**SEND Summary 2024-25 (END DEC 2024) –** *Awaiting updated national figures June 2025*

|  |  |  |
| --- | --- | --- |
| **SEND List from Code of Practice (primary need)** | | |
|  | K | E |
| Communication and Interaction (CI) | 46 | **31** |
| Cognition and Learning (CL) | 138 | **17** |
| Social, Emotional and Mental Health (SEMH) | 38 | **9** |
| Physical and/or Sensory (PS) and Other | 13 | **2** |

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| --- | --- | --- |
| **SEND List Overview** | | **TCLT (1288 CP = 85 / CH = 1203) v Nat Av[[1]](#footnote-1)** |
| Number of students on SEN list | 294  CP 16  CH 278 | CP 18.8%  CH 23.1% |
| Number of students listed as K | 235  CP 13  CH 222 | CP 15.29% v 14.1%  CH 18.45% v 12.9% |
| Number of students listed as E | 59  CP 3  CH 56 | CP 3.5% v 3%  CH 4.65% v 2.7% |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **R** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **Total** |
| **CI** | 0 | 1 **(1)** | 4 **(1)** | 0 | 0 | 0 | 0 | 11 **(6)** | 17 **(7)** | 11 **(5)** | 17 **(8)** | 16 **(3)** | 77 |
| **CL** | 0 | 2 | 1 | 0 | 1 **(1)** | 3 | 3 | 40 **(3)** | 22 **(4)** | 28 **(3)** | 24 **(4)** | 31 **(2)** | 155 |
| **SEMH** | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 14 **(4)** | 8 **(1)** | 12 **(2)** | 3 | 9 **(2)** | 47 |
| **PS** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 2 **(1)** | 2 | 2 | 3 **(1)** | 15 |
| **Other** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Total K** | 0 | 2 | 4 | 0 | 0 | 3 | 4 | 58 | 36 | 43 | 34 | 51 | 235 |
| **Total E** | **0** | **1** | **1** | **0** | **1** | **0** | **0** | **13** | **13** | **10** | **12** | **8** | **59** |
| **Overall** | 0 | 3 | 5 | 0 | 1 | 3 | 4 | 71 | 49 | 53 | 46 | 59 | 294 |

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| --- | --- | --- | --- |
| **Primary Need Breakdown** | K | E | Total |
| ADHD | 19 | 4 | 23 |
| ASD | 29 | 19 | 48 |
| ADHD with ASD | 6 | 10 | 16 |
| Hearing Impaired | 7 | 1 | 8 |
| Moderate Learning Difficulty | 38 | 10 | 48 |
| Other Difficulty | 5 | 1 | 6 |
| SEMH (not ADHD) | 19 | 5 | 24 |
| Specific Learning Difficulty | 98 | 4 | 102 |
| Speech, Language and Communication Need (not ASD) | 12 | 3 | 15 |
| Visually Impaired | 2 | 0 | 2 |
| Down Syndrome | 0 | 2 | 2 |
| Total | 235 | 59 | 294 |

**NB –These are the children with an EHC plans. counts have been included within the overall count per year group / SEND Code of Practice classification.**

CLT has more children on the SEN list than for other state funded schools. This is particular the case with regards CH school where the number of child listed as SEN support is 4% above the national average for state funded secondary schools. Both CP and CH have more children with an EHCP than the national average. This is likely to increase further as there are currently 2 EHCP plan in the assessment phase with the LEA, and 1 assessment to be discussed at mediation.

Within TCLT the greatest primary need is CL, this is different to the national picture where CI tend to be higher.

Nationally, as with the TCLT, the majority of children who have an EHCP have a diagnosis for ASD. 47% of children within TCLT with an EHCP have a diagnosis for ASD, this is above the national picture where on average 33.0% of children with an EHCP have a diagnosis for ASD.

In relation to primary need, nationally, 25.6% of the children who are identified as SEN support are classified as having a speech, language and communication need this equates to 20.4% of children within TCLT on SEN Support.

The second highest classified primary need nationally for SEN support (SEN K) children is SEMH (22.3%), within TCLT such children account for 18.72% of SEN K children (ADHD and other SEMH needs); showing TCLT to be below the national picture.

Considering the third highest category of need for children identified as requiring SEN support, MLD accounts for 15.8% of SEN K children nationally, within TCLT, this is significantly lower, accounting for 16.17% of SEN K students; placing the Trust as being in-line with the national picture.

The greatest need for children within TCLT is SpLD (including dyslexia, dyspraxia, dyscalculia etc). Children with a SpLD account for 34.69% of all children on the SEND list and 41.70% of children classified as SEND support (SEN K), this is disproportionate to the national picture.

On the coming year, TCLT will be looking at a new model for classification of SEN needs within school. More details to follow.

1. <https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

   Latest figures for Special Educational Needs in England (Published 20 June 2024). [↑](#footnote-ref-1)