

Identification of SEND September 2025

	SEND Cohort (Foundation – Year 6)												
Whole school	SEN Support				EHCP					Totals			
Number of pupils in whole school cohort (excluding nursery) 301	Number of pupils: 21	Percentage of <i>whole</i> school cohort: 7%			Number of pupils: 20	Percentage of <i>whole</i> school cohort: 6.6%				Number of pupils on SEND register 41	Percentage this represents of <i>whole</i> school cohort: 13.50%		
SEN Primary Type of Need (number of pupils + percentage this represents of the <i>SEN</i> cohort) (Sen Supp + EHCP)													
Last updated: 01/09/25	MLD	SLCN	SEMH	SpLD	ASD	Other	PD	HI	VI	MSI	SLD	PMLD	NSA
Number of pupils	7	15	9	0	0		2	6	2				
percentage of the <i>SEN</i> cohort	2.3%	5%	3%	0%	0%		0.6%	2%	0.6%				

EHCP (reception to year 6)	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Speech, language and communication	7	1	1	3	1		
Autistic Spectrum disorder							
Moderate Learning Difficulty							
Social, emotional mental health							
Visual Impairment			1				
Hearing Impaired	2		1			3	

SEND on a page

Westcliffe Primary School

Intervention

Additional provision and impact examples			
C&L	C&I	SEMH	S&P
Reading comprehension groups, reading fluency and booster groups. Maths booster groups, Number Stacks, arithmetic practice groups	Speech and Language Intervention Programme	Social / Well-Being Groups School Counsellor ONGO youth Mentor With me in Mind	Occupational Therapy support Groups for both Fine and Gross Motor Skills
Led by a variety of experienced proficient members of the team, these interventions are securing consistently good outcomes for the children involved in the groups. Outcomes are used to inform next steps ensuring progress is on-going.	Following plans supplied by Speech and Language Therapy Team, trained staff are providing twice weekly interventions. Programmes are reviewed regularly and the impact of improved speech and language skills are noted in class.	Children across the school are receiving regular, robust support from Mental Health Champion and our School Counsellor. This is having a direct impact upon the resilience of most children, thus enabling them to view challenging circumstances from a positive perspective.	High quality support from well trained skilful members of staff for children with a plan from the PDT, or children identified and assessed in school as requiring intervention and extra support. Identified children are making consistent progress towards their goals.

SEND Support

	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Specific learning difficulty							
Moderate learning difficulty			1	2	1	2	1
Social, emotional and mental health		2		4	3		
Speech, language and communication needs						1	1
Visual impairment			1				
Autistic Spectrum disorder							
SpLD							
PD/OTH						1	1

Attendance& Exclusions

Total sessions Fixed Term Exclusions			
	SEN Support	EHCP	No SEND
2024-2025	0	0	1
2025-2026	0	0	0

Attendance

2024-25		2025-26	
Non-SEN-	94.36%	Non-SEN-	
EHC-	92.86%	EHCP-	
SEN Support-	93.76%	SEN Support-	

Strengths

- 1) At Westcliffe Primary School, the curriculum intent is broad, balance, ambitious, and accessible for all pupils with SEND
- 2) The process for identifying and subsequently placing pupils on the school's SEND register are rigorous and reviewed regularly to ensure the correct children are on the register
- 3) High expectations of pupils with SEND and a commitment to High Quality Teaching for all pupils
- 4) Westcliffe Primary School's graduated response is implemented rigorously to support the referral of children to professional agencies

Key Areas of Focus

- 1) Continue to raise attainment standards across the curriculum for all pupils with SEND
- 2) A continued approach to the development of a structured dialogue to engage pupil voice for those with SEND and EHCPs and their parents and carers
- 3) Improve parental voice and facilitate SEND events to enable school and parents to work together to achieve genuine co-production to support SEND children.

My daily check ins with a trusted adult help me to remember lots of good things that have happen to me through the day

Year 6 pupil

