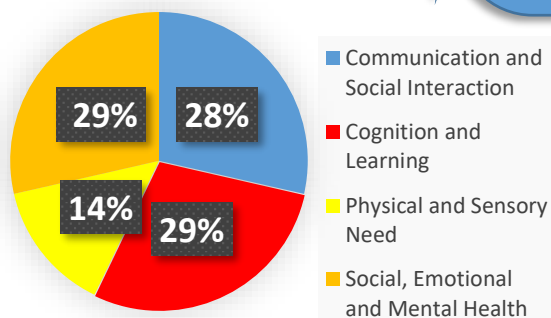


Earl Sterndale CE Primary

At Earl Sterndale, Communication and Interaction is our highest area of need for SEND, followed by Cognition and Learning. This is a similar picture to National figures as top two areas of need are Communication and Interaction and Cognition and Learning. However, many of our pupils with SEND need support in more than one area of need, particularly SEMH which is not really reflected here. This graph is based on the pupil's most significant area of need. We only place children with a clear need, diagnosed (or clearly on route to diagnosis) on the SEND register as we aim to not over-identify SEND. Children who are being monitored are not included here. We provide support to children who need it – support is never diagnosis dependent. We provide a wide range of support: from Lego therapy to peer tutoring - more information is on our website.

We are an inclusive school and have a higher than average number of children with SEND at Earl Sterndale.

Broad Areas of Need



SEND Priorities/training – 2023/2024

- Mental Health Lead
- Creative developments engaging pupil voice
- ELSA training • Developing handwriting skills training
- SEND Governor to be informed of current SEND numbers, new initiatives and pupils strengths and needs
- Zones of Regulation
- Emotion Coaching

FSM at Earl Sterndale
67% of SEND children are entitled to Free School Meals.
37.5% (2023) is the National data for children on School Support

SEND IN A NUTSHELL 2023/2024

SEND Pupils at Earl Sterndale
Boys – 57% Girls – 43%
National data
Boys – 63% Girls – 37%

Attendance to Oct 2023	
	%
SEN Support (k)	95.3%
Whole School	95.13%
National (Primary)	95.4%

SEND Provision Support

ELSA, Precision teaching, Speech & Language Therapy, Nurture sessions, Social Communication Programmes, Zones of Regulation, Lego Therapy, Physio, fine & gross motor skills programmes, Write from the Start, Reciprocal reading, Toe by Toe, Phonics intervention,

SEND figures Oct 2023	% of pupils at Earl Sterndale	% National figures for primary schools
EHCP pupils	0%	4%
GRIP/ Inclusion Funding (Not included in School Support-k)	10%	NA
School support	13.3%	13%
Overall % SEN pupils	23.3%	17%

Strengths:

- All staff take time to get to know the individual child, recognising that all our pupils are unique, placing each child at the centre of their learning.
- Teachers ensure that all reasonable adjustments are in place to deliver effective provision for pupils with SEND.
- We employ a fully trained ELSA and one member of staff holds a diploma in dyslexia.
- Well supported classes with experienced and qualified TA's in all.
- Providing timely and appropriate support for pupils through the application of early identification and the graduated response (Assess, Plan, Do Review – Provision Maps)
- Staff training provided to further develop quality first teaching, so as to improve quality first provision and improve access to learning within the classroom.