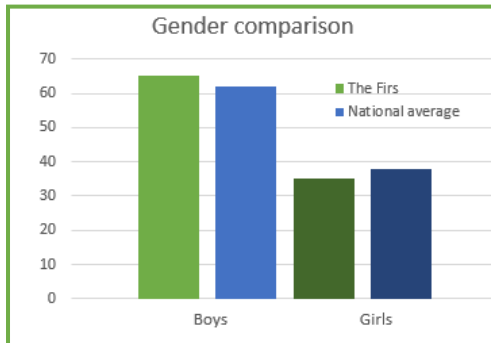




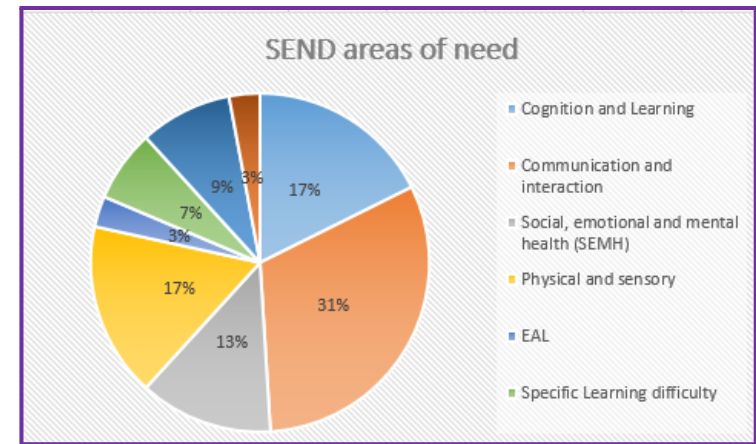
## SEND in a nutshell 2025 - 26 (Spring update)

We are an inclusive school and SEND data reflects that we are in line with National averages for the numbers of children with identified SEND needs.



30% more boys on the SEND register than girls

	R	1	2	3	4	279 on roll
SEND Stage						Totals
OAP	5	5	8	5	5	28
K	2	5	2	1	6	16
3 EHCP	2	2	4	1	1	10
Total	4	7	6	2	7	26



At The Firs, Communication and Interaction and Cognition and Learning are our highest areas of need. This is similar to National figures as the top two areas of need. We have seen a rise in SEMh needs by 16%, 7% rise in cognition and learning and physical needs have risen by 23% from last year.



The Assess Plan Do Review Cycle enables staff to focus on identifying children's needs, set SMART targets and implement strategies for support. These are reviewed on a termly basis and coproduced with parents and carers.

### Impact of SEND provision over 2024-5

6-8	9-13	14-18
Targets achieved	Targets achieved	Targets achieved
29%	32%	39%

On average children are set between 6 and 12 targets per year.

### Strengths

All staff take time to get to know the individual child, recognising that all our pupils are unique, placing each child at the centre of their learning.

Teachers ensure that all reasonable adjustments and Ordinarily Available Provisions are in place to deliver effective provision for pupils with SEND.

### Interventions

Interventions are selected based on evidence and robust research, as well as recommended by external professionals and included in specialist reports and EHCPs.

90 children accessed interventions over 2024-5. The impact of these interventions were high across the school

- RWI 1:1 tuition
- Precision teaching
- Play therapy
- Speech therapy
- Bucket time
- Hamish and Milo Pastoral Support Programme
- Reading Rockets
- Squiggle me a writer
- Sensory circuits
- Dough disco
- Lego therapy

### Attendance

### Staff Training in 2025

- Zones of Regulation (All staff)
- Boxhall profile (All staff)
- Measuring small steps in progress (Teaching staff)
- Planning, evaluating and monitoring EHCP provision (1:1 TAs)
- NPQSEND (SENDCo)
- Improving Writing (Teaching staff)

### Priorities for 2025-26

- Building further connections with parents in the SEND processes, joining up teacher/family/support and co-production
- Meeting the needs of rising levels of ADHD and ASD provision - developing sensory, regulation spaces and targeting provision to develop independence and focussed activities (SCERTS/TEACCH approach)
- Measuring impact of provision - data scrutiny to ensure high standards and no drop off in progress
- Development of high quality class teaching and interventions to support writing and maths