

Leadership Responsibility	Debbie Rosaman SENDCo																																																	
General Information Sharing:  April – July 2025	At the end of the Summer Term, there were 69 children (23%) on the SEN Register; no change from the Spring Term 12 pupils (4%) had an EHCP 1 pupil was in the process of a needs assessment by the LA. 1 request to assess had been made to the LA for a Nursery pupil. 5 more needs assessment requests were being prepared and supporting evidence gathered. <table border="1" data-bbox="435 600 1358 1189" style="margin: 10px auto;"> <thead> <tr> <th colspan="5" style="text-align: center;">SEND Primary Need Overview: Spring Term End April 2025</th> </tr> <tr> <th style="text-align: center;">4 Areas of need</th> <th style="text-align: center;">Nursery</th> <th style="text-align: center;">Reception</th> <th style="text-align: center;">YR 1</th> <th style="text-align: center;">YR 2</th> </tr> </thead> <tbody> <tr> <td>Communication and Interaction (including ASD &amp; SLCN)</td> <td style="text-align: center;">7</td> <td style="text-align: center;">13</td> <td style="text-align: center;">21</td> <td style="text-align: center;">15</td> </tr> <tr> <td>Cognition and Learning</td> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> <td style="text-align: center;">1</td> <td style="text-align: center;">-</td> </tr> <tr> <td>Social, Emotional, Mental Health (SEMH)</td> <td style="text-align: center;">-</td> <td style="text-align: center;">1</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Sensory and/or Physical Difficulty</td> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> <td style="text-align: center;">1</td> <td style="text-align: center;">4</td> </tr> <tr> <td>% Of Year Group</td> <td style="text-align: center;">14%</td> <td style="text-align: center;">17%</td> <td style="text-align: center;">29%</td> <td style="text-align: center;">26%</td> </tr> <tr> <td>EHCP in place</td> <td style="text-align: center;">1</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td style="text-align: center;">5</td> </tr> <tr> <td>EHC NA in process</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> </tbody> </table> <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 continued to make good use of the 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.</p>					SEND Primary Need Overview: Spring Term End April 2025					4 Areas of need	Nursery	Reception	YR 1	YR 2	Communication and Interaction (including ASD & SLCN)	7	13	21	15	Cognition and Learning	-	-	1	-	Social, Emotional, Mental Health (SEMH)	-	1	3	3	Sensory and/or Physical Difficulty	-	-	1	4	% Of Year Group	14%	17%	29%	26%	EHCP in place	1	3	3	5	EHC NA in process	2	2	2	1
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There were 2 pupils based in the Apple Tree intervention room, who also accessed the additional rooms for their highly adapted sensory based curriculum. 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. Class Sunshine provided the base for 5 more highly complex pupils who use physical means of communication and are very emotionally sensitive to changes in their environment.

As the with the Spring Term, the use of 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 particular 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.

The Sunshine Garden is hosting highly motivating Sensory Circuits for pupils with SEN from Y1 three days a week, we are working on ways to increase this but due to staffing difficulties, outlined above, we are limited to what we can provide.

### **School Trip**

There was no school trip this term due to a combination of risk posed with some very complex pupils who would need two adults each to ensure their safety and that of other pupils and adults. Unfortunately, parents were not in a position to attend trips and therefore the cost and practical arrangement of enabling this to go ahead was not achievable this term.

### **Staff Training**

We continued to work closely with the NELFT NHS S&LT Service to deliver a range of Packages of Care to pupils across the school.

### **Outside agencies/other professionals**

We continued to welcome the contracted Speech & Language Therapist in every month to assess the needs of two pupils each visit.

We had the EP Service support with two pupils and their families.