



# SEND Information Report

2021-22

STAR ACADEMY



[#TransformingLives](#)

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## **Our Vision**

### **We have one core purpose:**

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

### **How do we ensure this across our trust?**

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

### **What does this look like across our trust?**

#### Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

#### Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

#### Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

### **Our values**

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the ‘Nolan Principles’ of Public Service, which is made clear in our commitment to Ethical Leadership.

## Statement of intent

We are committed to taking positive action in the light of the Equality Act 2010 with regard to the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership.

We will continue to make reasonable adjustments to avoid anyone with a protected characteristic being placed at a disadvantage.

We strive to significantly improve the quality of learning and life experiences of pupils in all of our academies, particularly those pupils who have a special educational need or disability. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their need or disability.

Our academies make provision in accordance with the statutory guidance for Special Education Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN Policy

Our academies recognise that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Children must not be regarded as having a learning difficulty solely because their home language is different from English.

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

## Who parents can contact for further information at our academy:

Name	Role	Contact Details
Leigh-Anne Eptlett	SENCO	01782 235055 l.eptlett@staracademy.attrust.org.uk
Father Chris Routledge	LAC Governor	chris.routledge@academytransformation.co.uk
Julie Parker Bowen	SENCO support officer	01782 235055 J.Parker-Bowen@staracademy.attrust.org.uk
Caroline Williams	Family Support Worker	01782 235055 C.Williams@staracademy.attrust.org.uk

## Contact details of support services for parents of pupils with Special educational needs:

### **Young Minds**

[http://www.youngminds.org.uk/for\\_parents/worried\\_about\\_your\\_child/adhd\\_children?gclid=CIH\\_yOyA5bICFUbMtAodVTQASQ](http://www.youngminds.org.uk/for_parents/worried_about_your_child/adhd_children?gclid=CIH_yOyA5bICFUbMtAodVTQASQ)

Young Minds offer free, confidential online and telephone support, including information and advice, to any adult worried about the emotional problems, behaviour or mental health of a child or young person up to the age of 25.

### **British Dyslexia Association**

<http://www.bdadyslexia.org.uk/>

The BDA is the voice of dyslexic people. Our vision is that of a dyslexia friendly society that enables dyslexic people to reach their potential.

### **The Ear Foundation**

<http://www.earfoundation.org.uk/>

The Ear Foundation is the only national UK charity to support and to provide activities for deaf children and young people with cochlear implants, their families and supporting professionals.

### **I CAN**

<http://www.ican.org.uk/>

I CAN is the charity that helps children with speech and language difficulties across the UK. The charity works to create a society where their special needs are recognised, understood and met, so that they have the same opportunities in life as other children.

### **MENCAP**

<https://www.mencap.org.uk/>

Mencap is the UK's leading learning disability charity working with people with a learning disability and their families and carers.

### **National Autistic Society**

<http://www.autism.org.uk/>

The NAS exists to champion the rights and interests of all people with autism and to ensure that they and their families receive quality services appropriate to their needs.

### **National Deaf Children's Society**

<http://www.ndcs.org.uk/>

The National Deaf Children's Society is the only UK charity solely dedicated to providing support, information and advice for deaf children and young people, their families and professionals working with them.

### **Hypermobility Syndrome Association**

<http://hypermobility.org/about-us/>

Hypermobility Syndrome Association provides specific information for children and their parents to help families who often just don't know where to turn. We run specialist family programmes, where families can learn together how best to manage the many symptoms relating to hypermobility, gain confidence and ask any questions they may have.

### **Information on where the local authority's offer is published:**

Stoke SENDIASS

(Special Educational Needs and Disabilities – Information, Advice and Support Service)

Walsall has a department devoted to supporting young people, parents, carers, family members and a wide range of other groups with their needs relating to SEND.

Please follow this link for information on how to access their service:

<http://localoffer.stoke.gov.uk/kb5/stoke/directory/service.page?id=O3xbjkG2dxM>

Stoke SEND Local Offer

Stoke Council provides a Special Educational Needs and Disabilities (SEND) Local Offer that offers information to children and young people, and their families, about issues that may affect them and services that they may find use.

To find out more please visit the SEND local offer link below

<http://localoffer.stoke.gov.uk/kb5/stoke/directory/home.page>

## **Star Academy's Local Offer**

### **1. The kinds of special educational needs provided for:**

#### **Refer also to Appendix A – Academy Needs Analysis**

Children at SEND Support level are placed onto our SEND Register. Children with additional needs not classed as significant or permanent may still receive provision within the school, may not be on the register.

We can make provision for every kind of frequently occurring special educational need with or without an EHCP. Special Educational Needs and Disability are generally thought of in the following four broad areas of need:

#### Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. 6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. SEN Code of Practice (2015, p. 97)

### Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. 6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. SEN Code of Practice (2015, p. 97)

### Social Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. 6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. SEN Code of Practice (2015, p. 98)<sup>4</sup>

### Physical and Sensory

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will



require specialist support and/or equipment to access their learning, or habilitation support.

Children and young people with an MSI have a combination of vision and hearing difficulties.

Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link). 6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. SEN Code of Practice (2015, p. 98)

The academy provides for a range of needs within these areas and works with outside agencies to ensure each child's needs are catered for to the best of our ability.

## **2. How the special educational needs of pupils are identified and assessed:**

Formative assessment is embedded in daily practice across the academy. We monitor the summative progress of all pupils in reading, writing and maths three times per year, at Pupil Progress Meetings. We review academic progress and the impact of teaching, including interventions. We also use a range of assessments with all pupils at various stages, including "Welcomm" assessments, phonics screening in Years 1 and 2 plus ongoing teacher assessments in writing, reading, SPAG and maths.

Where progress is not sufficient, even if a special educational need has not yet been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are: interventions focusing on reading, writing, maths or social skills. Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents and carers, we will use a range of assessment tools to determine the barrier to learning. These may include;

- Welcomm Screening Tool
- Sandwell Numeracy Test
- Nessy Dyslexia Screening Tool
- Boxall Profile (SEMH needs)
- BVPS vocabulary Test (receptive language)
- YARK Reading Test

We also have access to Specialist Teachers, Educational Psychology Service and other external advisors who are able to use additional assessment tools.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. This information will be shared with parents and carers and the pupil's class teacher. Agreed outcomes and targets will be recorded on a Provision Map or a Personalised Plan and reviewed regularly. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEND is recorded, parents and carers will be notified. We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used

### **3. Our academy's approach to teaching pupils with special educational needs:**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. The Academy's Senior Leadership Team regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and knowledge of special educational needs and disability most frequently encountered.

We employ some additional teaching approaches, as advised by internal and external assessments e.g. precision teaching, small group teaching, and use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEND funding'.

### **4. How we adapt the curriculum and learning environment for pupils with special educational needs:**

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support pupils with the most frequently occurring types of SEND. All of our pupils access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal classroom differentiation,

curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources. Other adaptations to the physical environment will be made, as appropriate to accommodate children with disabilities and any types of SEND.

#### **5. Additional support for learning available to pupils with special educational needs:**

As part of our budget we receive 'notional SEND funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEND support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions offered is on our class provision maps. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school.

Being an inclusive school we recognise that 1:1 long term support can be detrimental, often affecting the pupil's independence, self-help skills and ability to learn to their potential. There may be some occasions where 1:1 may be necessary in some exceptional circumstances. In these cases, it will be used for short term and for intervention purposes only.

At STAR will endeavour to meet the needs of all pupils, however when all appropriate resources and support have been implemented and there is still no evidence of progress it may be necessary to make an application for statutory assessment with the view to obtain an Education Health and Care Plan (EHCP). This process can be initiated by the school or by parents.

#### **6. How we enable pupils with special educational needs to engage in the activities of the academy (including physical activities) together with children who do not have special educational needs:**

All clubs, trips and activities offered to pupils, are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it, to provide additional adult support to enable the safe participation of the pupil in the activity.

#### **7. What support is available for improving the emotional, mental and social development of pupils with special educational needs:**

At STAR we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching and indirectly with every

conversation adults have with pupils throughout the day. The delivery of the curriculum is underpinned by our Jigsaw PHSE curriculum which is aimed at developing the personal and social skills for life. Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support. For some pupils with the most need for help in this area we can also provide support from Mrs Williams our Family Support Worker.

## **8. How we assess and review the progress of pupils with special educational needs:**

Every pupil in the school has their progress tracked throughout the year using FFT. In addition to this, pupils with special educational needs may have more frequent informal assessments. Using these it will be possible to see if pupils are increasing their level of skills in key areas. If these assessments do not show adequate progress is being made, the pupil's SEND provision will be reviewed and adjusted. Objectives are tracked for each child by subject area which allows smaller steps of progress to be monitored.

### Pre- Key Stage standards

Pre-key stage standards are for pupils who are working below the overall standard of national curriculum assessments, but who are engaged in subject-specific study. Teachers should be confident that pupils have met the standard(s) preceding the one at which they judge them to be working.

The pre-Key stage standards have been devised as an alternative to P-Levels which emphasise that they are a summative, rather than formative assessment tool. Progress of one standard in an academic year is the expected progress. Children working above P scale 4 will be assessed against the pre- Key stage standards.

There are six standards for Reading, writing and Maths:

Standards 1-4 must be used for statutory assessment at the end of Key stage 1 for pupils working below the standard of national curriculum assessments. Key stage 2 pupils working within these standards will continue to be assessed against them.

Standard 5 will be used to assess Key stage 2 pupils working towards the KS1 expected standard, Standard 6 will be used to assess Key stage 2 pupils working at the KS1 expected standard.

## **9. The expertise and training of staff in relation to pupils with special educational needs:**

Staff have regular SEND specific CPD training on an annual basis. Where staff may require bespoke training needs we will source this from an outside agency. Staff have access to workshops ran by the SENDCo to upskill staff in areas such as IEP writing and target setting. We also buy in to a range of external specialist services, such as a Private Educational Psychology service. Staff also have support from the Speech and Language services, Hearing impaired team and physiotherapists on how to support pupils within the academy.

#### **10. Equipment and facilities to support pupils with special educational needs:**

Where external advisors recommend the use of equipment or facilities which we do not have, we will purchase it using the notional SEND funding, or seek it by loan.

#### **11. How we consult with parents of pupils with special educational needs about, and involve them in, the education of their child:**

All parents and carers are invited to discuss the progress of their child on three occasions a year and receive a report twice a year. In addition, we operate an Open Door Policy and are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents at least three times a year.

If following this normal provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs, because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review. In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible, will also include other agencies involved with the pupil. All relevant information will be made accessible for parents and carers at this time.

#### **12. How we consult pupils with special educational needs about, and involve them in, their education:**

When a pupil has been identified to have special educational needs and disabilities, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning.

Parents and carers are likely to play a more significant role in the early school years with the young person taking more responsibility and acting with greater independence in later years.

### **13. How we support pupils with special educational needs in transferring between phases of education and/or in preparation for adulthood and independent living:**

The Academy works closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. We are aware that for some pupil's transition within the school can also be challenging. For these children the support will be offered to ensure a smooth transition. We also contribute information to a pupils' onward destination by providing information to the next setting. The SENDCo will meet with a representative from the destination school where necessary. Vulnerable pupils will be given the opportunity to carry out additional visits to their new school where it is deemed necessary. A representative from the destination school will be invited to the transition review held for any Year Six pupil with an Education, Health and Care plan.

### **14. How we involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils:**

At STAR we liaise with a range of different organisations. Some of these include;

- Input from the Educational Psychology service, as required.
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Membership of professional networks for SENDCO e.g. NASEND
- Regular contact with School Stoke nursing team
- Contact with CAMHS as needed
- Access and support from the local Hearing and visually impaired teams.

### **15. How we deal with any complaints from parents of pupils with special educational needs:**

Please refer to our complaints policy for details of how we aim to resolve any concerns or complaints.

### **16. How we evaluate the effectiveness of our provision:**

Our evaluation of provision is published annually and forms the second part of this document.

This evaluation report reflects academic year ending July 2021									
SEND profile									
Total Number of pupils on SEND register									
SEND Support		Education, Health and Care Plans				% of academy population			
						SEND support		EHCP	
<b>34</b>		<b>4 with 4 more SEND support pending</b>				<b>16%</b>		<b>2%</b>	
% boys and girls		SEND and Pupil Premium % of SEND cohort		<b><i>SEND needs breakdown should be shared with Governors using needs analysis template</i></b>					
Boys <b>71%</b>	Girls <b>29%</b>	<b>20% of SEND are also PP</b>							
SEND Data Analysis for progress March to October 2021									
<b>Context</b>									
<p>The Covid 19 Pandemic of 2020-2021 had a huge effect on the schooling of our children. The data collected needs to be viewed in light of this. In September 2020 we undertook baseline data to see what the missed learning had been during the summer of 2020. There were multiple bubble closures during the autumn term and then a full lockdown from January 5<sup>th</sup> until March 8<sup>th</sup>. During this time, we offered learning through our school website and regular zoom sessions were gradually introduced.</p> <p>On return, we repeated the Autumn term NTS tests to assess further lost learning. We then completed the summer NTS tests at the end of the year. The progress measure is from the repeated Autumn term test taken in March 2020 until the end of July 2021. Most importantly, the NTS tests are diagnostic and will inform our planning for the Autumn term.</p> <p>This table looks at the data in relation to the children on the SEND register. There are 38 in total. (18.5%)</p>									
Subject	Working at national or above (Attainment)	Made expected progress	Made more than expected progress	PP children who made progress	No PP children who made progress	Girls who made progress	Boys who made progress	EAL who made progress	Non- EAL who made progress
Reading	11%	41%	26%	70%	42%	60%	58%	62%	50%
Writing	5%	41%	17%	70%	42%	60%	58%	62%	50%
Maths	8%	41%	17%	70%	42%	60%	58%	62%	50%
<b>Reading</b>									

Data shows that progress in reading was better than in the other subjects. This is in line with the academy priorities where reading continues to be an important part of the recovery curriculum. We are continuing with our reading squads from year 1 to Year 6. As the children are phonetically ready, in Reception, they will be introduced to small guided reading groups. We have fully trained TAs on the 'Switch on' intervention and this will begin after half term targeting individual children who are stuck at their current point of reading and for whom phonics alone is not helping them to move forward.

### **Writing**

This data is in line with the whole school, and shows the impact of the lockdown where writing was more difficult to teach and feedback on. Our Jane Considine approach is giving real structure to the teaching of writing. We are looking at the Jane Considine approach to spelling and the 'Switch on' intervention also supports writing.

### **Maths**

Maths data reflects writing. KS2 progress is better than KS1 and so we are accessing The Golden Thread teaching hub through the NTCM for number mastery. Training has happened for all staff from Reception to Y2 and for Richard Nicholls who is shadowing maths lead this year. This is early stages but will be monitored closely during the next half term to see what additional support may be needed during the roll out.

### **Effectiveness of targeted interventions**

Due to Covid 19 the targeted interventions have not been measured due to disrupted learning. Where it has been possible teachers and TA's have provided QFT through small group. Reading Squads has been used as a whole school intervention and has focused on the teaching of vocabulary as a key area. In Year 6 the ECHP pupil has been able to access the same text as the whole class as he has had small group squads where he has been able to unpick the text with an adult, but also learning from his peers.

### **Wider Outcomes effectiveness for this cohort**

Due to covid staff have been focusing in on the wellbeing of the children. During lockdown children were given weekly phone calls and where needed daily calls to support learning and wellbeing.

SEND pupils were invited into school so that they had the support of staff.

Parents requested paper versions of learning as it was too distracting to use the website.

### **Attendance and exclusions**



<b>Overall attendance</b> 95.6%		<b>% of pupils PA</b> 16.47%		<b>% and number of SEND pupils FTE or PEx</b> 0%	
<b>SEND</b>	<b>Non SEND</b>	<b>SEND</b>	<b>Non SEND</b>	<b>SEND</b>	<b>Non SEND</b>
95.32%	97.57%	27.5	72.5	0%	0%
<p><b>outline successes and interventions not so successful and why relating to attendance and exclusions</b></p> <p>Daily or weekly phone calls were made during lockdown to ensure pupils were taking part in learning. Parents requested zoom lessons that were put into place for all year groups daily during lockdown.</p> <p>Nearly all SEND children were in school during lockdown and most were invited in to the key worker/vulnerable groups.</p> <p>Consistent behaviour management strategies across the whole academy reinforce positive behaviours. The children are spoken to about making SMART and Safe choices and about the STAR values in learning and behaviour.</p>					
<p><b>Other initiatives in the last 12 months to improve the quality of SEND provision leading to improved outcomes including any external specialist support services that work with the academy and the impact they have.</b></p> <p>During lockdown, we have continued to work with outside agencies and where possible have allowed them into school to work with the children. SALT have been into school and also CAMHS to assess and work with children.</p>					
<p><b>Outline how the specific targets, objectives and learning needs of SEND pupils will be addressed through quality first teaching and how this will be reflected in your curriculum intent.</b></p> <p>Subject leadership will be developed through the school to ensure that SEND pupils are supported in all subjects through QFT and reasonable adjustments.</p>					
<p><b>SEND Objectives for 2021-22</b></p> <ul style="list-style-type: none"> <li>• <b>Early identification</b></li> <li>• <b>Support for teachers to ensure targets and interventions are tight and appropriate.</b></li> <li>• <b>TA's trained in a range of interventions</b></li> <li>• <b>TA's trained in using standardised assessment</b></li> </ul>					

<b>Academy Needs Analysis:</b>				
<b>Type of Need</b>		<b>No. of Pupils</b>	<b>% of SEND pupils</b>	<b>% of all pupils</b>
<b>Communication and Interaction</b>	Speech, Language and Communication Needs (SLCN)	15	40%	7%
	Autistic Spectrum Disorders (ASD)	2	5%	0.1%
<b>Cognition and Learning</b>	Moderate Learning Difficulty (MLD)	11	29%	5%
	Severe Learning Difficulty (SLD)	0		0
	Profound and Multiple Learning Difficulty (PMLD)	0		0
	Specific Learning Difficulty (SpLD)	0		0
<b>Social, Emotional and Mental Health (SEMH)</b>		6	16%	3%
<b>Sensory and/or Physical Needs</b>	Visual Impairment (VI)	1	2.2%	0.5%
	Hearing Impairment (HI)			
	Multi-Sensory Impairments (MSI)			
	Physical Disability (PD)	3	8%	1%