

At Queen Margaret Primary Academy

Moderate Learning Needs is our highest primary need with SEMH as the second highest need as documented. However, SEMH is proving to be our priority due to high dysregulation in Term 1.

Priorities: see Evaluate My School and AIP

1. The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of learners with SEND, increasing their fluency and independence.
2. Subject leaders have oversight of SEND in their subject and ensure needs of ALL children are met (SL oversee planning grids with adaptations, ensure Assessment for Learning)
3. Learners with SEND are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study.
4. Gaps in achievement between pupils who have SEND and pupils who do not have SEND are narrowing over time.

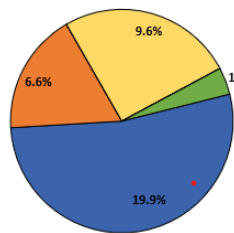
Boys : Girls with SEND

Total SEND: 24:17
EHCP - 9:3

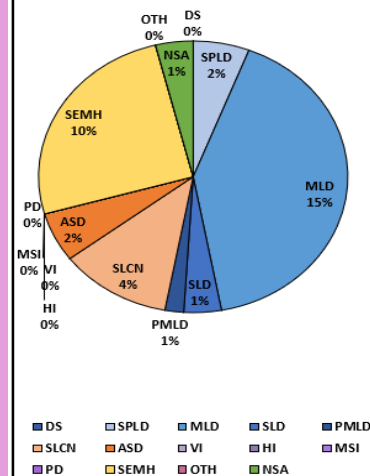
SEND In a Nutshell



SEND Broad Area of Need



SEND Primary Type of Need



Staff Training – Term 1-2

- Sensory Circuits planning
- De-escalation in the Classroom
- Re-engagement strategies
- Understanding SEND PD -
- 5 – day approach – Meta-cognitive strategies, Scaffolding for Success

We are a highly inclusive school with a higher-than-average number of children with SEND at Queen Margaret Primary Academy that offer bespoke curriculums for some children

Sept 2026

School v National:

SEND figures October 2024	% pupils at QMPA	% National Figures for Primary Schools
EHCP	9%	6%
SEND Support	22%	14.8%
Overall %	31%	20.8%

5 children are expected to be entered onto the SEND List in T2

Attendance – Year to date 2026

Non - SEND	96.8%
SEND Support - K	95.3%
EHCP - E	93.1%
EAL	97.4%
PP	95.1%

National Attendance – 95.38 %

Attendance monitor for 3 pupils

Adjusted Timetable for 2 children (full attendance of sessions)

Number of Pupils with SEND by Year group:

Year Group	EHCP Boys : Girls	SEND MP	SEND MP+	ALN MP	ALN MP +	SEND Boys : Girls	Total:	% SEND of cohort	PP / FSM / SEND %
R - 19	1:1	2				3:1	4	21%	
1 - 19	0:0	1	3			2:2	4	21%	
2 - 20	1:0	4	2			5:2	7	35%	
3 - 15	3:0	3	1			4:3	7	47%	
4 - 25	0:1	2	6			5:4	9	36%	
5 - 18	2:0	1	1			2:2	4	22%	
6 - 16	2:1	2				3:3	6	38%	
Total:	12	15	13			24:17	41	31%	
131									

Pupil Premium

56% of SEND
National: 24.7%

23 out of 41 are pupils with PP + SEND
% of SEND = 56%
% of whole Sch = 18%

Strengths –

- The Nest is having a good impact on the SEMH of the children with complex needs.
- Teachers are passionate about putting reasonable adjustments in place to deliver effective provision for pupils with SEND
- Attendance has remained high

Concerns –

- **TEACCH approach** in action for 3 children with 2 children receiving TEACCH like activities but integrated into class learning
- Needs of chn are becoming increasingly complex causing significant impact in meeting need in a mainstream setting.
- 8 children are requiring significant support to meet pastoral needs