



## OVERVIEW

Number of children on roll: 388  
 Number of children with SEND support: 70  
 Percentage of children with SEND support: 18%  
 Number of children with an EHCP: 6  
 Percentage of children with an EHCP: 1.5%

## ATTENDANCE

Whole school attendance: 90.2%  
 National whole school attendance: 94.2%  
 SEN attendance: 90.9%  
 National SEN attendance: 94.2%

## INTERVENTION INFORMATION

Overview of current interventions being used in school by year group.

**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	%	No	%
<b>F1</b>	4	7	5	100	4	80	1	20	1	20	1	100	0	0	1	20	0	0
<b>F2</b>	3	4	2	100	2	66	1	33	0	0	0	0	0	0	0	0	0	0
<b>Y1</b>	9	13	9	100	5	56	4	44	1	11	1	100	0	0	7	78	1	11
<b>Y2</b>	12	14	11	100	6	60	4	40	0	0	0	0	0	0	8	80	0	0
<b>Y3</b>	18	24	17	100	14	76	4	24	1	5	1	100	0	0	14	82	2	12
<b>Y4</b>	10	14	10	100	8	80	2	20	0	0	0	0	0	0	10	100	3	30
<b>Y5</b>	10	14	10	100	10	100	0	0	0	0	0	0	0	0	7	64	0	0
<b>Y6</b>	7	10	7	87	3	50	4	50	1	14	1	100	0	0	6	86	1	14
<b>Total</b>	76	100	70	100	51	71	21	29	1	1	3	100	0	0	54	75	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	%
<b>F1</b>	0	0	0	0	4	20	1	2	0	0	0	0	0	0	0	0	0	0	5	25
<b>F2</b>	0	0	0	0	1	3	0	0	0	0	0	0	0	0	0	0	1	3	2	6
<b>Y1</b>	2	4	0	0	7	15	1	2	3	7	0	0	0	0	1	2	0	0	14	30
<b>Y2</b>	6	13	1	2	6	13	1	2	0	0	0	0	0	0	0	0	1	2	15	32
<b>Y3</b>	11	20	0	0	7	12	2	2	4	7	0	0	0	0	1	2	1	2	25	45
<b>Y4</b>	5	10	0	0	3	6	2	4	1	2	0	0	0	0	1	2	0	0	12	24
<b>Y5</b>	10	18	0	0	3	5	1	2	4	7	1	2	0	0	0	0	0	0	19	34
<b>Y6</b>	7	13	0	0	3	6	1	2	3	6	0	0	0	0	1	2	0	0	15	29
<b>Total</b>	40	11	1	0.3	34	9	9	2	13	3.5	1	0.3	0	0	4	1	3	0.8	107	42.4

## 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.
- Bsquared is our assessment tool for tracking small steps of progress for children who are working 3 years behind ARE or who have HLN funding and additional adult support. Small, broken down targets are provided, which can be used on the SEN Pupil Profile.
- 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 ensure that everyone in school can confidently talk about the SEN provision for individuals and as curriculum leaders by further embedding the use of SEND in the curriculum documents and SEND Pupil Profiles.
- 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				
	2019	2020	2021	2022	2023
School all	50%	No data due to no statutory assessments because of Covid19	47%	56.1%	55.6%
National all	71.8%		N/A – Covid19	65.2%	67.3%
School SEN support	10%		33%	12.5%	11.1%
National SEN support	28.5%		N/A – Covid19	22.9%	24.5%
School EHCP	None		0%	None	None
National EHCP	4.5%		N/A – Covid19	3.8%	3.8%

### Phonics

	Year 1 – reaching expected standard					Year 2 rescreening – reaching expected standard				
	2019	2020	2021 <small>(check done in autumn of Y2)</small>	2022	2023	2019	2020	2021	2022	2023
School all	64.4%	No data due to no statutory assessments because of Covid19	71.7%	56.1%	65.1%	64.4%	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%
National all	81.9%		N/A	75.5%	78.9%	81.9%			75.5%	58.7%
School SEN support	37.5%		60%	42.9%	36.4%	37.5%			50%	42.9%
National SEN support	47.6%		N/A	43.4%	48.5%	47.6%			43.4%	45.7%
School EHCP	None		None	None	None	None			None	None
National EHCP	19.6%		N/A	18.8%	19.9%	19.6%			18.8%	15.2%

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

	Reading					Writing					Maths				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
School all	63.8%	No statutory assessments due to Covid19	50.9%	64.7%	56.9%	58.6%	No statutory assessments due to Covid19	30.2%	56.9%	50%	65.5%	No statutory assessments due to Covid19	47.2%	58.8%	55.2%
National all	75%		N/A	67%	68%	69%		N/A	58%	60%	76%		N/A	68%	70%
School SEN support	42.1%		23.5%	45.5%	22.2%	36.8%		5.9%	36.4%	11.1%	52.6%		17.6%	45.5%	27.8%
National SEN support	33%		N/A	57%	32%	24%		N/A	50%	69%	36%		N/A	76%	37%
School EHCP	None		None	None	None	None		None	None	None	None		None	None	None
National EHCP	13%		N/A	12%	13%	9%		N/A	7%	8%	14%		N/A	14%	15%

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

	Reading					Writing					Maths					SPAG				
	2019					2019					2019					2019				
School all	42.4%	2020 - no assessments	54%	45%	60%	64.4%	2020 - no assessments	42%	53.3%	63.6%	49.2%	2020 - no assessments	56%	36.7%	61.8%	61%	2020 - no assessments	41%	53.3%	61.8%
National all	73%		N/A	75%	73%	78%		N/A	70%	71%	79%		N/A	71%	73%	78%		N/A	73%	72%
School SEN support	26.3%		28.6%	31.3%	41.2%	47.4%		21.4%	25%	35.3%	31.6%		28.6%	31.3%	35.3%	42.1%		N/A	25%	35.3%
National SEN support	41%		N/A	43%	45%	39%		N/A	30%	34%	46%		N/A	40%	42%	41%		N/A	36%	38%
School EHCP	0%		None	0%	0%	0%		None	0%	0%	0%		None	0%	0%	0%		N/A	0%	0%
National EHCP	16%		N/A	16%	18%	14%		N/A	11%	12%	17%		N/A	15%	16%	17%		N/A	TBC	16%