

|                    |                    |                  |
|--------------------|--------------------|------------------|
| SEND October 2024  | % of pupils at HIS | Average National |
| EHCP pupils        | 3.9%               | 3%               |
| SEN support pupils | 14.5%              | 14.1%            |
| All SEND pupils    | 18.4%              | 17.1%            |

SEND Special Educational Needs and Disability  
 EHCP Educational Health Care Plan  
 EAL English as an Additional Language  
 ASD Autistic Spectrum Disorder

|                             |
|-----------------------------|
| 85 SEND                     |
| 14 pupils with SpLD = 16.5% |
| 56 pupils with SLCN = 65.9% |
| 9 pupils with SEMH = 10.6%  |
| 6 pupils with PD = 7.1%     |

- Specific Learning Difficulties including Dyslexia, Dyscalculia and Dyspraxia
- Speech and Language and Communication including Autistic Spectrum Disorder
- Social Emotional and Mental Health including Attachment/ Attention Deficit Disorder
- Physical impairment including visual and hearing impairment

We have a higher percentage of pupils with SEND in our school. We are an inclusive school and have an Autism Resource Base attached to our school. We have 18 pupils with an EHCP and 67 pupils on SEN support.

| Number of children with SEND by Year Group |         |           |        |        |
|--|---------|-----------|--------|--------|
|  | Nursery | Reception | Year 1 | Year 2 |
| SEN Support                                | 6       | 12        | 20     | 29     |
| EHCP                                       | 0       | 3         | 9      | 6      |
| Total in each Year Group                   | 6       | 15        | 29     | 35     |



Speech Language and Communication Needs is the highest need in our school. This includes all the pupils with a diagnosis of ASD. The main support in our school is around speech and language. Other support we provide is around social and emotional needs and learning needs.

34.1% of children with SEND receive Pupil Premium.  
 9.4% of children with SEND are EAL

**What are our ambitions for children who have SEND?**

We are ambitious for all children with SEND. We want them to make excellent progress. This means they will know more, remember more and be able to do more, despite their SEND. We want to give them the knowledge and skills they need for adult life. We think about both long term and short term.

In the long term, we want our children with SEND to:

- have excellent basic skills (especially in reading, writing and maths)
- have good friends and relationships
- live a healthy and independent life in the community
- be successful in work.

(SEND Information Report 2023-2024)

**SEND Action Plan 2024/25**

- Individual Support Plans (ISP) with SMART targets completed for each term, reviewed with parents termly and recorded on paperwork.
- Identify pupils that might need an EHCNA request.
- Increase Staff awareness and knowledge of pupils with SEND, including adaptations and feedback in books.
- Gather parent views.
- Analyse SEND data termly to inform next steps in SEND provision and processes.
- Provision in place for identified pupils to support progress in all areas.
- Transition arrangements in place for pupils with SEND in Year 2 to access KS2.
- Transition arrangements in place for pupils with SEND starting in Reception September 2024.
- Transition arrangements in place for pupils with SEND joining or learning our school during the year.

