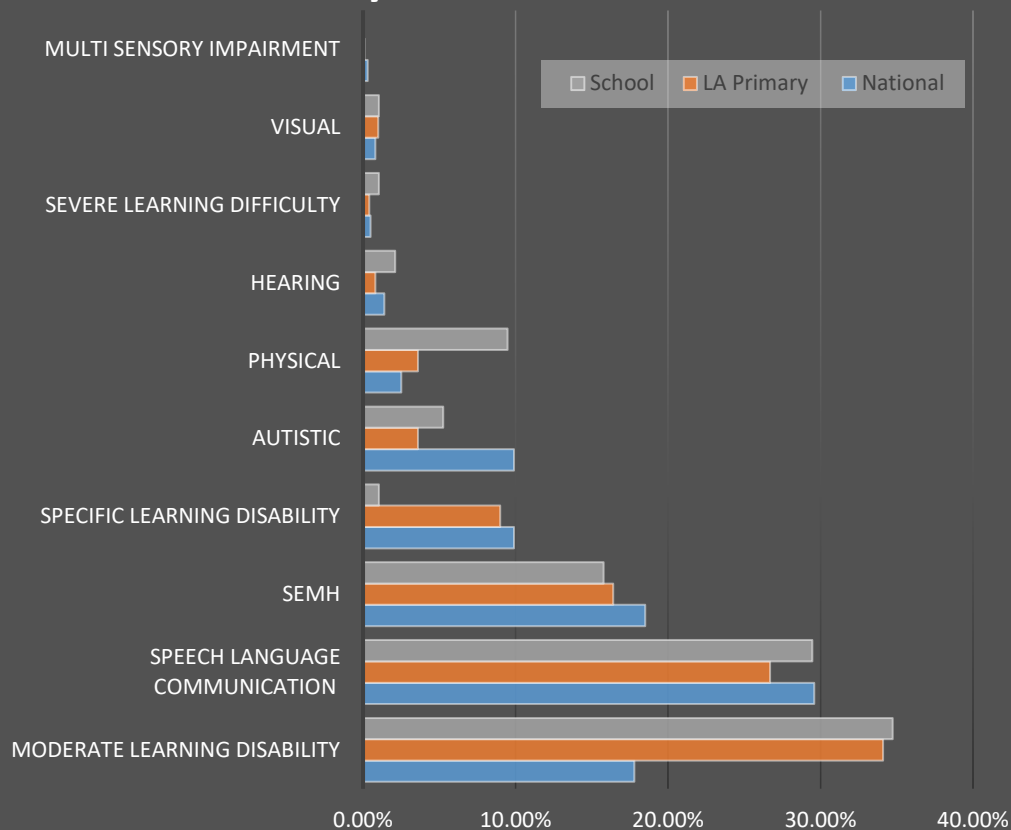
Broad Area of Need 2023-2024



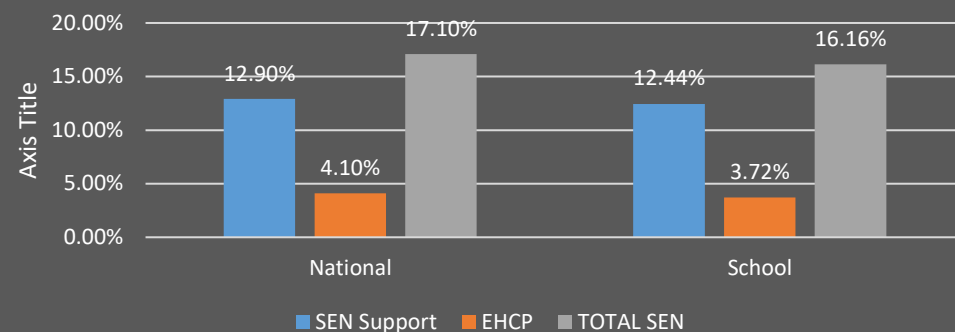
Students with SEN by Year 2023-24



Primary Areas of Need



Percentage of Children with SEN 2023-2024



Linked External agencies:

- Speech and Language therapist (NHS and independent)
- Educational Psychologist
- Specialist Advisory Service (Specialist teacher service for cognition and learning/speech language and communication/social, emotional and mental health)
- Occupational therapy
- School nurses
- Compass Go
- Specialist schools outreach services
- Inclusion officers
- Social Services
- Child Development Centre
- NAVIGO/YMM
- SENDIASS
- Fortis
- Early Help
- Physiotherapist