

# Our SEND on a Page at Sheep Dip Lane Academy

## SEND Intent & our Vision for Excellence

### What are our Values?

Every child with SEND can thrive. We do everything we can to make sure that happens.

That means we:

1. Provide lessons that meet the needs of every child.
2. Make reasonable adjustments to lessons and the school environment.
3. Provide high quality CPD to further expand our SEND expertise.

### Our ambitions for pupils who have SEND

We are ambitious for all our children with SEND. We want them to make excellent progress. This means they will know more, remember more and be able to do more, despite their SEND.

We want to give them the knowledge and skills they need for adult life. So, we try to think about the long term as well as the short term. In the long term, we want our children with SEND to:

- have excellent basic skills (especially in reading, writing and maths)
- have good friends and relationships
- live a healthy and independent life in the community
- be successful in work

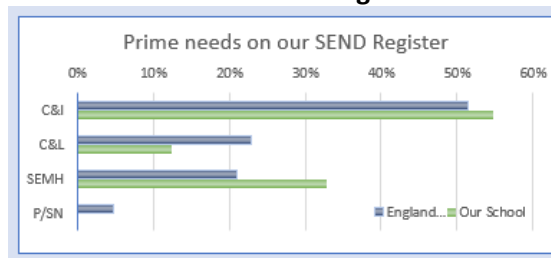
## Our SEND Context

### An Overview of our SEND Register

Year	Sheep Dip Lane Academy		England	
	Total (E & K)	Cohort	% SEND	% SEND (Jan 2025)
LFS	0	23	0.0%	8.4%
UFS	12	32	37.5%	13.6%
1	12	28	42.9%	16.9%
2	10	29	34.5%	18.3%
3	7	34	20.6%	19.4%
4	11	35	31.4%	20.4%
5	8	29	27.6%	21.1%
6	4	35	11.4%	21.5%
<b>Overall</b>	<b>64</b>	<b>245</b>	<b>26.1%</b>	<b>18.2%</b>

- Our % SEND is higher than the England average.
- Our % SEND is higher than schools serving areas of similar deprivation.

### Prime needs on our SEND Register



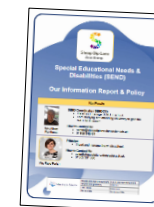
We welcome children with a wide range of SEND.

(Uses the four categories from the SEND Code of Practice, 2014)

## Our Graduated Approach

At Sheep Dip Lane Academy, we follow a graduated approach. Our SEND support fits into a four-part cycle called: **Assess, Plan, Do, Review (ADPR)**.

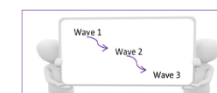
We explain this in our SEND Policy & Information Report. This can be found on the SEND page of our website.



Each ADPR cycle takes one school term and there are three cycles per year. Sometimes this timescale is shorter (e.g. the child is very young and is changing quickly).

Children's SEND are varied. Not all SEND children need the same level of support. Where need is higher, we usually take more actions. Where need is lower, we might only need two or three adjustments. We match the level of support to the child's level of need. This matching is called our graduated response. At SDLA, every teacher is a teacher of SEND. Accordingly, much of the graduated response is led by the class teacher.

The levels of support are often called waves of support. These are explained in the combined SEND Policy & Info Report.



## Implementation & Our Visible Consistencies



Our inclusivity means that much of our SEND provision is an everyday part of whole class teaching. Strengths include:

- Effective teacher modelling demonstrates the learning process (e.g. teachers talk it through/think out loud to model a process).
- Alternative ways of written recording are used (e.g. use of ICT, post it notes, magnetic letters).
- Talk partners and thinking time gives pupils peer support and time to process information.
- Learning is made accessible using knowledge of Executive Functioning (e.g. learning organised in smaller chunks with opportunities to review and revisit).
- Manipulatives and scaffolds are used widely.
- Instructions are clear and concise, sometimes through reduced language – these are often repeated.
- Visual timetables used (these support transitions, anxiety *and* regulation).

Even with every lesson as inclusive as possible, we adapt our teaching so that every pupil can make excellent progress. Examples of our personalised approaches:

- Specific resources to meet individual needs e.g. checklists to support organisation and independence, emotion scales, equipment to support fine motor skills.
- Flexible and responsive deployment of support staff (e.g. dynamically switching from groups or individuals depending on the circumstances of the lesson).
- Sensory provision and sensory breaks support pupils with sensory needs + every class has a calming corner.
- Outstanding partnerships with external professionals.

### Our SEND Impact

- We have a consistent approach to the teaching and delivery of the curriculum that meets the needs of every child from EYFS to Year 6.
- Pupils have reasonable adjustments made to lessons.
- Parent surveys demonstrate a high degree of satisfaction with SEND support from SDLA.
- Engagement of SEND children in extra-curricular or enrichment activities is in line with those who have no SEND.
- Year 6 children, who have SEND, transition to secondary having made excellent progress in basic skills from their starting points.
- All staff are teachers of SEND and have a clear understanding of their statutory duties.
- Early identification of need, allows support to be put in place in a timely way so pupils are provided with what they need.

Mrs Parkhurst, Vice Principal & SENDCo, would be delighted to talk to you about these successes (as well as many others that wouldn't quite fit on this list).

### Our Actions to further Drive Forward SEND 2025/26

1. We will continue to engage with the **PINS project and outside agencies** to further support neurodiverse pupils through school.
2. **We will further develop our knowledge of C&I:** This will include CPD for staff as part of our Elklan training to become a 'Communication Friendly Setting'.
3. **We will further develop our Parental engagement:** enhancing information that goes to parents to support them to help their child meet their SEND targets.

Our SEND Action Plan gives further detail, including an update on how we're getting on.