**SEND Report**

Current Profile of SEN Pupils – November 2020

1. **Profile of Pupils with SEND (05.11.2020)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year Group** | **EHCP** | **SEND Support** | **Monitoring** |
| Reception |  | 0 | 1 |
| Year One |  | 0 | 3 |
| Year Two |  | 1 | 2 |
| Year Three |  | 4 | 1 |
| Year Four | 1 | 3 | 2 |
| Year Five |  | 2 | 3 |
| Year Six |  | 3 | 0 |

**SEN Analysis: September 2020**

* Total number of pupils on SEND register = 13 ( in line with previous years)
* Percentage of whole school = 11.6%
* Total number of pupils with an EHCP = 1
* EHCP Percentage of whole school= 0.9%

**Comparisons with national data:**

* In January 2020, 12.1% of pupils nationally were classed as having SEN, but did not have a statement or EHC plan
* In January 2020, 3.3% of pupils nationally had a statement or EHC plan
* We are ***below*** the national average.

**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 | 0 | 0 | 0 | 1 |
| KS2 | 2 | 9 | 1 | 0 |
| Total | 2(15%) | 9(69%) | 1(8%) | 1(8%) |

**Gender of pupils on school’s SEND register**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Boys** | **Girls** | **%**  |
| EYFS | 0 | 0 | **0%** |
| KS1 | 1 | 0 | **8%** |
| KS2 | 7 | 5 | **92%** |
| Total | **8** | **5** | **100%** |

Percentage of gender on the SEND register: Boys = 62% Girls = 38%

**Ethnicity**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **White British** | **White Other** | **Black African** | **Other** |
| EYFS |  |  |  |  |
| KS1 | 1 |  |  |  |
| KS2 | 12 |  |  |  |
| Total | **13****100%** |  |  |  |

|  |  |
| --- | --- |
| **EAL** |  |
| EYFS | 0 | **Other vulnerable groups** |
| KS1 | 1 |  | **KS1** | **KS2** |
| KS2 | 1 | SEND Pupils eligible for Pupil Premium | 0 | 18% |
| Total | **2** | SEND Pupils who are LAC |  0 | 18% (Previously looked after) |

**Term of Birth**

|  |  |  |  |
| --- | --- | --- | --- |
| **Class** | **Autumn** | **Spring** | **Summer** |
| Reception | 0 | 0 | 0 |
| Year One | 0 | 0 | 0 |
| Year Two | 1 | 0 | 0 |
| Year Three | 0 | 0 | 4 |
| Year Four | 0 | 0 | 3 |
| Year Five | 1 | 0 | 1 |
| Year Six | 1 | 1 | 1 |
| **Total:** | **3****23%** | **1****8%** | **9****69%** |

Attainment, Progress, Attendance Report For the Academic Year 2019 - 2020

1. **Overall Attainment of SEND 2019-20**

**Whole SEND Group End of Year Levels - Based on Teacher Assessment Due to COVID – July 2020**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Writing  | Reading  | Maths |
|  | **WTS** | **EXS** | **GDS** | **WTS** | **EXS** | **GDS** | **WTS** | **EXS** | **GDS** |
| 14 pupils | 10 children 71% | 4 children29% |  | 10 children71% | 4 children29% |  | 10 children71% | 3 children21% | 1 child 7% |

**Year 1 Phonics Attainment**

Year 2 Children took the Y1 Phonics test in Autumn Y2 (due to missing it in June as school was shut due to COVID).

|  |
| --- |
| There is one SEN pupil in Year 2. This pupil scored 28 in the 2019 Yr 1 phonics test and is working just below the expected standard. |

1. **Progress of SEND Pupils July 2020**

Overall within the year 2019-2020:

The following information is based on data covering the academic year. Progress has been measured by:

**Regressing/ no/ Slow progress = a drop of LEVEL\* from July 2019 to July 2020**

Good progress **= maintaining their LEVEL\* from July 2019 to July 2020**

**Accelerated Progress = raised a LEVEL\* from July 2019 to July 2020**

\*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/ no/ Slow progress**  | Number and % Good+ progress  | Number and % **Accelerated****progress**  | Number and % **Regressing/ no progress**  | Number and % Good+ progress  | Number and % **Accelerated****progress**  | Number and % **Regressing/ no progress**  | Number and % Good + progress  | Number and % **Accelerated****progress**  |
| 14 pupils  | 0 | 14100% | 214% | 17% | 1393% | 17% | 0 | 14100% | 321% |

Breakdown by year group:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | Writing  | Reading | Maths |
| Year Group | Number of SEN Pupils | Number and % **Regressing/ no/ Slow progress**  | Number and % Good progress  | Number and % **Accelerated****progress**  | Number and % **Regressing/ no progress**  | Number and % Good progress  | Number and % **Accelerated****progress**  | Number and % **Regressing/ no progress**  | Number and % Good progress  | Number and % **Accelerated****progress**  |
| 2 | 4 |  | 3 children75% | 1 child 25% | 1 child25% | 2 children50% | 1 child25% |  | 3 children75% | 1 child 25% |
| 3 | 3 |  | 3 children 100% |  |   | 3 children 100%  |  |  | 2 children 66% | 1 child 33% |
| 4 | 2 |  | 1 child 50% | 1 child 50% |   | 2 children 100%  |  |  | 2 children 100% |  |
| 5 | 2 |   | 2 children 100%  |  |   | 2 children 100%  |  |  | 2 children 100% |  |
| 6 | 3 |  | 3 children 100%  |   |  | 3 children 100% |  |  | 2 children 66% | 1 child 33% |

**Accelerated Reader Progress**

Over a period of one year – Sept. 2019 to Sept. 2020 – Increase in Reading Age on AR Star Tests.

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Progress** | **Name** | **Progress** |
| *B.F.* | *+ 1yr and 5 months* | *M.G.* | *+ 1yr and 5 months* |
| *C.K.* | *+ 4 months* | *G.P.* | *+ 3yrs and 6 months* |
| *H.B.* | *+ 6 months* | *E.S.* | *+ 0* |
| *B.C.* | *+ 5 months* | *H.Y.* | *11/9/20 – RA=7:07* |

*RI, JM, & ML – moving from phonics scheme to AR so no comparable data.*

**Phonic Phases Progress**

Spelling

Over a period of one year – Sept. 2019 to Sept. 2020 – Increase in PHASES on Letters & Sounds Diagnostic.

\*According to our tracking policy (due to SEN pupils challenges with spelling) target progress is +1 phase per year.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Progress** |  | **Name** | **Progress** |
| *B.F.* | *Same phase* | *M.G.* | *+ 3* |
| *C.K.* | *+ 1* | *G.P.* | *+ 4* |
| *H.B.* | *No data for 2020* | *E.S.* | *Down 1* |
| *B.C.* | *+ 7* | *H.Y.* | *Same phase* |
| *R.I.* | *+ 1* | *M.L.* | *Down 1* |
| *J.M.* | *+ 1* |  |  |

Reading

Phonics reading assessments are undertaken until children complete Phase 5.

|  |  |  |
| --- | --- | --- |
| **Name** | **December 2019** | **September 2020** |
| *B.F.* |  | *11/18 – Phase 5* |
| *J.M* | *22/23 – Phase 2* | *13/26 – Phase 3* |
| *M.L.* | *19/23 – Phase 2* | *20/26 – Phase 3* |
| *R.I.* | *19/23 – Phase 2* | *15/23 – Phase 2* |

1. **Attendance**

**For 3rd September 2019 to LOCKDOWN in March 2020 -**

* SEN Pupils Average Attendance was 93.9% compared to Non-SEN of 96.7%.
* Three SEN pupils had attendance levels below 89%. The lowest was 83%. These dragged the average for the SEN cohort below the Non-SEN pupils’ average.
* The SEN cohort attendance % without those 3 pupils was 95.6%, close to the Non-SEN.
* Those 3 pupils have been supported since February 2020.
* One pupil has been at Child In Need Status and supported by school and Social Care.
* We started a ‘soft start to school club’ (Croissant Club) in February 2020. This ended at Lockdown, unfortunately.

**Impact:**

In the period that croissant club ran the lowest attender (83%) had 100% attendance. The child was in Year 6.

 The other 2 pupils are still in our school. Since returning this academic year their attendance is 94.6% and 100%.

 The child who had a period at C.I.N. is the one with 100% attendance.

1. **Staff Training 2019-20**

|  |  |
| --- | --- |
| **Wednesday****13th November 2019** | **Jessica Bubb (WSCC Soc. Comm.) Comic Strip Approach Training.****Zones of Regulation.** All staff |

1. **Priorities for improvement of the school’s SEN provision for the next 12 months**
* Further develop the tracking and evaluation of interventions, ensuring evidence is collected and impact can be assessed.
* To further monitor the effectiveness of SEN provision through informal learning walks, book looks and working with TAs.
* Ensure the pupil’s voice drives the support process, by adapting and updating all pupil profiles.
* To further train staff with strategies to support attachment and Zones of Regulation