

# 2025-2026 STATISTICS

In the Autumn Term of 2025, we have identified the following number of pupils as having a 'Special Educational Need' by areas of need and compared these to the national averages:

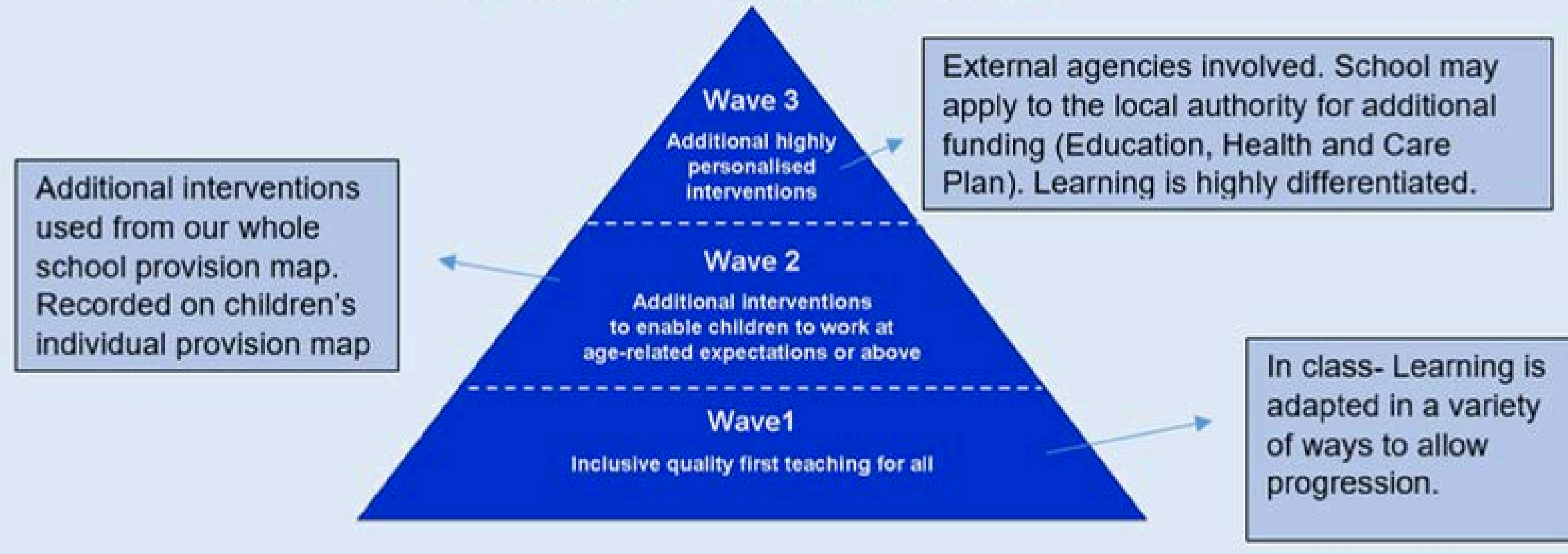
Primary Area of Need of those on SEND register	Brickhouse Cognition and Learning	Brickhouse Speech, Language and Communication	Brickhouse Social, Emotional and Mental Health	Brickhouse Physical and/or Sensory
	20.3%	42.4%	27.1%	1.7%
Total Brickhouse SEN	31.3%		Total National SEN	18.4%
Total Brickhouse EHCP	8.3%		Total National EHCP	4.8%

\*Please note these statistics are as of September 2025. They are reviewed on a termly basis as a minimum.

# LEVELS OF PROVISION

The following model explains the different levels of intervention. This helps us to determine appropriate interventions for the child's need.

## Waves of Intervention Model



# WAVE ONE

1

Children all access 'Quality First Teaching' which is called 'Wave One' provision. Within the classroom, their lessons are differentiated so that children are working on appropriate curriculum areas in line with their attainment. For example, if a child is in Year Three but working at Year Two levels, the teacher will plan for this accordingly to fill gaps in learning. However, lessons are also differentiated by support, pace, resources, recording and technology to enable the children access similar tasks to their peers.

However, if we are concerned about children who are not yet on the SEND register they will discuss their concerns with the SENCo and parents to enable the children to have more targeted Wave Two support. The timescale of this is dependent on the children's need and how prevalent this is.

For example, some children may start on Wave Two intervention or some children may move to this after a week, month or term.

# WAVE TWO

2

Children receiving this level of support are on the SEND register and have an individual provision map. Provision mapping meetings are held every term as part of our plan, do, assess and review process to discuss children's progress and set targets for the next term. They also detail the out-of-class interventions children receive which can be seen on our whole school provision map.

Children may not have interventions at the same time for every area of need, but may work on specific areas intensely for a shorter period of time. As our interventions are well-monitored and proven to be successful, children generally make accelerated progress. Staff who deliver interventions are fully trained and regularly have CPD especially when introducing a new intervention.

# WAVE THREE

## 3

If a child is already receiving Wave Two support, and isn't making accelerated progress, we would request support from outside agencies such as Inclusion Support. Inclusion Support offer a range of assessment work which school are charged for. Once assessment work begins, we start to build 'Graduated Assessment'.

Following this, if progress is still an area of concern, we would look to increasing the support to Wave Three by applying for an Education, Health and Care Plan (EHCP). Parents are able to request an EHCP or school can. The local authority will look at the application within panel meetings and decide if the application meets criteria to get an EHCp within 6 weeks. Usually, two cycles of plan, do, assess, review (graduated assessment) and a costed provision map are needed to be awarded a plan. The plan should be completed within 20 weeks from the decision being made. If parents do not agree with the decision, letters will enclose details around mediation.

# MONITORING

Within provision mapping meetings, the SENCo will discuss 'In class actions' and discuss the impact of the interventions Provision is monitored by the SENCo for delivery and effectiveness on a termly basis. The SENCo will meet regularly with the SEND team to discuss impact of interventions on each individual child.

