**SEND Summary 2023-24 (DECEMBER 2023)**

|  |  |  |
| --- | --- | --- |
| **SEND List from Code of Practice (primary need)** | | |
|  | K | E |
| Communication and Interaction (CI) | 39 | **25** |
| Cognition and Learning (CL) | 123 | **9** |
| Social, Emotional and Mental Health (SEMH) | 40 | **6** |
| Physical and/or Sensory (PS) | 8 | **3** |

|  |  |  |
| --- | --- | --- |
| **SEND List Overview** | | **TCLT (1340 CP = 87 / CH = 1253) v Nat Av[[1]](#footnote-1)** |
| Number of students on SEN list | 254  CP 11  CH 243 | CP 12.6%  CH 19.4% |
| Number of students listed as K | 211  CP 7  CH 204 | CP 8% v 13.5%  CH 16.3% v 12.4% |
| Number of students listed as E | 43  CP 4  CH 39 | CP 4.5% v 2.5%  CH 2.9% v 2.4% |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **R** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **Total** |
| **CI** | 1 **(1)** | 3 **(2)** | 0 | 0 | 0 | 0 | 0 | 13 **(7)** | 8 **(5)** | 15 **(5)** | 13 **(3)** | 12 **(2)** | 64 **(25)** |
| **CL** | 0 | 0 | 0 | 1 **(1)** | 2 | 3 | 1 | 20 **(1)** | 28 **(1)** | 20 **(3)** | 28 **(1)** | 29 **(2)** | 132 **(9)** |
| **SEMH** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 **(1)** | 10 **(1)** | 6 **(2)** | 14 **(1)** | 8 **(1)** | 46 (6) |
| **PS** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 **(1)** | 3 | 0 | 3 **(1)** | 3 **(1)** | 11**(3)** |
| **Other** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Total K** | 0 | 1 | 0 | 0 | 2 | 3 | 1 | 33 | 42 | 31 | 52 | 46 | 211 |
| **Total E** | **1** | **2** | **0** | **1** | **0** | **0** | **0** | **10** | **7** | **10** | **6** | **6** | **43** |
| **Overall** | 1 | 3 | 0 | 1 | 2 | 3 | 1 | 43 | 49 | 41 | 58 | 52 | 254 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Primary Need Breakdown** | K | E | Total |
| ADHD | 13 | 0 | 13 |
| ASD | 24 | 19 | 43 |
| ADHD with ASD | 5 | 3 | 8 |
| Hearing Impaired | 7 | 2 | 9 |
| Moderate Learning Difficulty | 22 | 3 | 25 |
| Other Difficulty | 0 | 1 | 1 |
| SEMH (not ADHD) | 27 | 5 | 32 |
| Specific Learning Difficulty | 101 | 4 | 105 |
| Speech, Language and Communication Need (not ASD) | 11 | 4 | 15 |
| Visually Impaired | 1 | 0 | 1 |
| Down Syndrome | 0 | 2 | 2 |
| Total | 211 | 43 | 254 |

**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. CP has almost twice the national average for children with an EHCP, whereas CHS is mainly in line with, though marginally above, national average. This is likely to shift however as there is currently 1 EHCP plan in the assessment phase with the LEA, 1 school submission and 4 further plans that have been made at parental requests that are due for discussion at panel.

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. 58.1% of children within TCLT with an EHCP have a diagnosis for ASD, this is above the national picture where on average 33.3% of children with an EHCP have a diagnosis for ASD.

In relation to primary need, nationally, 23.5% of the children who are identified as SEN support are classified as having a speech, language and communication need this equates to 25.2% of children within TCLT.

The second highest classified primary need nationally for SEN support (SEN K) children is SEMH (19.4%), within TCLT such children account for 18.1% of SEN K children (ADHD and other SEMH needs); showing TCLT to be aligned, though marginally below, with the national picture.

Considering the third highest category of need for children identified as requiring SEN support, MLD accounts for 16% of SEN K children nationally, within TCLT, this is significantly lower, accounting for just 10% of SEN K students.

The greatest need for children within TCLT is SpLD (including dyslexia, dyspraxia, dyscalculia etc). Children with a SpLD account for 41.33% of all children on the SEND list and 47.87% of children classified as SEND support (SEN K), this is disproportionate to the national picture that lists 14.37%% of all children with SEND as having SpLD needs.

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

   Latest figures for Special Educational Needs in England (Published 22 June 2023). [↑](#footnote-ref-1)