

SEND Strengths from External Visitors
(Challenge Partners QA Review – March 2025):

Inclusive learning environments

“Classrooms are stimulating... aligned with the ‘Inclusive Classroom Checklist’.”

Skilled, valued support staff

“TAs feel valued... supported through an ‘open door’ culture and weekly training.”

Effective use of technology

“Pupils use tools like iPads and visualisers to access learning independently.”

High expectations for SEND pupils

“Staff plan personalised support with ambition and care.”

Strong SENCO leadership

“Staff feel well-supported and confident in meeting diverse needs.”

Clear progress tracking

“‘A scales’ help track and celebrate progress towards individual goals.”

Well-targeted interventions

“Adapted lessons and strategies like colourful semantics are used consistently.”

Lainesmead Primary School and nursery
SEND in a nutshell – July 2025

Lainesmead’s SEND figures:

	No. SEND Support	No. EHCPs	Total	National % SEND Support	National % for EHCPs
July 2022	51 (12%)	7 (2%)	58 (14%)	12.5%	4.0%
July 2023	63 (14%)	5 (1%)	68 (15%)	13.0%	4.3%
July 2024	73 (17%)	8 (2%)	81 (19%)	13.6%	4.8%
July 2025	67 (17%)	12 (3%)	79 (20%)	14.2%	5.3%

Lainesmead’s SEND provision has shown strong, sustained progress over the past four years. We’ve consistently identified and supported a growing number of pupils with SEND, now standing at 20%—above national averages. Notably, we’ve made significant strides in securing EHCPs, nearly doubling our numbers since 2022. This reflects our commitment to early identification, inclusive practice and successful navigation of statutory support systems.

SEND Categories of Need, July 2025:

Primary area of need:	No, pupils	Lainesmead % SEN	National%
Cognition and Learning	25	32%	53%
Communication and Interaction	49	62%	12%
Social, Emotional, Mental Health	3	4%	23%
Physical and Sensory	2	3%	12%

Lainesmead School Improvement Plan 24-25:

Key Theme: Quality of education (SEND)

- Improve the progress of SEN pupils by developing appropriate provision.
- High quality interventions are running consistently by TAs.

Key areas of focus for 25-26:

- Continue EHCP applications to secure appropriate provision for higher needs SEN
- Work with Cognition and Learning Advisory Teachers to strengthen inclusive practice in Writing and Maths
- Target SEND progress in writing
- Promote inclusion and neurodiversity awareness within our wider community
- Continue gathering SEND Pupil Voice to develop provision
- Set up a pupil focus group to advocate for SEN

Our Data:

62% of SEND pupils at Lainesmead are identified under **Cognition and Learning** (vs. 12% nationally), with lower representation in **Communication and Interaction (32%)**, **SEMH (4%)**, and **Sensory/Physical (3%)**. This suggests possible over-identification in one area and under-identification in others.

Our Response:

We are working with the **SENCO Compass Group** to align our identification practices with national trends and ensure consistency. This aligns with our **SDP focus on oracy**, supporting accurate identification of communication needs. We're also partnering with **Cognition and Learning advisory teachers** to better distinguish between **underachievement and SEND**—ensuring pupils receive targeted support **before** formal identification.

Next Steps:

- Refine identification processes across all need types
- Use oracy work to improve C&I recognition
- Embed early intervention and quality-first teaching
- Ensure SEND identification is accurate, consistent, and needs-led