

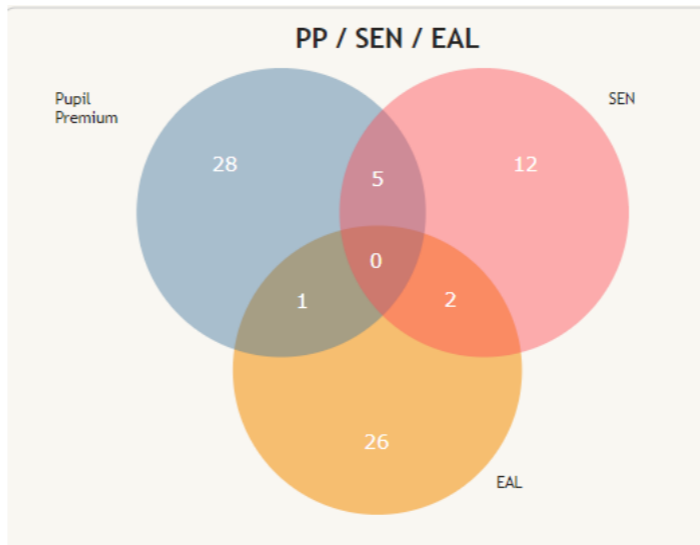
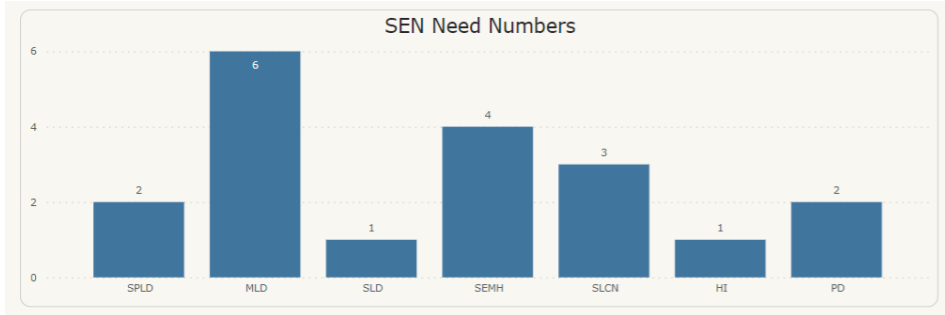
SEN Number- 19/207 (8%)
EHCP= 1 HNF= 3

Identification

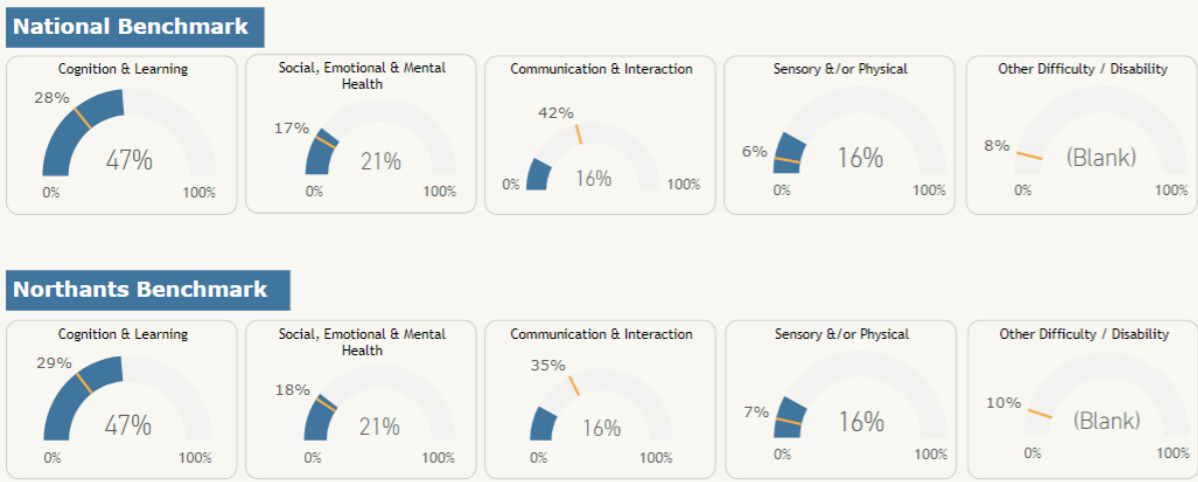
Higher proportion of children with SEND are also PP.

SEN by Year and Gender

YearGroup	Female	Male
Year R	0%	0%
Year 01	3%	0%
Year 02	0%	7%
Year 03	0%	6%
Year 04	3%	9%
Year 05	3%	3%
Year 06	2%	16%
Total	2%	7%



5 % more children with SEND who are boys than girls. This is changing with recognised girls in Year 1, 2 and 4 who are going through the process of assess, plan, do, review.



High numbers of children with ADHD and reduced identification of children with communication & interaction needs (ASD).

- Involving Target Autism
- Training to enable an ADHD friendly environment and strategies.

Outcomes and Attendance

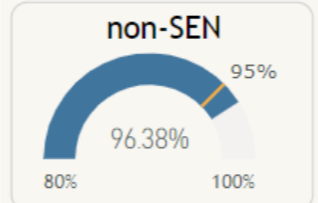
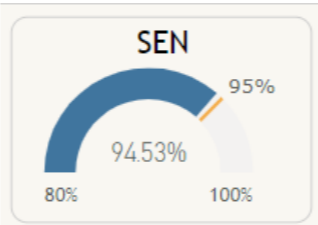
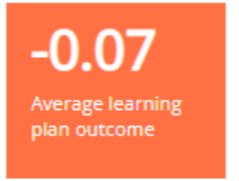
SEN Attainment Data Out of 19	B	WT	E	GD
Reading	16%	63%	16%	5%
Writing	5%	79%	16%	
Maths	11%	58%	26%	5%

An improvement in SEN attendance since last year by 3.53% so far.
Reduced gap between non-SEN and SEN by 4%.

Edukey

Year Group	Provision Outcomes
1	Above
2	Expected
3	Expected
4	Expected
5	Expected
6	Expected

ALL staff are now using provision and IEP outcomes. Outcomes have declined slightly since last year. However, with the increase of staff using outcomes, this could be why the trend is decreasing.



Interventions

Introduction of new Interventions this term, alongside consistent approach to intervention timetables. See list of interventions below for each curriculum area.

Impact: Hoping to see Edukey provision outcomes increase by the end of the academic year 2021/22.

Key Strengths

From November 2021 SEND Pupil Voice Questionnaire

Positive Outcomes:

- Positive relationships with members of staff, who they feel they can trust to talk to about their concerns.
- Children feel valued within the classroom environment as their class teacher will listen to them.
- Hardingstone values are shared as respectful of different background and treat everyone equally.
- Children feel safe within school.
- Children feel they are encouraged to be independent and there are opportunities to take on responsibility.
- Many children take part in clubs and see physical health as something the school promotes.

Outcomes to work on:

- Making sure children are challenged in every lesson.
- Building up an enthusiasm towards school.
- Developing viewpoint of behaviour. What is behaviour and what is communication? Behaviour to improve amongst classmates and within school.
- Develop understanding of the importance of mental health through the zones of regulation and worry monster.

- The school have an improved clear and ambitious vision for send provision
- Improved communication with parents and families.
- ALL teachers are using Edukey as an effective tool to show the graduated approach and enable SLT to monitor.
- The school effectively implements the Code of Practice
- All staff understand their responsibilities toward pupils with SEND
- There is a clear process in place for early identification of SEND pupils, with an increase in early identification.
- Progress of SEN pupils are closely monitored
- Pupils with SEND have comprehensive, closely matched interventions to support their progress.

Areas for Development

- A SEND Governor to be appointed.
- Recognise the reduced identification of Communication & Language needs; be rigorous in identifying children who may acquire these needs.
- Make sure Hardingstone is a conducive environment for children with ADHD.
- To further develop staff knowledge through effective CPD.
- To ensure close monitoring of new interventions to enable ALL children with SEND make progress.

<p>Reading</p> <ul style="list-style-type: none"> • 1:1 reading • Phonics Group • Language for thinking (verbal reading comprehension). <ul style="list-style-type: none"> • Reading Comprehension • Quick- fire flashcards • Black Sheep: Mr Goodguess • Black Sheep: Think about it (KS1 & 2) 	<p>Writing</p> <ul style="list-style-type: none"> • Pre and post teaching task • Handwriting Intervention <ul style="list-style-type: none"> • Grammar Group • Tense Sequencing Cards <ul style="list-style-type: none"> • Colourful Semantics • Black Sheep: Story Starters • Black Sheep: Concepts in Pictures 5 (Help with sequencing) KS1 	<p>Spelling</p> <ul style="list-style-type: none"> • SNIP Intervention (high frequency words) <ul style="list-style-type: none"> • Quick-fire flashcards
<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Tense Sequencing Cards • Sounds Fun! A game to develop children’s auditory discrimination and concentration skills. • Black Sheep: Sentence Builder 3rd Edition Develop understanding of language and expression. 	<p>Maths</p> <ul style="list-style-type: none"> • Plus 1 (KS1) • Power of 2 (KS2) • Pre and post teaching task • Times tables practise 	<p>Social (friendships)/ Behaviour</p> <ul style="list-style-type: none"> • Time to talk (KS1) • Sue Green Therapy (Drawing and Talking). <ul style="list-style-type: none"> • Friendship Formula (KS2) • Social Group (sequencing colour cards). <ul style="list-style-type: none"> • Social Detectives (6 sessions) • Black Sheep: Practical Pragmatics
<p>Physical</p> <ul style="list-style-type: none"> • Physio exercises • OT exercises • Sensory Circuits 	<p>Memory</p> <ul style="list-style-type: none"> • Black Sheep Resources: Auditory Memory • Memory Games (snap, I went to the shops..., Simon says) <ul style="list-style-type: none"> • Sequential thinking Level 1-5 Cards 	