

Date of Report: November 2025

Academic year: 2024/2025

1. Current Profile of pupils with SEND

Year Group	SEN Support (K)	EHCP
Foundation 1	0	0
Foundation 2	5	0
Year 1	9	0
Year 2	15	1
Year 3	9	2
Year 4	7	3
Year 5	10	3
Year 6	18	2
Total	73	11

Total number of pupils on SEND register = 84

	National Average DfE (June 2025 data)	Forest Lodge Academy
EHCP	5.3%	1.9%
SEN Support	14.2%	13%

2. EHCP

No. of pupils with an EHCP= 11

% of pupils on the SEND register with EHCP = 13%

% of pupils on roll with EHCP = 1.9%

3. SEND by Gender

	SEN Support	EHCP
Boys	51	6
Girls	33	5
Total	84	11

4. Primary Area of Need

	SLCN	ASD	SEMH	MLD	VI	HI	NSA	MSI	ODD
Total	35	3	28	14	1	-	-	-	1

5. Pupils on the SEND Register - Term of Birth

Year Group	Autumn	Spring	Summer
FS1	-	-	-
FS2	1	2	2
Yr1	2	1	6
Yr2	4	3	9
Yr3	1	4	7
Yr4	5	4	2
Yr5	6	1	6
Yr6	4	7	9

6. Other Identified Vulnerable Groups

	Number of pupils
SEND pupils eligible for Pupil Premium	52
SEND pupils who are also LAC	2
SEND pupils who are also EAL	20

7. Attainment and Progress of SEND pupils (2024-2025)

Year 1- 18 pupils

Subject	% good progress	% stayed the same	% regressed	Additional info
Reading	83	-	12	
Writing	83	-	12	
Maths	83	-	12	Three pupils made progress but not evident on DCPro. Small steps of progress can be seen.

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Subject	% good progress	% stayed the same	% regressed	Additional info
Reading	100	-	-	
Writing	90	10	-	
Maths	81	18	-	Two pupils made progress but not evident on DCPro. Small steps of progress can be seen. One pupil progress related to EBSA and low attendance.

Year 3- 7 pupils

Subject	% good progress	% stayed the same	% regressed	Additional info
Reading	43	28	28	
Writing	71	28	-	
Maths	28	43	28	Two pupils made progress not evident on DCpro. One pupil progress related to EBSA. STS- pupil awaiting DSP placement. Small steps of progress evident using progression steps.

Year 4- 11 pupils

Subject	% good progress	% stayed the same	% regressed	Additional info
Reading	90	10	-	
Writing	72	27	-	
Maths	72	9	9	STS- SEMH needs. Small steps of progress made not evident on DCPro.

Year 5- 19 pupils

Subject	% good progress	% stayed the same	% regressed	Additional info
Reading	95	5	-	
Writing	84	16	-	
Maths	95	-	5	STS- SEMH needs, EHCP in place. Regressed- awaiting alternative provision. Small steps of progress evident within year group statements.

Year 6- 22 pupils

Subject	% good progress	% stayed the same	% regressed	Additional info
Reading	78	22	-	High level of SEND needs across year group
Writing	64	32	4	
Maths	68	27	5	

8. Arrangements for identification and assessment of SEND pupils

In identifying a pupil as needing SEND support, the class or subject teacher/leader (working with the SENDCo) will carry out an analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the academy's approach to pupil progress, attainment, and behaviour. It will also draw on other assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.

These assessments will be reviewed regularly. This will help ensure that support and interventions are matched to need, barriers to learning are identified and overcome. For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with a pupil. These professionals will liaise with us to help inform the assessments. Where professionals are not already working with academy staff, the SENDCo will contact them with the parents' consent.

Where it is decided to provide a pupil with SEND support, the parents will be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The SENDCo will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in to place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with SEND pupils will be made aware of their needs, the support being provided along with any teaching strategies or approaches that are required and the outcomes being sought.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and be provided by staff with sufficient skills and knowledge.

Parents will always be consulted and made fully aware of the planned support and interventions and, where appropriate, plans will evidence parental involvement to reinforce or contribute to progress at home.

The class teachers remain responsible for working with all pupils (including those with SEND) on a daily basis. Where any interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will support the class or subject teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

9. SEND provision arrangements (Curriculum and interventions)

Forest Lodge Academy is committed to providing an appropriate and high-quality education to all of our pupils. We believe that all children and young people, including those identified as having additional, special educational needs and/or disabilities, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of academy life.

The curriculum has been designed in a way that to ensure that powerful knowledge and skills are at the forefront of curriculum progression. To address the disadvantaged, the curriculum is designed to motivate and engage pupils in learning using a thematic approach, providing context, meaning and real life experiences.

The school takes pride in providing a highly inclusive environment, where all learners (SEND, Disadvantaged, MA, EAL etc.) demonstrate high levels of enjoyment in their education and the majority make good progress in most subjects. Children at all levels are supported to achieve their full potential. All pupils work is demanding and matches the curriculum aims. SEND are given differentiated or scaffolded tasks as appropriate as much as possible or adult support if necessary. SEND pupils feel encouraged and motivated to *'have a go'* and are given targeted support to aid their needs. Resources are also used if suitable as a tool to enable teachers to adapt activities therefore embedding skills and pupils are guided to develop their own pace and learn in a style that best suits their individual needs. (The above statement regarding support / resources is heavily focused in our AIP as an area of development to ensure teachers are kept up to date and made aware of new strategies)

At the beginning of the academic year, class teachers will identify SEN pupils for intervention. These interventions will be delivered by a suitably trained teaching assistant with guidance from the class teacher and SENCO as necessary. This intervention will be recorded on Provision Map.

At regular intervals, the impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents/carers. This will feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENDCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support. This assess, plan, do, review approach will continue throughout the academic year.

10. SEND budget allocation for past 12 months

The allocated SEND budget has continued to be used to purchase software such as Provision Map. This programme ensures information is recorded accurately to support the assess/plan/do/review cycle. Each pupil on the SEND register has a Learning Plan which is accessed centrally through this software. These Learning Plans are shared with parents at least twice a year. Provision Map is also used to record the interventions that each SEND pupil is accessing. This information aids the SEND team to apply for additional funding should a SEND pupil require support that is higher than average. Progression Steps software has also continued to be subscribed to aid the assessment of pupils working below the expected level.

The subscription of Widgit software has also been renewed. This has been an essential tool in aiding staff to adapt lessons for SEND learners.

Part of the whole school SEND budget was used for the purchase of additional hours of support and assessment from the SEMH team and the educational psychologist. This has been integral for the successful application for several element 3 funding applications and EHCPs for pupils with a high level of SEMH need.

A large proportion of the SEND budget is allocated to buying resources predominantly for pupils who have social, emotional and mental health needs. Resources purchased have included a partition board used to aid concentration by reducing distractions, a high number of concentration aids or fiddle toys to assist SEMH pupils to focus and ear defenders- to reduce distractions and aid concentrations. Last year, it was necessary to purchase two tents for use in the F2 base for pupils who required a quiet space within the busy free-flow F2 base. There was also a purchase of resources to aid fine motor skills such as pencil grips and Thera-putty. There were also a number of pupils who experience sensory difficulties who required 'chewellery' to enable them to have a safe object to put in them mouths to enable them to gain sensory feedback.

11. Impact of partnerships with external agencies and other schools to improve quality of SEND provision in past 12 months

Partnership with External Agencies

Throughout the past academic year, pupil data has been used strategically to identify those who would benefit most from support from external professionals. Decisions have been made in collaboration with SLT and the SEND team to ensure pupils who require further assessment are flagged appropriately within the assess/plan/do/review cycle.

Last year, the behaviour team would meet every half term to contribute to this process, recognising the close link between behaviour and SEMH needs. Behaviour data was reviewed, and the team worked together to put suitable provision in place with the aim of reducing serious behaviour incidents. This academic year, we have moved towards creating an Inclusion team to replace this.

Twice a year, planning meetings are held with local authority SEND support services. These meetings involve the Learning, Communication and Interaction (LCI) team—including ASD specialist teachers—the Social, Emotional and Mental Health (SEMH) team, the Early Years Support Team (EYST), and the school's allocated educational psychologist. During these sessions, further assessments and support are agreed for pupils with higher levels of need or those who have not made expected progress despite targeted interventions. Additional external professionals may also be consulted if a pupil's circumstances change.

Over the past twelve months, educational psychology input has largely focused on carrying out detailed assessments for pupils requiring more intensive support. EP time has also been used to facilitate joint meetings with staff and parents, promoting a collaborative approach to supporting pupils with SEND.

Additional hours from the SEMH team were purchased to help staff deliver appropriate provision for pupils with significant SEMH needs. The school has also invested in traded services from the LCI team, enabling further assessments for pupils working well below age-related expectations. These assessments guide the SENCO, class teachers, and support staff in implementing targeted strategies and interventions. They also provide essential evidence for securing element 3 funding for pupils requiring substantial additional support.

The EYST has offered guidance to improve Early Years provision for pupils with SEND and has supported parents seeking statutory assessments. Their input has strengthened both classroom practice and the school's ability to advise families effectively.

Reports from all external agencies play a crucial role in evidencing the need for element 3 funding. This financial support is then used to provide additional adult support in class or to deliver targeted interventions for individual pupils.

Impact of Partnership with Other Schools

Over the past year, the SENDCo has worked closely with the Trust SEND Officer to establish improved routines and enhance strategic leadership of SEND across the school. This partnership has contributed positively to outcomes for pupils with SEND.

Collaboration across LEAD academies has supported the development of the B Squared assessment tool, which helps track progress for pupils working within the engagement model, below Year 1 expectations, or making very small steps of progress not captured by DCPro.

SENCos across Leicester LEAD academies meet regularly to share good practice and exchange ideas, leading to improvements in provision and outcomes for pupils with SEND.

The SENDCo also attends Leicester City Local Authority SENCO network briefings three times a year. These sessions provide key updates on changes to SEND processes within the city, including funding arrangements and EHCP procedures. Maintaining this up-to-date knowledge has a direct, positive impact on SEND provision and pupil outcomes at FLA

12.Complaints in the last twelve months

None

13.Staff Skills and Training

Summary of skills in SEND throughout the academy	Summary of staff CPD throughout the academic year
<p>-All staff are developing, up levelling their skills to ensure they deliver high quality lessons which are appropriately pitched to suit the needs of all children including those with SEND with appropriate support where needed.</p> <p>-All staff are developing a wider range of appropriate quality first teaching strategies dependent on need as necessary for the SEN children in their class to ensure progress.</p> <p>-Teaching assistants have knowledge and are trained to deliver a range of recognised interventions including:</p>	<p>A focus for this year for all staff is ensuring that all staff demonstrate effective quality first teaching, planning and intervention (good or better in all subject areas) with a focus on responsive and adaptive teaching for all vulnerable pupils.</p> <p>-SENCO briefings have been attended three times a year by the SENCO and information disseminated to staff</p> <p>-BERA training provided by the LA has been attended by the SENCO and delivered as CPD in staff meetings.</p> <p>-Element 3 training attended by SENCO</p>

<ul style="list-style-type: none"> -NELI (speech and language intervention) -Language for Thinking (speech and language intervention) -Lego Therapy (communication and interaction intervention) -Play Therapy (communication and interaction intervention) -Funtime (Early Years communication and interaction intervention) -Dough Disco (fine motor skills) -Let's Talk (speech and language intervention) -Teaching assistants and teachers also have the skills to deliver additional interventions to fill gaps within cognition and learning including: <ul style="list-style-type: none"> -Little Wandle sessions -Booster sessions as appropriate for English/Maths -Precision teaching -Handwriting -Fine Motor Skills -Specific SALT programmes provided by a speech and language therapist -SEMH de-escalation strategies 	<ul style="list-style-type: none"> -SEND assessment training attended by SENCO -Continuous CPD delivered by the SENCO through staff meetings. -Staff working group weekly developing strategies support tools to understand and aid pupil progress across the curriculum. -Rolling Team Teach programme for staff as necessary.
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