



SEND Pupils Attainment, Progress, Attendance Report for the Academic Year 2025 - 2026

1. Overall Attainment of SEND for the past academic year 2025-26 *(Includes Last Year's Year 6)

Whole SEND Group End of Year Levels - Based on Teacher Assessment and NTS – July 2026 & Y6 SATS

	Writing			Reading			Maths		
Number of SEND pupils	WTS	EXS	GDS	WTS	EXS	GDS	WTS	EXS	GDS
17 pupils	11 children 64%	4 children 24%	2 children 12%	6 children 35%	10 children 59%	1 child 6%	9 children 53%	7 children 41%	1 child 6%

Reception Early Learning Goals:

Two children were added to the SEND register in reception at the end of the academic year 2026, one pupil has been added to the SEND **monitoring** list. These two children did not meet GLD due to SAL needs, emotional regulation needs as well as presenting with other barriers to learning. Although they have all made **personal progress that can be measured against interventions and Learning Journal data** they have **not made expected progress** in spite of additional support.

A graduated approach has been followed with the three pupils and external support has been consulted so they can continue to make personal progress in the coming year 2026-27. **2025 National Data for GLD is currently at 68%, with a National Target of 75%.**

Number of R pupils	GLD		PSED		Physical Development		Communication and Language		LITERACY		MATHS	
10	MET	NOT MET	MET	NOT MET	MET	NOT MET	MET	NOT MET	MET	NOT MET	MET	NOT MET
	70%	30%	70%	30%	80%	20%	100%	0	70%	30%	80%	20%



Year 1 Phonics Attainment 2026

School pass rate was **81%** in the Y1 Phonics test in June 2026. One child did not take the test as they are a SEND pupil who is **working well below the expected standard** and have shown **no understanding of grapheme-phoneme correspondences** as per National Guidance.

The other pupil is not SEND and missed the expected pass mark by one mark. They have both made personal progress and have received daily phonic interventions during the year to support retention of phoneme-grapheme correspondence. It is too early to screen for dyslexia, but phonic interventions will continue and personal progress monitored. Both children did not meet their ELGs in Literacy or PD in July 2025 and did not make GLD.

The National Data for 2025 was an 80% pass rate.

Year 2 Phonics Attainment (Resit of Year 1 Test in 2025)

One Pupil with an EHCP did not pass the phonics screener in 2025. They retook the test in **Year 2 passed this year.**

The National Data for Year 2 retakes in 2025 was a 91% pass rate.



2. Attainment of SEND Pupils in National Curriculum Assessments for English & Maths - July 2026

For the year 2025-2026, the following information is based on data covering the academic year. Progress has been measured by:

WTS- working towards the expected standard for their age group

EXS = working at the expected level for their age group

GDS- Working at a level beyond the expected level for their age group.

Year Group	Number of SEN Pupils	Writing			Reading			Maths		
		Number and % WTS	Number and % EXS	Number and % GDS	Number and % WTS	Number and % EXS	Number and % GDS	Number and % WTS	Number and % EXS	Number and % GDS
	17 pupils	8 47%	6 35%	3 18%	6 35%	8 47%	3 18%	6 35%	8 47%	3 18%
R	0	0	0	0	0	0	0	0	0	0
1	1	1	0	0	1	0	0	1	0	0
2	1	0	1	0	0	1	0	0	1	0
3	2	2	0	0	0	2	0	0	2	0
4	5	2	3	0	3	2	0	3	2	0
5	2	2	0	0	1	1	0	2	0	0
6	6	1	2	3	1	2	3	1	2	3



3. Progress of SEND Pupils in National Curriculum Assessments for English & Maths - July 2026

For the year 2025-2026, the following information is based on data covering the academic year. Progress has been measured by:

Regressing = a drop of LEVEL* from July 2025 to July 2026

Good progress = maintaining their LEVEL* from July 2025 to July 2026

Accelerated Progress = raised a LEVEL* from July 2025 to July 2026

*a level is, for example, moving from WTS to EXS or from EXS to GDS

	Writing			Reading			Maths		
Number of SEN Pupils	Number and % Regressing	Number and % Good+ progress	Number and % Accelerated progress	Number and % Regressing	Number and % Good+ progress	Number and % Accelerated progress	Number and % Regressing	Number and % Good + progress	Number and % Accelerated progress
17pupils	0 0%	12 71%	5 29%	0 0%	11 65%	6 35%	0	12 71%	5 29%

Breakdown by year group:

		Writing			Reading			Maths		
Year Group	Number of SEN Pupils	Number Regressing/ no/ Slow progress	Number Good progress	Number Accelerated progress	Number Regressing/ no progress	Number Good progress	Number Accelerated progress	Number Regressing/ no progress	Number Good progress	Number Accelerated progress
R	0	0	0	0	0	0	0	0	0	0
1	1	0	1	0	0	1	0	0	1	0
2	1	0	0	1	0	1	0	0	1	0
3	2	0	2	0	0	0	2	0	2	0
4	5	0	4	1	0	4	1	0	4	1
5	2	0	2	0	0	2	0	0	1	1
6	6	0	3	3	0	3	3	0	3	3



4. SEND Year 6 Progress Score Calculation – SATS 2026

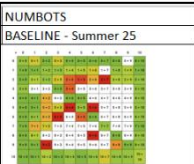
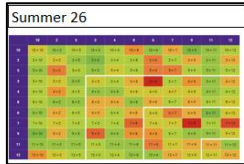
Key Stage 1 levels are based on Teacher Assessment

Y6 SATS 110 Scaled Score in maths or reading, or above, is equivalent to Greater Depth TA (GDS)

	Maths		Writing		Reading	
	Key Stage 1 Level 2022	Y6 SATS Result	Key Stage 1 Level 2022	Y6 Teacher Assessment*	Key Stage 1 Level 2022	Y6 SATS Result
Pupil E*	EXS	107 – EXS	WTS	EXS	EXS	109 – EXS
Pupil F*	WTS	102 – EXS	WTS	EXS	WTS	109 – EXS
Pupil G*	WTS	91 - WTS	WTS	WTS	WTS	90 – WTS
Pupil L*	WTS	100 – EXS	WTS	EXS	EXS	111 – GDS
Pupil M*	GDS	116 – GDS	EXS	GDS	GDS	110 – GDS
Pupil O*	EXS	110 – GDS	WTS	WTS	EXS	112 – GDS
PROGRESS	UP A LEVEL – 3		UP A LEVEL – 4		UP A LEVEL – 3	
OVERALL	DOWN A LEVEL – 0		DOWN A LEVEL – 0		DOWN A LEVEL – 0	
	OVERALL - +3		OVERALL - +4		OVERALL - +3	



5. Progress of Pupil G Year 6 SEND Pupil in 2026

	Maths		Grammar, Punctuation, Spelling		Reading	
	Key Stage 1 Level	Y6 SATS Result	Key Stage 1 Level *est. due to COVID 19	Y6 SATS Result	Key Stage 1 Level *est. due to COVID 19	Y6 SATS Result
Pupil A	91- WTS	91– WTS	92-WTS	90 - WTS	92-WTS	90 – WTS
Notes	Pupil G has found maths hard all through school (Emerging in Number EYFS). They made great progress in this final year. Maths fluency trackers this year have shown the progress the pupil has made from mastering KS1 number fluency last year to multiplication fluency this year. NUMBOTS BASELINE - Summer 25  Summer 26 		Pupil G has a weakness in spelling, due to their specific need. Their ILP records progress in their SNIP and Toe-by-Toe dyslexia spelling programmes. 90 scaled score in SATS reflects good progress for this child based on their needs and their start points.		Accelerated Reader showed that this was quizzing more regularly with an adult, alongside regular 1:1 reading to support fluency and comprehension in line with their ILP target.	



6. Accelerated Reader Progress (Y4&5 pupils)

Over a period of 12 months – Sept. 2025 to July. 2026 – Increase in Reading Age on AR Star Tests.

Name	Progress
<i>Pupil B</i>	<i>+ 5 months</i>
<i>Pupil C</i>	<i>+ 20 months</i>
<i>Pupil D</i>	<i>+ 6 months</i>

12 months to 18 months progress in a year = green = good progress

18 months to 34 months progress in a year = dark green = accelerated progress

7. Other Progress Data for Year 3 & Key Stage 1 Pupils

The one year 3 pupil and one Year 1 pupil were not yet at a level to use the Accelerated Reader software.

Their progress, additional to the data provided by NTS tests, can be measured through Bug Club Phonics Phase progress and (for maths) Numbots progress tracking techniques.

8. Attendance

For September 2025 to July 2026 -

- ❖ SEN Pupils Average Attendance was 96.2%% compared to the non-SEN pupils' school average of 95.5%.
- ❖ This placed us in the top 0 to 10% of schools nationally for SEND attendance.
- ❖ We had the 6th best attendance by SEN pupils of all the 226 schools in West Sussex on the government's VYED service.
- ❖ 14% of the SEN pupils had an attendance level below 90% (The Level for Persistent Absence). This compares to 9.5% of the school overall.
- ❖ This placed us 56th out of 226 schools in West Sussex for Persistent Absence. These are two SEN pupils who we will support in this area going forward.



9. Parental Questionnaire

Parents of SEND Pupils Questionnaire 2025 Results (Average Score /5 – six SEND Pupils parents responded)

My child with a Special Educational Need is happy and thriving, at St Peter's. - **4.00**

My child receives the specific support they need for their Special Educational Needs.- **4.00**

My child is making good progress at their level, in the context of their Special Educational Needs.- **4.17**

The process of Individual Learning Plan (ILP) target setting and reviewing is effective.- **4.83**

The school communicates effectively, regarding my child's Special Educational Needs and the progress they make towards their ILP Targets. - **4.67**

The school effectively contacts outside agencies that my child needs (e.g. NHS, Advisory Teacher Service, Speech & Language Therapist). - **5.00**

Our family is provided with opportunities for effective home learning to support my child.- **4.25**