

SEND Primary Area of Need



- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and Physical

EHCP count

EYFS = 1
KS1 = 1
KS2 = 8

SEND DATA 2024.25

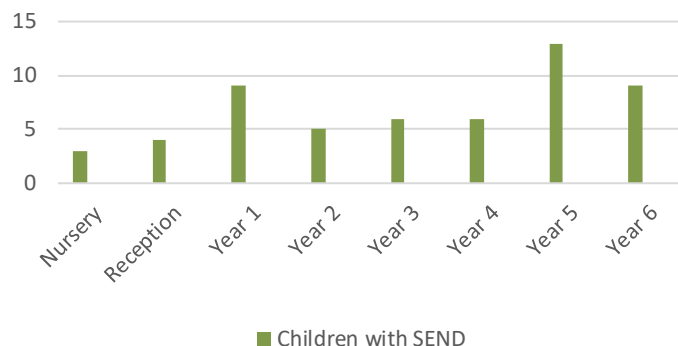
(as of 08/07/25)



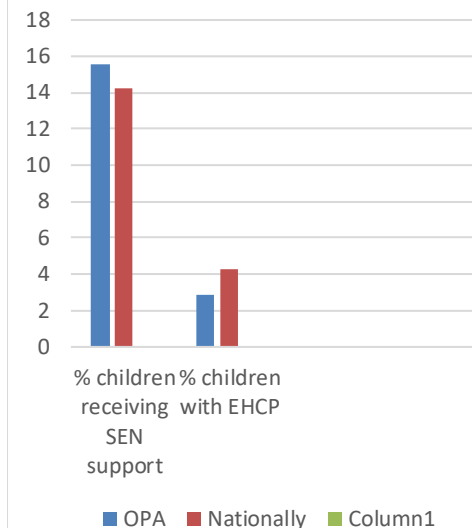
Attendance (average) 24.2025

All children with SEND 89.7%
Whole School 92.7 %

Children receiving SEND Support or have an EHCP (as of 08.07.25)



OPA Compared to 2025 National Data



SEN Support

Quality First Teaching for All

- Curriculum that has a determined focus on providing broad and balanced experiences.
- Regular pupil progress meetings between teachers and leaders to identify need and ensure support/interventions are timely and effective.
- High quality support in class provided by knowledgeable and skilled staff
- Ambition of High levels of inclusion for all children

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical
- Teaching resources are routinely evaluated to ensure they are accessible to all pupils. - Small group targeted intervention programmes. - Computing programs and hardware are used to reduce barriers to learning where possible including laptops	- The school has an effective assessment process (with the support of the speech therapy service) which identifies barriers to learning and provides appropriate action. - Interventions including Talkabout. - Trained TAs in Speech and language to deliver interventions across school.	- Stirling wellbeing assessments - Hive Team - Social stories - Support from staff trained in Mental Health First Aid - Mental Health Practitioners	- Fine and gross motor skill programme Jump Ahead - Support from outside agencies. - Sensory Circuits

Areas for ongoing Improvement September 24.2025

- Ensure provision leads to meaningful engagement for all
- Embed pastoral care intervention structure

"I, for one, could not be happier with the changes to SEN at OPA".

Strengths

Comments from External Quality Assurance Report February 2025

- Leaders are working closely with outside agencies to make sure pupils and families get the support they need.
- Intensive work has taken place with staff to ensure that the Assess, Plan, Do, Review (APDR) plans are accurate, helpful and in place.
- The school's priorities are firmly focused on raising standards in the core subjects. Leaders have a carefully planned and well-sequenced curriculum in place that teachers are adhering to.