



Evaluative Statement for SEND Provision 16-17

		Support	Outcome
Number of children who received support for Communication and Interaction needs	13	Individualised plans devised by a speech therapist and taught by a specialist Teaching Assistant in school. 1:1 Reading and Writing support through Reading Recovery and FFT Wave 3 reading intervention. The Autism Service to advise staff on provision and changes to environment. Individualised programmes of work.	Children made expected levels of progress from their starting point.
Number of children who received support for Sensory and Physical needs	3	Adaptations made to the environment for visually impaired. Close collaboration with the Visual and Hearing Impairment teams. Full-time specialist TA to support the curriculum using sign language. Teacher of the Deaf to support pre-teaching of topics.	Children made expected or more than expected progress in maths and English from their starting point.
Number of children who received support for Cognitive needs	12	1:1 support for children with global cognitive difficulties. Individualised programmes of work within the whole class. Small group sessions during the morning.	Evidence of progress is clear for all children. Case studies for individuals evidence small steps of progress where there are significant cognitive difficulties.
Number of children who received support for Social, Mental, Emotional Health	3	Support from professionally trained volunteer group. Referrals to CAMHS. Support with Emotional Literacy Support Assistant.	All children successfully access the curriculum alongside their peers and were able to independently seek support from a key adult in school. Where appropriate, CAMHS form part of the Team Around the Family.