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| **SEND in a Nutshell Guidance: Primary Prompts** | |
| **Section** | **Prompts** |
| **Identification:**  **School, Local & National (Numbers)** | -Add in the total number & percentage of SEND pupils.  -Add in number & percentage of SEN Support pupils and EHCP pupils.  -Add in the percentage of male and female SEND pupils for All SEND, SENS & EHCP  -Amend the pie charts to show the percentages of All SEND and Gender.  -To do this, highlight the chart and the ‘Chart Design’ tab will appear long the main tool bar. Click into this tab.  -Click ‘Edit Data’ and select ‘Edit Data in Excel’.  -A small Excel window will open where you can input your data into the pre-set cells. You may need to enlarge the window for ease.  -Make sure to click off the final cell for the data to populate the pie chart.  -Add in the number and percentages of SEND pupils across the year groups for ALL SEND, SENS & EHCP. |
| **Identification:**  **School, Local and National (Primary Needs)** | -Add in percentages of primary needs for each of the broad areas of need for All SEND, SENS & EHCP into the ‘Sch’ column of the table.  -Amend the school pie chart to show the percentages of All SEND primary needs. (See above prompts for how to do this).  -Add in the number of pupils on your ‘Monitoring/Initial Concerns List.  -Add in number of pupils who are undergoing an EHC Needs Assessment.  -Add in number of pupils who you are planning EHC Needs Assessment Requests for. |
| **Attendance and Exclusions** | -Add in Attendance percentage for All SEND, SENS & EHCP.  -Add in the number of pupils accessing AP for All SEND, SENS & EHCP.  -Add in the numbers of pupils who have received a suspension or permanent exclusion  -It would be worth stating the period of time the Suspension & Permanent Exclusion data covers. E.g. last academic year, current academic year, last term. |
| **Outcomes and Destinations** | -Add in percentage of pupils achieving GLD across All Pupils, No SEND, SENS, EHCP.  -Add in percentage of pupils achieving EXS & GDS in core subjects across All Pupils, No SEND, SENS, EHCP.  -Add in numbers of pupils moving on to mainstream and specialist secondary provision. |
| **Provision** | -List the top 3 HQT strategies you expect to see across the broad areas of need.  -List the main interventions available across the broad areas of need. |
| **Strengths and Actions** | -List the key strengths of your SEND Provision. E.g. leadership of SEND, Inclusive mindset, School Awards, well-embedded practice, partnerships.  -This could include parent/carer and pupil voice comments  -List the key priorities for SEND developments in current academic year. E.g. qualifications, training, whole-school initiatives, provision and/or practice developments, aspects for embedding. |