



SEND in a Nutshell 2023-24 AUTUMN TERM

Identification

SEN Stage	Number	% of whole sch	National %
No SEN	105	72%	84.7%
EHCP	5	3% (inc Grip = 5.5%)	4.3%
GRIP	3	2%	-
SEN Support (K+)	31	21%	13%
SEN (K)	10	7%	-

SEN Pupils by Year Group

R	Y1	Y2	Y3	Y4	Y5	Y6
5 25%	6 (1 EHCP) 33%	6 (1 inc) 30%	8 38%	5 21%	6 (2 EHCP+ 1 inc) 26%	4 (2 EHCP+1 inc) 20%

Area of Need	Number / % of pupils
Cognition and Learning	32% of SEN 9% of whole school
Communication and Interaction	46% of SEN 13% of whole school
Social, Emotional and Mental Health	5% of SEN 1% of whole school
Medical and/or Physical	17% of SEN 5% of whole school

Outcomes and attendance – 2023/2024

Sept to Nov 2023	% - SEN	% - EHCPs	% - Non SEND
Attendance	93.32% (2022) 92.66%	76.69% (2022) 85.33%	93.83% (2022)
Unauthorised attendance	0.02% (2022) 0.72%	0% (2022) 0%	0.25% (2022)
Fixed term exclusions	0.7% of SEN 100% of exclusions (2022) 0	0% (2022) 0%	0 (2022) 0%
Permanent exclusions	0	0	0

% of Children with SEN achieving in 2022/23			
	blue = whole cohort		
GLD at end of EYFS	Year 1 Phonics Screening	Y2 SATS	Y6 SATS
33% (62.5%)	80% (85%)	20% (30%)	14% (19%)

Curriculum for pupils with SEND

Intent statement:

All children should feel Happy, safe and comfortable at Eureka.

OUR SEND POLICY STATES: At Eureka Primary School we value the abilities and achievements of all children and are committed to providing the best possible learning environment for all children, including those with special educational needs and disabilities. We believe that all children should have access to high quality provision regardless of gender, race, religion, gender, language, disability or family background, and as a school are committed to the active support of initiatives designed to further this principle. We believe that equality is at the heart of good educational practice. All pupils are of equal value and deserve equal access to every aspect of school life. They have equality to learn and work towards their highest possible levels of achievement.

Implementation:

All classes will offer

- The same curriculum for all pupils. Scaffolds are provided to ensure that SEND pupils can access the curriculum in a way that is equitable so that they are equally able to access the learning. Wave 1 provision (provided by the class teacher) is shown on the class provision maps alongside the wave 2 (targeted support) and wave 3 provision (provided by specialist support (such as hearing/vision/OT)).
- SEND pupils with specific targets have individualised targets to be reviewed throughout the year to ensure progress towards these targets i.e EP targets, behaviour support

Individual offer for pupils with SEN:

- Support in class is tailored to individual need and may include the use of aids such as coloured overlays, sensory aids such as bands around chairs, wobble cushions, weighted blankets, concrete objects, use of ICT, writing slopes. Support may be through nurture and pupils have access to the special place.
- Targeted interventions linked to SEND take place 4 days a week by trained TAs in each area i.e SALT, Nurture, positive play, proprioception, fine motor etc.

Strengths and Areas for Development

Our key strengths in SEND:

- Relationships between staff and SEND pupils and families – open dialogue between families so support can be identified quickly
- Monitoring of targets and progress made by SEND pupils

Our key areas for development for SEND:

- Develop confidence of all staff to support different areas of SEND. Support sheets have been created and these will be shared with staff on a weekly basis.
- ASD awareness – almost 1/3 of pupils on SEND register have a diagnosis of ASD. All TAS received autism now training to support developing attention in ASD pupils.
- Dyslexia support approach in school. Whole school awareness of dyslexia and long term plan to support pupils

CPD 2023/24:

- SENDCo cluster
- Autism now training for TAS
- Derbyshire Inclusion lead network
- TA meetings introduced
- Dyslexia training (SSSEN and Nessy) for all staff
- DSL training refresher