 **Subject Review of the Year 2024-2025**

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| **SEND OVERVIEW (JULY 2025)** | |
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| Total number of pupils on roll | 194 |
| Total number of pupils at SEN SUPPORT – JULY 2025 | 28 |
| Total numbers of children receiving additional ‘top up’ funding | 2  About to apply for another Top Up funding |
| Total numbers of EHCP – JULY 2025 | 11 EHCP |
| July 2025 - criteria for SEND SUPPORT REVIEWED | * 28 on the SEND Support List * 18 on the SEND Monitoring List |
| Number of applications made for additional funding/ EHCP assessment | 11   * 1 top up successful * 1 top up will finish in July as moving to a different LA * 2 EHCP successful (submitted June 2024) * 1 EHCP declined after EHC needs assessment * 1 EHC needs assessment stopped after going almost to mediation because the child moved to a different LA at Easter |
| Number of SEND children left this year (2024-2025) to Specialist Provision | 1 interim review states Resource Provision but waiting to hear  1 annual review requested a Special School waiting to hear  1 Yr 6 transitioning to a Special School |
| Year 6 children with additional funding | 1 EHCP transitioning to a Special School  1 Top Up funding secured for Yr 7  1 Top Up funding will finish in July as moving to a different LA where there is no Top Up funding |
| Number of children observed by the Educational Psychologist for statutory assessment | 2  1 child observed by Educational Psychologist commissioned by Virtual School |
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| **Nature of support 2025-26** | **HOW WILL MEASURE -Impact Of Intervention** |
| **Quality first teaching** | Data measured using B Squared for children working below their year group. The Pre-key stage levels monitor younger children accurately and positively give us an exact level that they are working on.  Improved outcomes in R/W/M for SEND Support children.  All SEND children taught by the teacher for daily teaching inputs. |
| **Monitoring and Tracking of SEND** | Specific personalised interventions will be delivered to ensure accelerated progress. |
| **Interventions** | Interventions to be specific and targeted.  IMPACT of interventions to be closely monitored and evidenced. |
| **Staff CPD** | Staff skills to continue to be developed.  This year I have delivered training on;  Epi pens  Dyslexia  EAL Adjustments  Marking Policy  Zones of Regulation  SEND pupil profiles  Executive Functioning |
| **One Page Profiles** | One Page Profiles to be updated in November/December 2025. |
| **SEND support for internal assessments and the SEND Department** | Graduated Approach;  Children’s difficulties identified at an earlier stage through data tracking.  Further referrals made to outside agencies as necessary.  Targeted support more effective through interventions with strong tracking of intervention data.  Assessments completed to inform referrals to outside agencies or to support funding applications. |
| **A Speech and Language Specialist** | We will continue to have a speech and language therapist and a speech practitioner to deliver speech and language. From year 3-6. No new referrals will be made to this service.  All new SALT referrals will be through NHS SALT.  Our HLTA will work with the funded NHS speech and language children. |
| **WELLCOMM** | WELLCOMM Primary has been a great success. I have assessed years Rec-year 2. September, December, April, July. RO has assessed KS2. Children with language difficulties and EAL children will be assessed on this.  Interventions will continue to be in place. |
| **Dyslexia** | The children that are at risk from dyslexia through our screening with have 4 X 20 minutes sessions each week on Nessy. |
| **Sensory Circuits** | Sensory circuits will continue in September for children with co-ordination difficulties or concentration difficulties. |
| **Whole School Provision Map** | A whole school provision map – shows that the interventions meet the needs of the children. |