



# SEND 'At a Glance' (2024-2025)

## SENDCo: Samantha Andrews

Updated: 25<sup>th</sup> March 2025

### OVERVIEW

Number of children on roll: 365  
 Number of children with SEND support: 63  
 Percentage of children with SEND support: 17%  
 Number of children with an EHCP: 7  
 Percentage of children with an EHCP: 2%

### ATTENDANCE

#### YEAR TO DATE 2024-2025

Whole school attendance: 91.8%  
 Whole school persistent absentees: 25.2%  
 SEN attendance: 92.6%  
 SEN persistent absentees: 25.4%

#### LAST ACADEMIC YEAR 2023-2024

Whole school attendance: 91.25%  
 Whole school persistent absentees: 33.34%  
 SEN attendance: 89.63%  
 SEN persistent absentees: 43.55%

### INTERVENTION INFORMATION

Overview of current interventions being used in school:

**EYFS:** SALT, NELI, Talk Boost, phonics, handwriting, MHST support, priority readers, counselling

**Year 1:** Phonics, handwriting, MHST support, PKSS target support, priority readers, counselling

**Year 2:** SALT, Physio, fine motor, MHST support, PKSS target support, priority readers, gardening/social skills, counselling

**Year 3:** SALT, sensory circuits, PKSS target support, art therapy, MHST support, priority readers, counselling

**Year 4:** SALT, sensory circuits, PKSS target support, art therapy, MHST support, nurture support, music interaction, art therapy, priority readers, counselling

**Year 5:** SALT, sensory circuits, PKSS target support, art therapy, MHST support, nurture support, priority readers, counselling

**Year 6:** SALT, nurture support, brain builders, purple box, sensory circuits, forest school, art therapy, priority readers, counselling, maths

### SEN SUPPORT DATA AND INFORMATION (% is of SEND children only)

	All SEN		SEN Support (K & E)						EHCP (E)						PP/SEN		EAL/SEN	
			All		Male		Female		All		Male		Female					
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%		
F1	2	3	0	0	2	100	0	0	0	0	0	0	0	0	0	0	1	50
F2	6	8	6	100	5	80	1	20	1	20	1	100	0	0	4	67	0	0
Y1	3	4	3	100	3	100	0	0	0	0	0	0	0	0	3	100	0	0
Y2	11	15	11	100	6	55	5	45	2	11	1	50	1	50	7	64	1	9
Y3	12	17	12	100	6	50	6	50	0	0	0	0	0	0	8	67	0	0
Y4	18	26	18	100	14	78	4	22	3	5	3	100	0	0	13	72	2	11
Y5	10	14	10	100	8	80	2	20	0	0	0	0	0	0	10	100	3	30
Y6	9	13	10	100	9	100	0	0	1	0	1	100	0	0	7	70	0	0
<b>Total</b>	70	100	70	100	51	71	21	29	7	100	7	100	0	0	48	69	9	13

### SEND AREA(S) OF NEED (Total % is of all children in school/cohort, not just SEND children)

	MLD		SpLD		SLCN		ASD		SEMH		HI		VI		PD		Medical		Total	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
F1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
F2	0	0	0	0	4	9	2	5	0	0	0	0	0	0	0	0	0	0	6	14
Y1	1	3	0	0	2	6	0	0	1	3	0	0	0	0	0	0	1	3	5	16
Y2	4	9	0	0	7	15	1	2	3	7	0	0	0	0	1	2	0	0	16	35
Y3	7	14	0	0	6	12	1	2	0	0	0	0	0	0	0	0	1	2	15	30
Y4	8	13	0	0	7	12	2	3	4	7	0	0	0	0	1	2	1	2	23	38
Y5	6	12	0	0	3	6	2	4	1	2	0	0	0	0	1	2	0	0	13	26
Y6	7	11	0	0	3	5	1	2	3	6	1	2	0	0	0	0	0	0	15	25
<b>Total</b>	33	9	0	0	32	9	9	2	13	3.5	1	0.2	0	0	3	0.8	3	0.8	94	25.6

### SEND SUMMARY

#### Strengths:

- For children who are identified as SEN support, we adopt a four-part cycle called the graduated approach which uses the process of assess, plan, do and review. Continued assessment ensures that SEND support always matches children's needs and monitors that the support is effective.
- Children with SEND are identified as early as possible. In order to do this there is a clear system of record keeping and communication. All SEND referrals are completed using the Routes to Inclusion (R2i) assessment named the Primary Initial Concerns Checklist. Following the assess, plan, do review cycle, children are given targets linked to their primary area of need and a linked intervention which is recorded on Arbor. SEN Pupil Profiles are created for each child, detailing key information in regards to their area of need, as well as things they like/dislike and things that are strengths/ weaknesses.
- We continue to work with outside agencies (Behaviour Support Team, Autism Team, Learning Support Team, Visual Impaired Team, SALT and the Educational Psychologist) to enhance and develop our provision for children with SEND.

#### Areas for Development:

- To develop the enhanced provision in the Treehouse. From September 2024, we have an enhanced provision in the Treehouse. This is a teaching and learning provision for children with complex additional needs primarily Speech, Language and Communication Needs (SLCN) and many with a diagnosis of Autism Spectrum Disorder.
- Develop monitoring of those children who are working below the overall standard of national curriculum assessments (PKS).

## SEND ATTAINMENT DATA FOR (STATUTORY) ASSESSMENT POINTS

### End of Early Years Foundation Stage

	Good Level of Development				
	2020	2021	2022	2023	2024
School all	No data due to no statutory assessments because of Covid19	47%	56.1%	55.6%	61.3%
National all		N/A – Covid19	65.2%	67.3%	67.7%
School SEN support		33%	12.5%	11.1%	33.3%
National SEN support		N/A – Covid19	22.9%	24.5%	25%
School EHCP		0%	None	None	None
National EHCP		N/A – Covid19	3.8%	3.8%	3.9%

### Phonics

	Year 1 – reaching expected standard					Year 2 rescreening – reaching expected standard				
	2020	2021 <small>(check done in autumn of Y2)</small>	2022	2023	2024	2020	2021	2022	2023	2024
School all	No data due to no statutory assessments because of Covid19	71.7%	56.1%	65.1%	67.4%	No data due to no statutory assessments because of Covid19	No data as check was completed in the autumn of 2021 for Y1's only while they were in Y2	35.7%	59.3%	50%
National all		N/A	75.5%	78.9%	80.2%			75.5%	58.7%	54.6%
School SEN support		60%	42.9%	36.4%	22.2%			50%	42.9%	20%
National SEN support		N/A	43.4%	48.5%	51.6%			43.4%	45.7%	45.1%
School EHCP		None	None	None	100%			None	None	None
National EHCP		N/A	18.8%	19.9%	20.3%			18.8%	15.2%	15.1%

### End of Key Stage 1 (expected standard +)

	Reading					Writing					Maths				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
School all	No statutory assessments due to Covid19	50.9%	64.7%	56.9%	59%	No statutory assessments due to Covid19	30.2%	56.9%	50%	48%	No statutory assessments due to Covid19	47.2%	58.8%	55.2%	63%
National all		N/A	67%	68%	N/A		N/A	58%	60%	N/A		N/A	68%	70%	N/A
School SEN support		23.5%	45.5%	22.2%	44%		5.9%	36.4%	11.1%	33%		17.6%	45.5%	27.8%	56%
National SEN support		N/A	57%	32%	N/A		N/A	50%	69%	N/A		N/A	76%	37%	N/A
School EHCP		None	None	None	None		None	None	None	None		None	None	None	None
National EHCP		N/A	12%	13%	N/A		N/A	7%	8%	N/A		N/A	14%	15%	N/A

### End of Key Stage 2 (expected standard +)

	Reading				Writing				Maths				GPS							
	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024				
School all	2020 - no assessments	54%	45%	60%	74.1%	2020 - no assessments	42%	53.3%	63.6%	67%	2020 - no assessments	56%	36.7%	61.8%	65%	2020 - no assessments	41%	53.3%	61.8%	70%
National all		N/A	75%	73%	74%		N/A	70%	71%	72%		N/A	71%	73%	73%		N/A	73%	72%	72%
School SEN support		28.6%	31.3%	41.2%	0%		21.4%	25%	35.3%	0%		28.6%	31.3%	35.3%	0%		N/A	25%	35.3%	0%
National SEN support		N/A	43%	45%	48%		N/A	30%	34%	36%		N/A	40%	42%	44%		N/A	36%	38%	39%
School EHCP		None	0%	0%	0%		None	0%	0%	0%		None	0%	0%	0%		N/A	0%	0%	0%
National EHCP		N/A	16%	18%	19%		N/A	11%	12%	12%		N/A	15%	16%	17%		N/A	TBC	16%	17%