

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 Autumn 2024

The SEND register:

School	PP	EAL	Boys	Girls
87	39	5	58	29

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.
- * Continue to develop assessments to identify and review the needs of SEMH pupils.

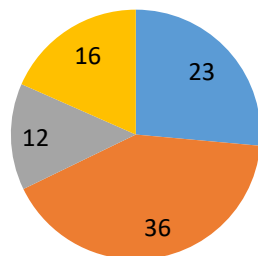


Year	Total on Register	PP	EAL	Boys	Girls
2024 - 25	87	39	5	58	29
2023 - 24	99	50	5	66	33

SEND Attendance

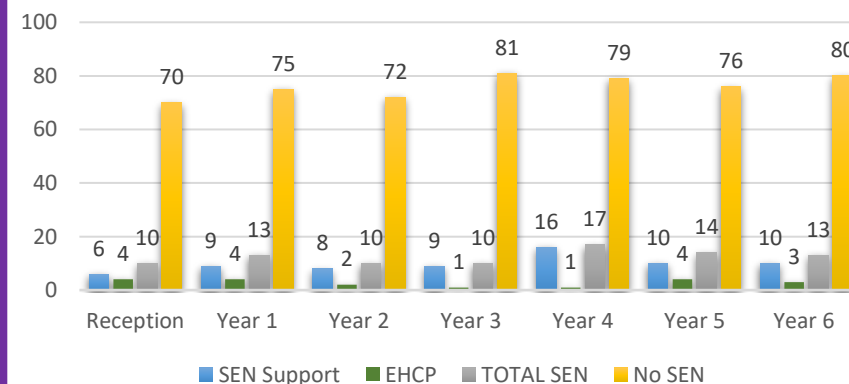
	School
All pupils	96.53%
SEND support	96.13%
EHCP	98.44%

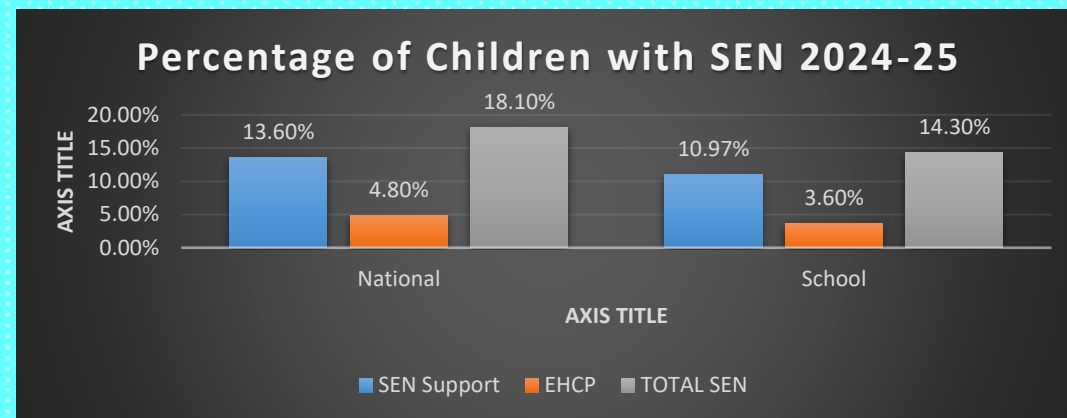
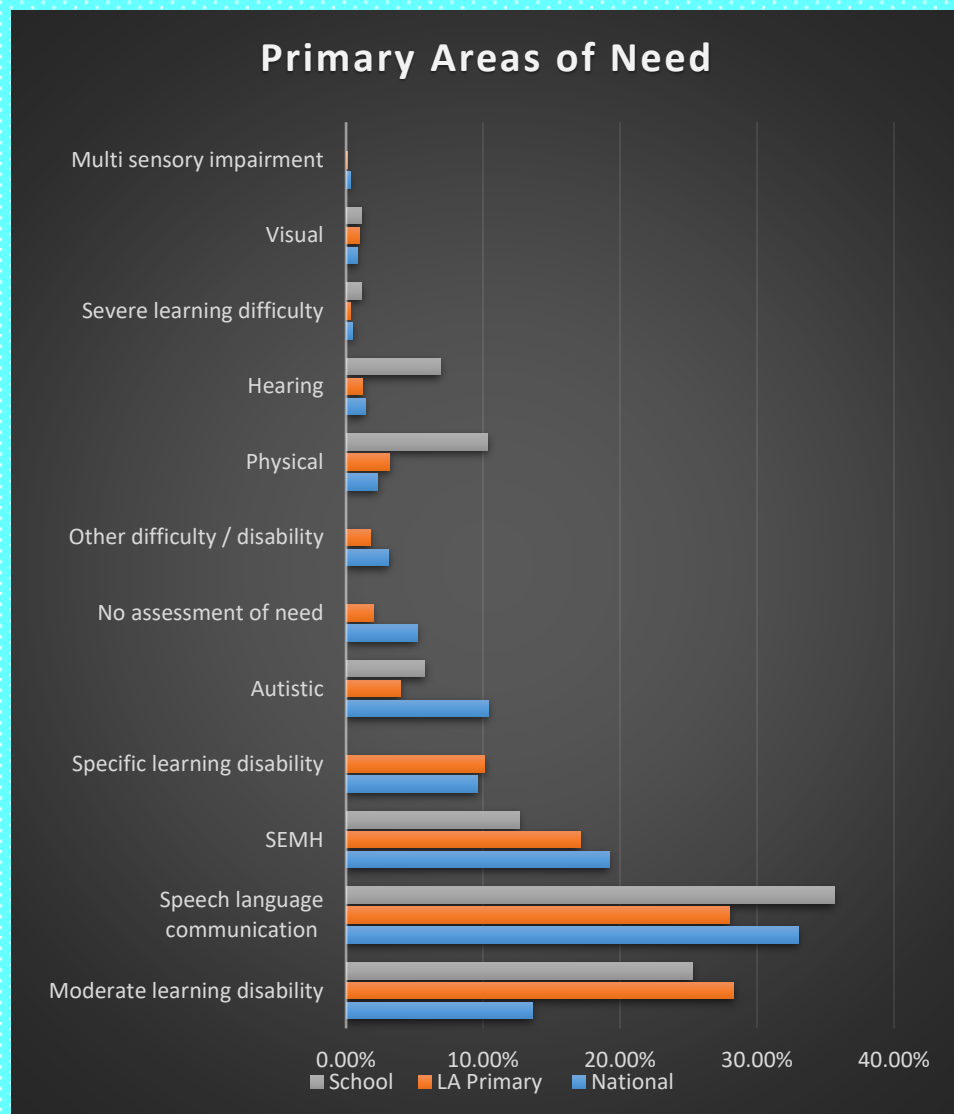
Broad Area of Need 2024-2025



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

Students with SEN by Year 2024-25





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
- Cudox