

Leadership Responsibility	Debbie Rosaman SENDCo				
General Information Sharing:	At the end of the autumn term, there were 66 children (22.5%) on the SEN Register. 10 pupils (3.5%) had an EHCP.				
Sept – Dec 2024	<b>SEND Primary Need Overview: Autumn Term End Dec 2024</b>				
	4 Areas of need	Nursery	Reception	YR 1	YR 2
	Communication and Interaction (including ASD & SLCN)	5	13	19	15
	Cognition and Learning	-	-	2	-
	Social, Emotional, Mental Health (SEMH)	-	1	3	3
	Sensory and/or Physical Difficulty	-	-	1	4
	% Of Year Group	2%	18%	29%	26%
	EHCP in place	-	2	3	5
	EHCP in process	1	1	-	-
	<p>Communication and Interaction continued to be our highest area of need and followed the national trend. Autism spectrum disorder (ASD) being the highest need within pupils with an EHC Plan, and speech, language and communication needs (SLCN) within pupils receiving SEN support, i.e., pupils without an EHC Plan.</p>				
<p><b><u>Orchard intervention rooms:</u></b>                  We made good use of the new intervention rooms for pupils with complex needs who are not yet able to tolerate the levels of sensory stimulation mainstream classes exposes them to. We were able to expand their daily routine to include soft play, creative space and a dedicated communication and language room.                  There were 3 pupils based in the Apple Tree intervention room, who also accessed the additional rooms for their highly adapted sensory based curriculum. Class Sunshine provided the base for 3 more highly complex pupils who use physical means of communication and are very</p>					

emotionally sensitive to changes in their environment. One of these pupils poses a risk to peers and adults as her response to others being in her space can be highly volatile and aggressive at times.

The use of the Orchard Rooms by pupils with SEN based in mainstream classes was severely inhibited due to having to base pupils there who would typically be sharing the Sunshine Room. However, due to the risk posed by one pupil, we needed to use both learning spaces, where one could have sufficed. This also meant that highly skilled SEN staff were prevented from supporting mainstream pupils with SEN, as they needed to cover two complex needs classes instead of one.

### **School Trip**

In October, we had another very successful trip to ELHAP, the outdoor adventure play and learning environment, where pupils with complex needs get to explore and staff are able to apply and assess a range of skills and concepts taught in school. This trip was well attended by parents who were able to see how staff apply strategies to enable communication to take place. Parents gave good feedback on the day.

### **Staff Training**

SEN Staff have all been trained or retrained (refresher course) in Little Wandle Phonics, with the focus on supporting the learning of pupils with SEN.

One member of SEN Staff received an in-person package of care training course on how to introduce and progress pupils to use Core Vocabulary Boards. This has proven to be very successful and other staff now feel proficient in using Core Boards to encourage pupils with the most complex needs to communicate using this strategy.

Unfortunately, we had to postpone member of staff attending a planned 3-day Structured Teaching Course, held at Trinity Special School, due to staff shortages.

I attended a refresher course for a range of strategies, held by NHS S&L therapy service, to ensure I remain in a position to advise and assess staff who are delivering interventions to pupils.