



# SEND PROFILE

Maiden Erlegh School

## Key Contacts

**SENCo:** Claire Nimmo

**SAB:** Conrad Nevers



## SEND Key Priorities

- Enhance quality assurance of monitoring and tracking interventions
- Training for teaching assistants to support in class

## SEND Strengths

- Strong leadership of SEND
- All staff have regular high quality CPD
- Parents and carers are engaged in important decisions

## Staff Training

- Autism awareness
- Adaptive Teaching
- ADHD/SEMH and Trauma

## Interventions

SEND CoP Area of Need	Intervention	Targeting	Impact
<b>Cognition &amp; Learning</b>	Read, Write inc Laptop in lessons	SpLD – Writing/ Spelling/ Reading Writing speed and handwriting concerns	<ul style="list-style-type: none"> <li>• Improved reading ages and spelling scores</li> <li>• Improved engagement in learning</li> </ul>
<b>Communication &amp; Interaction</b>	Social skills, Lego therapy and Zones of Regulation	Supporting students to work with their peer group in different contexts	<ul style="list-style-type: none"> <li>• Improved social interactions</li> <li>• Understanding of themselves and how they present</li> </ul>
<b>Social, Emotional &amp; Mental Health</b>	ELSA	Social skills and emotional language  Interaction with peers	<ul style="list-style-type: none"> <li>• Improved behaviour in the classroom</li> <li>• Social skills developed</li> <li>• Understanding of emotions developed</li> </ul>



## Context

SEND K Y7-13: 13.5%  
SEND K Y7-11: 14.3%

EHCP Y7-13: 5.4%  
EHCP Y7-11: 6.9%



## Attendance

SEND: 88.3%  
NON-SEND: 93.0%



## KS4 Outcomes (P8)

SEND: +0.36%  
NON-SEND: +1.06%



## Prevalence of need

SEMH - 34%  
ASD - 27.4%  
Hi/Vi/PD - 6.3%  
SLCN - 10.9%  
OTHER - 21.4%