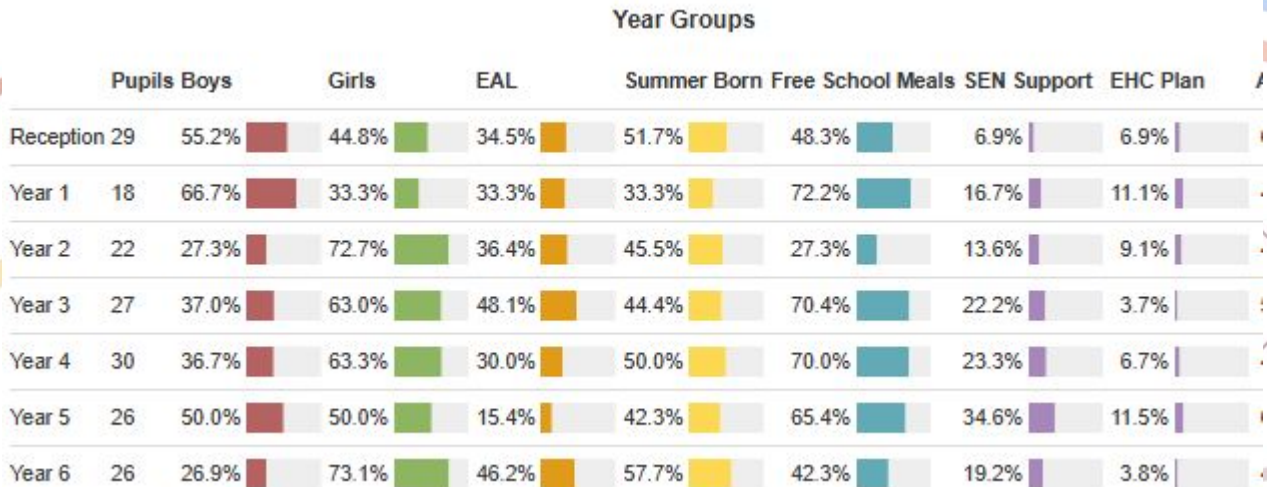


### Key Observations:

- **Highest SEN Need: Year 5** has the highest percentage of students requiring support, with nearly half the year group (46.2%) identified as SEN.

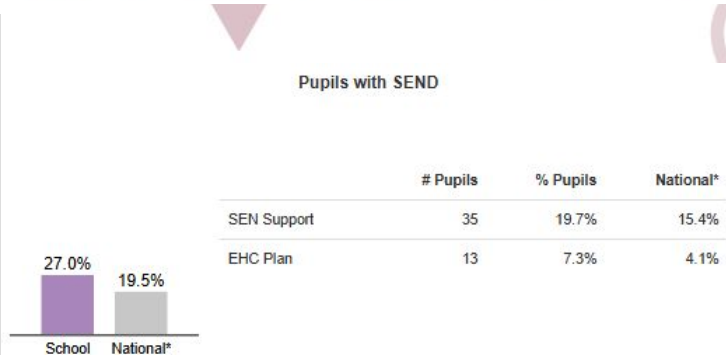
# St. Aidan's SEND in a Nutshell

Year	M/F	Category of Need	Funding Band
EYFS	M	SLCN	E
EYFS	F	SLCN	E
1	M	ASD	E
1	M	SLCN	F
2	F	ASD	E
2	M	SLCN	F
3	M	SLCN	E
4	M	ASD	E
4	M	SEMH	F
5	M	SEMH	F
5	M	SLCN	E
5	M	SEMH	F



### SEND Specific Needs

Category	# Pupils	% Pupils
Speech, Language and Communication Needs	30	16.9%
Social, Emotional and Mental Health	11	6.2%
Autistic Spectrum Disorder	6	3.4%
Moderate Learning Difficulty	5	2.8%
Physical Disability	3	1.7%
Vision Impairment	1	0.6%



# St. Aidan's SEND in a Nutshell

Fostering an Inclusive & Supportive Learning Environment



## STRENGTHS OF SEND IN SCHOOL



• Early identification



• Private Speech therapist



• Excellent relationships with outside agencies ensure high quality support and guidance



• Social, Emotional and Mental Health is a key priority. Our THRIVE approach to emotional wellbeing (including lunchtimes) for all children throughout school.



• Carefully planned interventions and adaptive teaching approaches ensure children are successful in their learning.



• CPD delivered to staff through SENDSS



## KEY PRIORITIES



• Develop use of Use of EduKey to share key information and for producing high quality learning plan



• Supporting children's mental health and emotional well being is a key priority for our children through a whole school THRIVE approach.



• Continue developing adaptive teaching strategies in all areas of the curriculum



• Embed CPD from last year to deliver high quality interventions across school



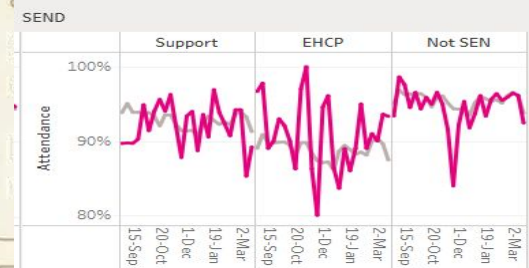
• Monitoring the impact of interventions in school



• Inclusive learning environments through adaptive teaching strategies



## ATTENDANCE



## EHCPs & TOTAL SEN

EHCPs

Whole school:

7.3%

(National Average 4.8%)

Total SEN:

28%