

BRAMPTON'THE ELLIS' C of E Aided Primary School

of E Alded Filliary School



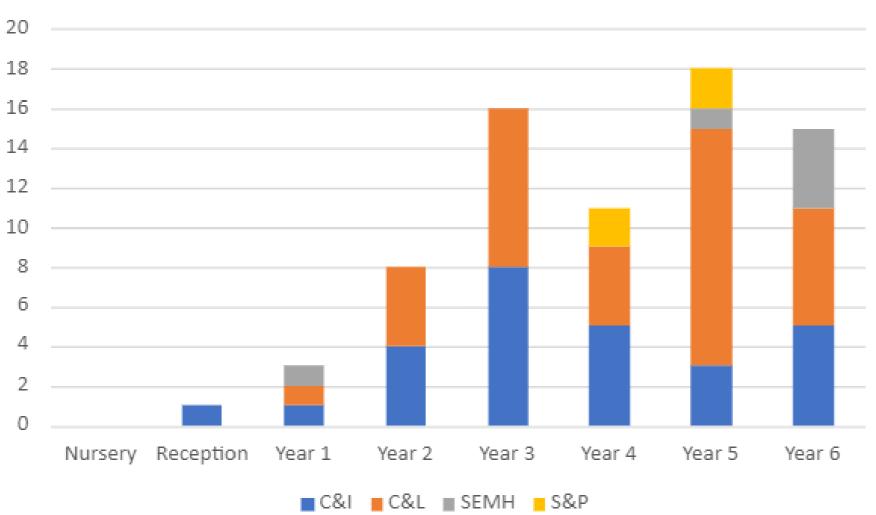






SEND Overview 2023-2024

Primary Need for each Year Group



2022-2023 End of Key Stage Results SEN									
	Reading			Writing			Maths		
	Whole School	BEP SEN	National SEN	Whole School	BEP SEN	National SEN	Whole School	BEP SEN	National SEN
KS1 (ARE)	70.73%	0%	27.00%	68.29%	0.00%	18.00%	70.73%	0.00%	32.00%
KS2 (ARE)	82.89%	57.00%	38.00%	88.16%	50.00%	29.00%	86.84%	57.00%	36.00%

2022-2023 End of Key Stage Results %								
	Reading	National	Writing	National	Maths	National	Combined	National
KS1 (ARE)	70.73%	68.50%	68.29%	60.30%	70.73%	70.60%	68.29%	56.30%
KS2 (ARE)	82.89%	73.00%	88.16%	71.00%	86.84%	73.00%	73.68%	59.00%



School Staff Expertise

SENDCo

Inclusion Champions

Inclusion Ambassadors

Early Help Lead

Medical & Physical Needs

Sports Coach

Mental Health First Aiders

Staff skilled in the delivery of speech and

language programmes

Staff skilled in supporting autism and

neurodiverse conditions

Team Teach trained workforce

ACEs trained

 ${\it Trauma\ informed\ practice\ throughout}$

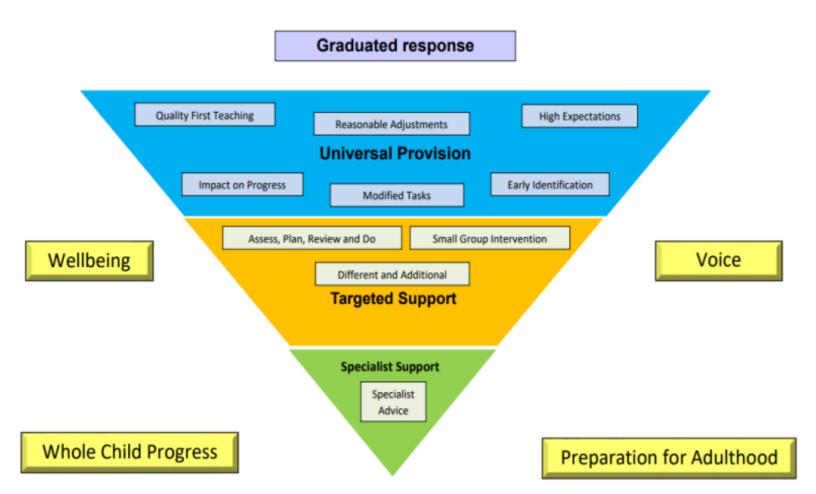
school

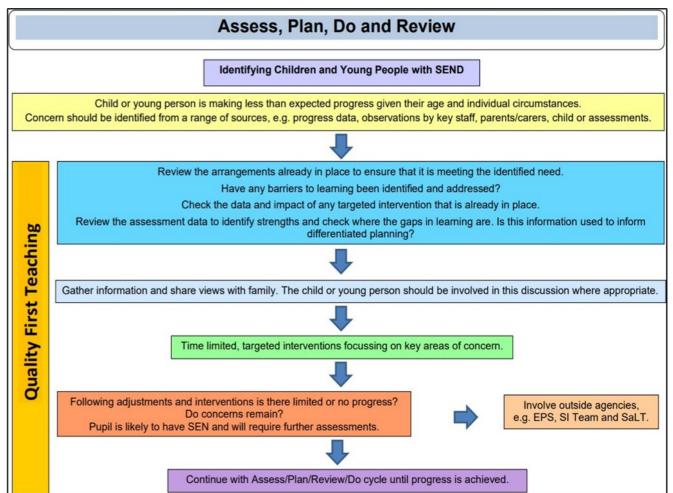
Brampton Ellis CofE Primary School has an average level of SEND at 13% (National 13%), which is a total of 73 children. We have 7 children with EHCPs in our school and our attendance is 94.02%

Our Pupil Premium sits just above average at 24% (National at 23%).

Hummingbird Classroom

In addition to the SENCO (Abigail Foreman) and our Early help Lead (Jayne Tyler) the Inclusion team also includes two Inclusion Champions, Michelle King and Emily Campbell. Ms King and Ms Campbell primarily work from a space within school called Hummingbird Class which offers and enriching space to support social, emotional and well-being needs. This support can look different depending on the need of the child but primarily utilises the approaches from the Zones of Regulation scheme that is used across the whole school. We also have three Inclusion Ambassadors who work more directly within the classroom. The Inclusion Team, along with our Head Teacher, has worked closely with the Educational Psychologist to develop best practices and the most effective interventions to support the mental health and well-being of our pupils in school.





Provision	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and Physical
Universal	Quality First Teaching Meeting with parents One Page Profile Communication in Print Clicker Same-day intervention.	Quality First Teaching Meeting with parents One Page Profile Communication in Print Clicker Same-day intervention	Quality First Teaching Meeting with parents One Page Profile Communication in Print Clicker Same-day intervention	Quality First Teaching Meeting with parents One Page Profile Communication in Print Clicker Same-day intervention
	Zones of Regulation	Zones of Regulation	Zones of Regulation	Zones of Regulation
Targeted	As above and also: Regular meetings with parents SALT programmes Teacher-devised specific interventions. Specific support for language and communication difficulties. Early Help if applicable.	As above and also: Regular meetings with parents Teacher-devised specific interventions. Published support programmes. Early Help if applicable.	As above and also: Regular meetings with parents Teacher-devised specific interventions Published support programmes (e.g. Lego therapy, Anger Gremlins, Emotional Scales) Early Help if applicable.	As above and also: Regular meetings with parents Teacher-devised specific interventions OT devised programmes. Early Help if applicable.
Specialist	As above and also: Fusion LSS Autism SALT support EPS	As above and also Fusion LSS EPS	As above and also: Behaviour Support e.g. Aspire Outreach EPS Bereavement support	As above and also: Occupational Therapy Hearing and Visual Impairment Team

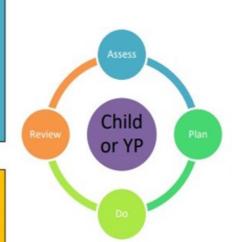
Assess - A clear analysis is made of needs based on:

- Views of the pupil and their parents/carers
- Teacher assessments and observations
- · Pupil's current attainment
- Pupil's previous progress and attainment
- Tracking of progress and comparisons with national data
- Assessments by external agencies if appropriate

Do - All the pupil's teachers and support staff are made aware of the plan and implement the adjustments, support and interventions.

Teachers are responsible for:

- · Differentiating and personalising the curriculum
- Delivery of 'additional and different' provision for a pupil with SEN
- Planning, support and impact measurement of all group and one-to-one interventions delivered by support staff linking interventions to classroom teaching
- The SENDCo supports teachers in the effective implementation of the provision.



Plan - Following assessment, the teacher, SENDCo, parent/carers and pupil agree on a plan of action to include:

- Time limited outcomes for the pupil
- The adjustments, support and interventions to be put in place
- A date for review

All planning must be pupil centred and outcomes focused and recorded.

Review - The quality, effectiveness and impact of provision is evaluated by the review date.

This includes sharing information with the pupil and parent/carers and seeking their views.

If the pupil still has SEN following intervention, then the cycle begins again using the information gained from the review as the starting point. Ensure that the support in place is adapted to meet their needs and it becomes more personalised and targeted as required with input from the appropriate services.

At all times provision starts with Quality First Teaching.