



Impact

- Detailed IEPs for many SEND children show clear steps of progress and success – especially where steps need to be very small and clearly broken down
- We look at the impact of each intervention and each 'group' of children (eg ASC) to ensure we are effective in accelerating children's progress
- We prioritise reading interventions and, over 6 years, our phonics and reading programme has reaped educationally significant gains for children.
- End of KS1 attainment 2023 for SEND pupils 33% expected or above in reading, 17% in writing and 33% at expected in maths. This was above national SEND attainment of 28% for reading.
- End of KS2 SEN support attainment 2023 data: 47% are at expected level or above in reading, 62% in writing and 52% in maths. Our percentage for RWMs combined is 57% when nationally it is at 24% for those with SEN support.

13% of children are on our SEND register. Historically we have only placed children with a diagnosis or clearly on route to diagnosis on the register. However more recently we have recognised previous data has not reflected the need within our school.

We provide support to children who need it – support is never diagnosis-dependent. We provide a wide range of support: from play therapy to peer tutoring - more info is on our website.

SEND at a glance St Luke's Primary 2023/24

SEND Priorities 2023/24

SEND attainment and progress across the curriculum – focus on accelerating the progress of disadvantaged pupils and use of INSIGHT in tracking and reviewing progress

Further developing the roles and responsibilities of the inclusion team to ensure that they meet whole school priorities

Develop the use of Just Right, emotion coaching and restorative conversations and how this complements the implementation of the relationship policy

Strengths:

- We are an Autism Aware Award School – reaccruited 2019
- We employ 2 Assistant Sencos with special interest in ASC who provide hands-on support to children and staff
- We employ 2 specialist Literacy teachers
- One member of staff holds a post graduate diploma in dyslexia and is able to make diagnosis and plan support
- One member of staff holds a post graduate certificate in dyslexia
- We employ a fully trained attachment mentor to support LAC and adopted children
- The effectiveness of our pastoral team is strong
- Comprehensive planning and review for SEND children

Key Improvements 2022/23

Effectiveness of IEP review process: ensuring class teachers and inclusion team work collaboratively

Quality assurance framework re-established with new leadership team

Introduction of key systems to ensure efficiency of inclusion team e.g. referral process, regular pastoral support planning meetings and link meetings