



SEND in a Nutshell

SEND figures Sept 2025	% of pupils Sept 2024	National figures	DCC figures
EHCP	7.9 %	5.3 %	4.2%
EYIF/IP	19 %		
SEN Support	15.7 %	14.3%	15.3%
Overall % of SEND	23.6 %	19.6 %	19.5%

SEND Pupils
27 boys
15 girls

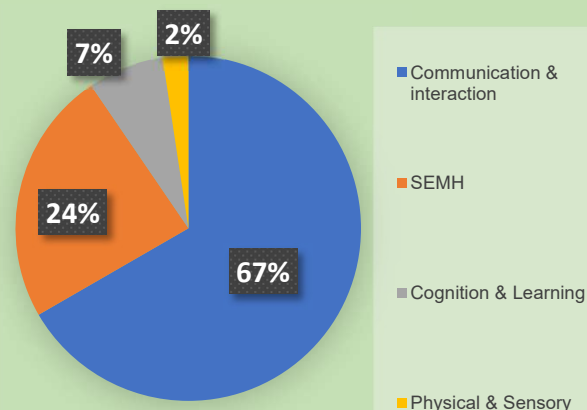
SEND Key Priorities

- Ensure children with SEND make good or better than expected progress from their individual starting points.
- Ensure support staff are effectively deployed and receive ongoing CPD to develop their skills.
- Ensure adaptive teaching is appropriate for all learners in all lessons
- Staff CPD- adaptive teaching, target setting, zones of regulation and embedding this as whole school, literacy support, positive play, nurture and outdoor learning
- SENCO NPQ with Best Practice
- Parental engagement
- Environmental audit and sensory passports
- Class Provision mapping and measuring impact

Our SEND Strengths

- Work and collaborative working with a range of outside agencies including SALT, Inclusion Support Service, Educational Psychologist, the Engagement Team, Virtual Schools.
- Inclusive ethos and nurturing staff
- Understanding of child trauma and the relational approach
- Understanding of the Functions of Behaviour
- Continuous provision approach within our Key Stage 1 classrooms
- Inclusive nursery that supports early identification of need
- Needs led not diagnosis led approach to support

Main Areas of Need



Staff training

- Whole school little wandle training
- Positive play and Nurture programme leader training
- Nursery staff Makaton training
- Formative Footprints training
- Nursery staff and SENCO 'The curiosity programme training'
- School part of the Partnerships for Inclusion of neurodiversity in schools project
- SENCO and 9 Tas 'Autism Education Trust Anxiety Module'
- 3 SENTAs manual handling training and tracheostomy training
- SENCO Termly SENCO Network meeting, SENCO development days and Cluster meetings
- Trauma and relational classroom training
- SENCO NPQ training