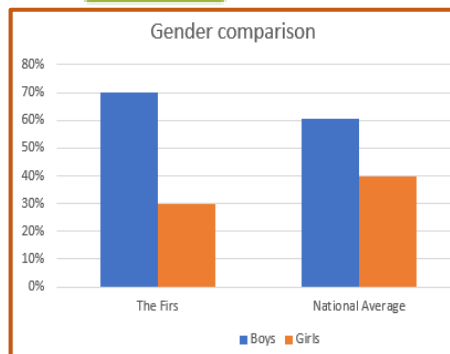




SEND in a nutshell 2026 - 27 Autumn Term

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. However, we are above National average for children with Social Communication and Interaction, and Cognition and Learning needs.



40% more boys on the SEND register than girls

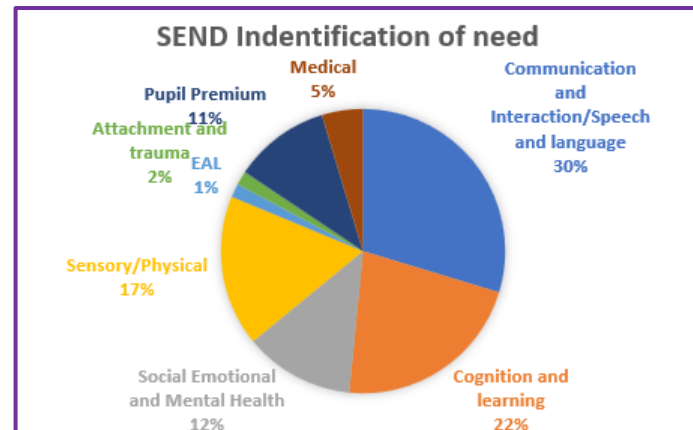
SEND register breakdown Summer 2026

	R	1	2	3	4	276 on roll
SEND Stage						Totals
OAP	0	7	5	6	4	22
K	3	2	4	4	2	15
3 EHCP	2	2	3	4	1	12
Total	5	4	7	8	3	27

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 cognition and learning needs by 5% compared to 2025. Gender comparison has risen by 10% from last year. Children with Education Health Care Plans has also risen from 10 children to 12, with 3 children awaiting assessment.

Strengths

Staff are pupil focussed and take a child centred approach
 Quality First teaching – High aspirations for all
 RWI - regular assessment and adaptation of provision
 Precision teaching programme and reading intervention for KS2 children with Specific learning difficulties
 Accelerated reader programme to support reading across KS2 for all children
 Awareness of need raised in regular meetings and APDR cycle implemented effectively to support needs and provision



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

Targets achieved 6 - 9	Targets achieved 10 - 12	Targets achieved 13 - 18
10%	25%	60%

On average children are set between 6 and 12 targets per year. Progress in achieving >13 targets has risen by 21% this year

Attendance

SEND stage	%
N	95.5
K	93.5
E	93.9

Interventions

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

RWI 1:1 tuition	Reading Rockets
Precision teaching	Sensory circuits
Squiggle me a writer	Dough disco
Play therapy	Lego therapy
Speech therapy	Bucket time
Writing club	Handwriting
Fabulous Firs lunch club	
Hamish and Milo Pastoral Support	

Staff Training in 2025-26

Zones of Regulation (All staff)
 Planning, evaluating and monitoring EHCP provision (1:1 TAs)
 NPQSEND (SENDCo)
 Introduction to Makaton (Pine staff)
 SCERTS - Social Communication Emotional Regulation
 Transactional Support Model (SENDCo/TAs)
 Developing Whole school Inclusion Strategy, Meeting the needs of neurodiverse pupils, Closing the gap for SEND pupils through Whole School SEND

Priorities for 2026-27

Continue to develop processes for co-production of SEND support through APDR cycle, developing parent and child voice
 Rising levels of ADHD and ASD provision - develop The Nest provision to support pupils and respond to Inclusion Strategy priorities
 Development of interventions to support maths
 Developing a Whole School Communication strategy with support from Ivel Valley Outreach, including SCERTS, Makaton, and use of visuals for effective adaptation and communication