



# SEND Report

## Current Profile of SEN Pupils

### 1. Profile of Pupils with SEND for the coming academic year (September 2024-July 2025)

Year Group	EHCP	SEND Support
Reception	0	0
Year One	1	0
Year Two	0	0
Year Three	0	2
Year Four	0	2
Year Five	0	5 (inc. 2x EHCNAs)
Year Six	0	1

#### SEN Analysis: September 2024

- Total number of pupils on SEND register = 11 **(in line with previous years)**
- Percentage of whole school = 12%
- Total number of pupils with an EHCP = 1
- EHCP Percentage of whole school= 1%
- Total pupils undergoing EHCNA = 2

#### Comparisons with national data 2023-24 Academic Year:

- 14.1% of pupils nationally were classed as having SEN
- 3% of pupils nationally had a statement or EHC plan

#### Areas of need

\*Some children will have more than one area of need\*

Primary area of need	Communication and Interaction	Cognition and Learning	Social Emotional Mental Health	Sensory or Physical
EYFS	0	0	0	0
KS1	1	1	0	0
KS2	5	5	3	1
<b>Total</b>	<b>6</b>	<b>6</b>	<b>3</b>	<b>1</b>

#### Gender of pupils on school's SEND register

	Boys	Girls
EYFS	0	0
KS1	1	0
KS2	5	5
<b>Total</b>	<b>6 (55%)</b>	<b>5 (45%)</b>



### Ethnicity

	White British	White Other	Black African	Other
EYFS				
KS1	1			
KS2	9			1
<b>Total</b>	<b>10</b>			<b>1</b>

<u>EAL</u>				<u>Other vulnerable groups</u>	
				<u>KS1</u>	<u>KS2</u>
EYFS	0				
KS1	0				
KS2	0			SEND Pupils eligible for Pupil Premium	
<b>Total</b>	<b>0</b>			SEND Pupils who are LAC	

### Term of Birth

Class	Autumn	Spring	Summer
Reception	0	0	0
Year One	0	1	0
Year Two	0	0	0
Year Three	1	0	1
Year Four	1	1	0
Year Five	1	2	2
Year Six	1	0	0
<b>Total:</b>	<b>4</b> <b>36%</b>	<b>4</b> <b>36%</b>	<b>3</b> <b>28%</b>



Attainment, Progress, Attendance Report For the Academic Year 2023 - 2024

**2. Overall Attainment of SEND for the past academic year 2023-24 \*(Includes Last Year's Year 6)**

**Whole SEND Group End of Year Levels - Based on Teacher Assessment and NTS – July 2024 & Y6 SATS**

Number of SEND pupils	Writing			Reading			Maths		
	WTS	EXS	GDS	WTS	EXS	GDS	WTS	EXS	GDS
<b>14 pupils</b>	12 children 86%	2 children 14%		9 children 64%	4 children 29%	1 child 7%	10 children 71%	3 children 22%	1 child 7%

**Year 1 Phonics Attainment 2024**

Y1 2023-2024 cohort took the Y1 Phonics test in June 2024. One of the cohort did not pass the phonics screener – 90% pass rate. Currently, we do not think the child who failed to pass the screener has a SEN. The child had missed a great deal of school, due to nature of his families ‘traveller’ work schedule, and this is currently thought to be the root cause. We have worked with the family to set work to do while they are away with fun fair work. However, this is not effective as actually being at school. Despite pointing this out to the parents, they are unable to change their life style.

**Year 2 Phonics Attainment (Resit of Year 1 Test in 2024)**

One pupil did not pass in 2023. This Year 2 pupil failed to pass the Year 1 2024 Phonics Test. The pupil is on the SEN Register and is receiving targeted support. However, they have a specific difficulty with phonics and literacy in general. The child improved their score over Year 2 – they scored 13 in June 2023 and 27 in June 2024. The child will be supported with extra phonics sessions in Year 3 whilst starting the SNIP spelling program for high frequency words.



### 3. Progress of SEND Pupils July 2024

Overall, within the year 2023-2024 progress has been measured by:

**Regressing/ no/ Slow progress** = a drop of LEVEL\* from July 2022 to July 2023;

Good progress = maintaining their LEVEL\* from July 2022 to July 2023;

**Accelerated Progress** = raised a LEVEL\* from July 2022 to July 2023

(\*a level means moving from WTS to EXS or from EXS to GDS)

Number of SEN Pupils	Writing			Reading			Maths		
	Number and % <b>Regressing/ no progress</b>	Number and % Good+ progress	Number and % <b>Accelerated progress</b>	Number and % <b>Regressing/ no progress</b>	Number and % Good+ progress	Number and % <b>Accelerated progress</b>	Number and % <b>Regressing/ no progress</b>	Number and % Good + progress	Number and % <b>Accelerated progress</b>
13 pupils	1 8%	11 84%	1 8%	1 8%	11 84%	1 8%	1 8%	11 84%	1 8%

Breakdown by year group:

Year Group	Number of SEN Pupils	Writing			Reading			Maths		
		Number and % <b>Regressing/ no progress</b>	Number and % Good progress	Number and % <b>Accelerated progress</b>	Number and % <b>Regressing/ no progress</b>	Number and % Good progress	Number and % <b>Accelerated progress</b>	Number and % <b>Regressing/ no progress</b>	Number and % Good progress	Number and % <b>Accelerated progress</b>
1	0	0	0	0	0	0	0	0	0	0
2	2	0	2	0	0	2	0	0	2	0
3	2	1	1	0	1	1	0	1	1	0
4	4	0	4	0	0	4	0	0	4	0
5	1	0	1	0	0	1	0	0	1	0
6	4	0	3	1	0	3	1	0	3	1

Overall, progress was as it should be – with any accelerated progress by Year 6 pupils statistically cancelled out by a Year 3 child who dropped back a level in all 3 key areas. The Year 3 pupil really seemed to struggle with the jump in expectation between Year 2 & 3. They went for assessment and were found to have dyslexia and memory / processing difficulties.



#### 4. Progress of Year 6 SEND Pupils in July 2024 SATS

	Maths		Writing		Reading	
	Key Stage 1 Level	Y6 SATS Result	Key Stage 1 Level	Y6 Teacher Assessment*	Key Stage 1 Level	Y6 SATS Result
Pupil A EHCP	EXS	105 – EXS	EXS	EXS	EXS	109 – EXS
Pupil B EHCP	WTS	82 – WTS	WTS	WTS	WTS	102 - EXS
Pupil C	EXS	98 – WTS	WTS	WTS	WTS	95 - WTS
Pupil D	WTS	94 – WTS	WTS	WTS	WTS	95 - WTS

#### KEY

White = expected progress

Green = accelerated progress

#### 5. Accelerated Reader Progress (KS2)

Over a period of 10 months – Sept. 2023 to July. 2024 – Increase in Reading Age on AR Star Tests.

Name	Progress	Name	Progress
<i>Pupil M</i>	+ 12 months	<i>Pupil F</i>	+ 19 months
<i>Pupil E</i>	+47 months	<i>Pupil J</i>	+ 8 months
<i>Pupil Ev</i>	+16 months	<i>Pupil R</i>	+ 0 months
<i>Pupil L</i>	+ 7 months	<i>Pupil M</i>	+16 months
<i>Pupil B</i>	+ 0 months	<i>Pupil S</i>	+ 0 months

10 months to 16 months progress in a year = green = good progress

17 months and above progress in a year = dark green = accelerated progress

N.B. – We have seen (over the years) that Accelerated Reader Star Reading Ages can significantly jump forward, at times, and then stagnate due to the leap made in the previous assessment. Progress over a number of years is a better indication of overall progress. Bearing this in mind, we reviewed the three children with no progress in their Star Reading Age. In the case of two of them, they both achieved the expected standard for reading in the Yr 6 SATS and we have plenty of evidence elsewhere that they have made good progress in reading. However, for the other child this backs-up a pattern of stagnation in reading progress that we have seen. This child has been enrolled on the ‘Reading Eggspress’ program, as a result. We have also met the child with their parent to encourage more reading and quizzing at home, particularly over the summer holidays.

#### 6. Attendance

For September 2023 to July 2024 - SEN Pupils Average Attendance was 95.6% compared to the school average of 95.5% and National Average of 94.6%.



## 7. Precision Spelling Progress

Precision spelling intervention takes place 3 to 5 times a week and is a repetitive process of learning 5 of the first 100 High Frequency words by sight, each week.

Child	September 2023 Out of 100	July 2024 Out of 100	Progress + new words correct
OB	92	95	+3
MR	60	84	+24
BS	82	98	+16
WJ	78	80	+2
BB	78	89	+11
CS	56	80	+24
SB	80	85	+5

The three children who have made limited progress on precision spelling will be transferred to use the SNIP spelling program for 2024-25.

## 8. Staff Training 2023-24

<b>All year</b>	<b>Intervention tracking, monitoring and evaluation</b> All teaching staff
<b>Ongoing</b>	<b>Zones of Regulation</b> Refresh for all staff and children
<b>September 2023</b>	<b>"Adapting the Curriculum" training delivered by LA Advisor</b> All staff
<b>January 2024</b>	<b>Makaton Training for a Teaching Assistant</b>
<b>2023-24</b>	<b>Mastery Maths</b> Two teaching assistants have attended a course to raise their confidence with the 'Mastery Approach' to teaching maths. 3 half day sessions face to face.

## 9. Priorities for improvement of the school's SEN provision for the next 12 months

– To review our current provision for SEND pupils and the leadership of that area. Based on the results of that review to either make a succession plan for the SENDCo role, or identify a timeline for further review.

- a. Use the Annual SEN Report and recent monitoring to review how effective SEND provision is in the school, in partnership with the Governing Body.
- b. In light of this, and current staff capacity / experience levels, consider the options for future SEN Coordinator provision from the school.
- c. Map out a plan of action, with timescales, for the future Coordination of SEND provision in the school.