

Vision



To ensure that all children with SEND:

- Receive a high- quality and ambitious education regardless of need or disability.
- Will be equipped with the tools needed to become independent, inquisitive learners both in and out of the classroom.
- Will make good progress from their starting point
- Will leave Eynesbury Church of England Primary School as respectful , good citizens with good memories, a thirst for learning and life and all it has to offer.

Areas of Strength

- ✓ Early identification of pupils with SEND.
- ✓ Strong links with the external agencies and LA SEND team.
- ✓ Pupils involved in all aspects of school life.
- ✓ Progress rigorously tracked.
- ✓ Statutory deadlines all adhered to/ compliant.
- ✓ External verification of SEND via activities with SIA.
- ✓ Qualified SENDCo who has supported with SEND provision in other schools.
- ✓ Pupils with SEND can talk about their learning and what helps them with their learning.
- ✓ Pupils with SEND are offered a broad and balanced curriculum.
- ✓ Graduated response in place and clear APDR cycles.
- ✓ Regular opportunities for parents to share their views.

Pupil Voice (survey results summer 2024)

What do you like about Eynesbury Primary School?
“That is very respectful and we have some freedom and we can make our own choices. We speak for ourselves and people listen to our views. I enjoy the learning- everything is good.”
“That the adults help me to learn. The adults are kind. People are kind.”
“You get the help that you need. I like the learning- it is just fun. I have lots of friends. I like teachers- they help me. “

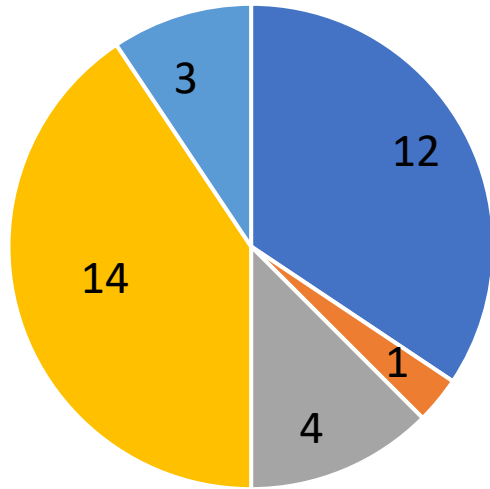
Parent Voice (SEND survey results summer 2024)

What is Eynesbury School doing well?
“Communication is key and Eynesbury provide amazing communication!”
“The staff go above & beyond for my child to make sure he is learning while having opportunities for short breaks to recharge.”
“The school are brilliant in listening to parents about concerns, acting on them to identify a need and putting things in place very quickly when they need to. “
“Great communication and a high level of care.”
“My son is in he's final year at Eynesbury C of E and I couldn't be happier with the level of support both him and I have received, throughout he's primary school years. Pre and post diagnosis of Autism and ADHD. “

Development Priorities

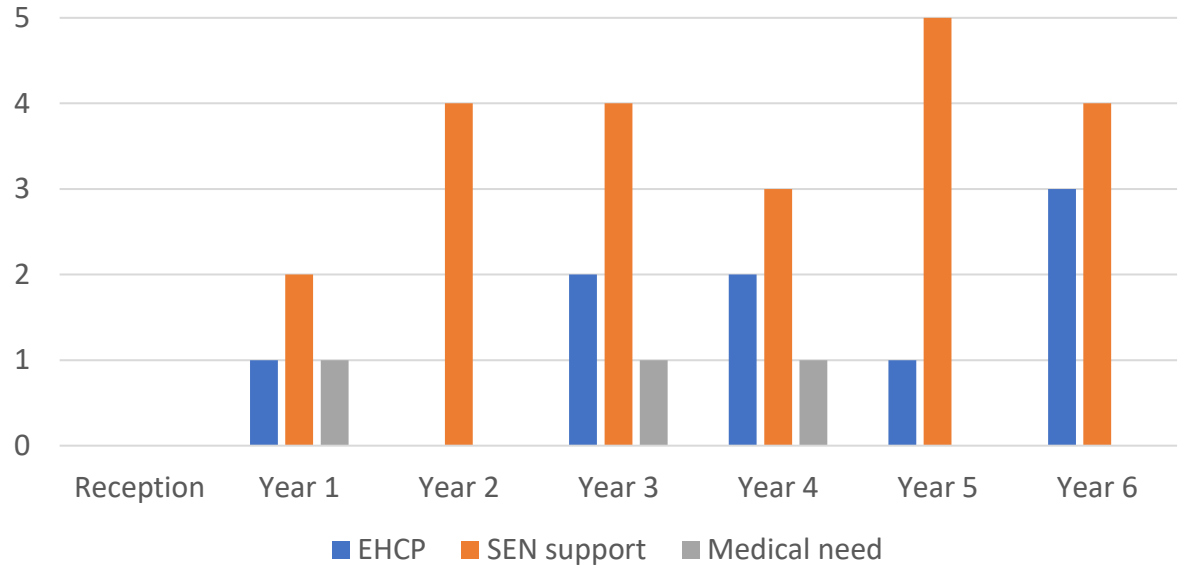
- Evidence of adaptive strategies in books and lessons
- Ensuring the learning Focus for each lesson/activity is closely matched to the needs of the learners.
- Personalised curriculums for children not working within age related expectations and monitoring of their learning.
- Subject leaders to be leaders of SEND and be able to confidently discuss how pupils with SEND are supported within their subjects.
- Use of ICT to support pupils with SEND (ongoing as new resources available/ being developed all the time)..

Prime area of need



- Cognition and learning
- Social emotional and mental health
- Sensory and physical
- Communication and interaction
- Medical

EHCP, SEN support and medical need per class



	Number (excluding preschool)	% of school	% National
EHCP	9/197	4.6%	4.8%
SEN Support (excluding EHCP)	22/197 (excluding medical)	11.2%	13.6%

Number of children on SEND register who are also PP = 11 /31 (8 SEN support, 3 EHCP)

Data source: [Statistics: special educational needs \(SEN\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/statistics/special-educational-needs-sen)

All data correct on 03/12/24 Data excludes pre-school