



### SEND NUTSHELL INFORMATION

SEND Stage	Number March 2025	% of wh sch % of SEND/total exc monitoring list	National %
No SEN	107	73%	79.9%
EHCP	9	4.79% 17%/21%	3%
INCLUSION FUND	3	0.68% 2.4%/3%	-
SEN Support plan	21	14% 51%/64%	17.1%
SEN monitoring and medical	8	5.4% 19.5%/24%	-
Total SEN	41	27.8%	20.1%

EHCP SCHOOL	EHCP NATIONAL
Pupils with an EHC plan make up =21 % of all pupils with SEN Or 27% exc monitoring list in March 2025	Pupils with an EHC plan made up one quarter (26.0%) of all pupils with SEN in Jan 2024

Area of Need	Number / % of pupils
Cognition and Learning	18 pupils 44% of ALL on SEND register 12% of whole school
Communication and Interaction	15 pupils 37% of ALL on SEND register 10% of whole school
Social, Emotional and Mental Health	4 pupil 10% of ALL on SEND register 3% of whole school
Medical and/or Physical	4 pupils 10% of ALL on SEND register 3% of whole school

#### Outcomes and attendance – 2023/2024

% of Children with SEN achieving in 2023/24 <span style="color: blue;">blue = whole cohort</span>			
GLD at end of EYFS	Year 1 Phonics Screening 2024	Y2 SATS	Y6 SATS
12/21 = 57%	15/18 = 83% 3 x yr 2 recheck 0% achieved	12/20 = 60% (2/20 = 10% GD) 7/20 = 35% WTS 1/20 = 5% below	9/20 = 45% combined R = 80% W= 60% M= 70%

SEN PUPILS BY CLASS	
ADVENTURERS	9 (2 ehcp)
THINKERS	7 (2 ehcp) +1 assess/inclusion
EXPLORERS	7 (1 ehcp)
INVESTIGATORS	10 (1 inclusion fund/assess)
ENQUIRERS	8 (4 ehcp) +1 assess/inclusion

Sept 2024 to March 2025	% - SEN	% - EHCPs	% - Non SEND
Attendance	95.12%	95.51%	96.09%
Unauthorised attendance	0.29%	0	0.47%
Fixed term exclusions	0	0	0
Permanent exclusions	0	0	0

SEN PUPILS BY YEAR GROUP	
R	3
Y1	7 (2 ehcp) + 1 Ehc assessment
Y2	6 (1 ehcp)
Y3	5 (1 ehcp)
Y4	8
Y5	4 (1 ehc assessment)
Y6	8 (4 ehcp + 1 inc fund/ehc assessment)

SEND pupils who are disadvantaged	Disadvantaged pupils who are SEND	Total number of disadvantaged in school
12/41 = 29%	17/51 = 33%	51/147 = 35%
SEND pupils who are vulnerable:	Vulnerable pupils who are SEND	Total number of vulnerable pupils
5/41 = 12%	5/18 = 28%	18/147 = 12%

### CPD

WHOLE SCHOOL TRAINING:	SENDCO training:		
<b>AUTUMN TERM:</b> <ul style="list-style-type: none"> <li>Autism advocate training</li> <li>GDPR</li> <li>TA briefings</li> </ul> <b>SPRING TERM:</b> <ul style="list-style-type: none"> <li>Zones of Regulation training</li> <li>TA briefings</li> </ul>	<b>AUTUMN TERM</b> <ul style="list-style-type: none"> <li>SENDCO development day</li> <li>SEND network meetings</li> <li>Dyslexia webinar</li> <li>ISAT meeting</li> <li>NAHT training SEND and the law</li> <li>ISAT teacher in re action plan</li> <li>SEND Cluster meeting</li> <li>Adaptive teaching webinar to support SEND and vulnerable pupils</li> </ul>	<b>SPRING TERM:</b> <ul style="list-style-type: none"> <li>SEND network meetings</li> <li>Compassionate leadership training</li> <li>SEND cluster meetings</li> <li>EHCP Q&amp;A session</li> <li>ODD training</li> <li>Attended tribunal for EHCP pupil</li> <li>PDA training</li> <li>Trauma informed culture training</li> <li>SENDCO development day</li> <li>AET training</li> <li>Masking webinar</li> <li>Work with ISAT teacher</li> </ul>	<b>SUMMER TERM:</b> <ul style="list-style-type: none"> <li></li> </ul>

The budget allocated to support pupils with need:	COSTINGS for SEND pupils:	SUPPORT FOR PUPILS
<p>Notional budget 24/25: £114552 (based on 147 pupils on roll (for DFE purposes only) equates to £779.27 per all pupils. When divided by 41 pupils on send register this equates to £2793.95 per SEN pupil.</p> <p>Funding from EHCPs: <b>£84695</b> Funding from Inclusion panel: <b>£11885.67</b></p> <p>EHCP + Inclusion panel - £96580.67</p>	<p>School cost per EHC +inclusion funding pupil: (element 2 funding ) = £72000</p> <p><b>Staffing cost for 1:1 keyworkers: (SS, TJ, LM/JR, KE) = £100,058.90</b></p>	<p>Number of pupils with small steps document at start of 2024/25: =14. (THIS HAS INCREASED IN SPRING BUT NUMBERS NOT YET CONFIRMED)</p> <p>Number of students with dyslexia support in place: 13</p> <p>76 pupils accessed targeted SEND interventions in spring 2024/25 (51% of the whole school) with 20 pupils accessing more than 1 intervention to meet need (26%)</p> <p>Number of pupils with 1:1 key worker:3</p>
Parent views –how are these gathered? What are the findings?	Strengths in SEND:	Areas to develop in SEND:
<p>Parent coffee morning in January 2025 – 9 parents attended</p> <p>Parent survey conducted 2024; Main findings are:</p> <ul style="list-style-type: none"> <li>• 90% know their child has someone to talk to</li> <li>• 90% of parents feel that concerns are addressed quickly</li> <li>• 95% of SEND parents feel school support their child so they can access the same provision as all other pupils</li> <li>• 95% of SEND parents feel supported by school and feel they will listen</li> <li>• 95% of parents feel able to approach staff if they have a concern</li> </ul>	<ul style="list-style-type: none"> <li>• Data tracking</li> <li>• Staff communication and proactive approach</li> <li>• Range of support offered</li> <li>• Speed of response when a need is identified</li> <li>• Support for parents/relationship with parents. Feedback from coffee morning</li> </ul>	<ul style="list-style-type: none"> <li>• Parental involvement and feedback – developing greater awareness of SEND provision in school. This has led to the development of the current school action plan which is focussed on parental engagement and is ongoing for this year. ISAT teacher involvement in this development area</li> <li>• Managing support for all pupils and balancing need of SEND in a mainstream classroom – particularly with budget constraints</li> <li>• Governor for SEND involvement with SENDCO</li> </ul>
How are we meeting needs of pupils?	How do we know provision is good?	What are barriers to further improvement?
<ul style="list-style-type: none"> <li>• 1:1 key workers for specific pupils with EHCPs</li> <li>• Specific targeted SEND interventions daily</li> <li>• Regular reviews of targets from all agencies not just EHCP</li> <li>• Dyslexia strategy to support pupils with English needs</li> <li>• Small steps trackers to identify specific gaps in learning</li> <li>• Sports coach</li> <li>• Forest school</li> <li>• Parent support on school website and relationships with parents</li> </ul>	<ul style="list-style-type: none"> <li>• Small steps documents – 2023/24 most children made 30 small steps over the year</li> <li>• Regular data monitoring that feeds into pupil progress meetings</li> <li>• Ofsted feedback and comments</li> <li>• Observations/learning walks to look at provision</li> <li>• Regular review of targets</li> <li>• Parent comments at reviews</li> <li>• ISAT rag rating document and action plan</li> <li>• Learning walk by ISAT</li> </ul>	<ul style="list-style-type: none"> <li>• Capacity of SENDCO – most of time taken up with admin and preparation for meetings, reviews and liaising with outside agencies</li> <li>• Capacity of teaching assistants</li> <li>• Number of SEND pupils across school and high proportion in some classes means support is stretched</li> <li>• Lack of sensory space – a much needed resource for many EHCP pupils</li> <li>• Delay in assessment means correct support not always available</li> <li>• LA not providing funding to meet the provision outlined in section F of EHCP despite school requesting funding</li> <li>• Lack of clear communication from LA</li> </ul>

AUTUMN TERM –PARENTS EVE				
ADVENTURERS	THINKERS	EXPLORERS	INVESTIGATORS	ENQUIRERS
29/29 = 100%	29/29 = 100%	30/30 appointments = 100%	30/30 appointments = 100%	28/30 appointments = 93%
100% of SEND pupils attended	100% of SEND pupils attended	100% of SEND pupils attended	100% of SEND pupils attended	100% of SEND pupils had a meeting
SPECIFIC APPOINTMENTS MADE TO SEE SENDCO				
3 SEND meetings	0	1 SEND meeting	1 SEND meeting	0
33% of SEND pupils	0% of SEND PUPILS	14% of SEND pupils	10% of SEND pupils	0% of SEND PUPILS

#### AUTUMN TERM DATA:

2024/25	% of SEND pupils in READING			% of SEND pupils in WRITING			% of SEND pupils in MATHS		
	BELOW	WTS	AT or above	BELOW	WTS	AT or above	BELOW	WTS	AT or above
AUT	13/39 = 33%	16/39 = 41%	10/39 = 27% 4/10 = 40% GD or 4/39 = 10%	20/39 = 51%	14/39 = 36%	5/39 = 13% 1/5 = 20% GD	6/39 = 15%	24/39 = 62%	9/39 = 23% 2/9 = 22% GD
SPR									
SUM –									

## DATA ANALYSIS for SEN pupils using small steps documents

### AUTUMN term 2024-25

**READING:** The number of pupils working below in reading for the same period last year has fallen by 10% and is now 33% of SEND pupils. There are 11 pupils with a small steps document for reading which remains the same as last year (minus 1 PEX pupil). In the Autumn term only 3 pupils with a small steps document made expected progress or better (27%). A further 6 pupils made some progress although below the expected 10 small steps (55%) and 2 pupils made no progress at all (18%). These pupils have been discussed with the ISAT teacher re Targeted and specialist support.

The number of pupils working towards the expected standard in reading remains the same as last year at around 40%. There has been a 10% increase in the number of SEND pupils working at expected levels this year compared to the Autumn term last year. 27% of SEND pupils are now working at the expected level and 10% working at greater depth - last year the number at Greater Depth was 2%.

**WRITING :** The number of SEND pupils working below in writing for the same period last year has fallen by 14% and is now 51%. There are 16 pupils with a small steps document for writing and 54% of pupil made expected or better progress in the autumn term. A further 4 pupils made some progress (31%) although below the expected 10 small steps per term. Only 1 pupil did not make any progress and this pupil has been referred to the targeted and specialist team. The number of pupils working towards the expected standard in writing has increased by 15%, with 36% now working towards the compared to 21% last year. There are now 13% of SEND pupils working at greater depth which has declined slightly from last year.

**MATHS:** The number of SEND pupils working below in Maths for the same period last year has fallen by 14% and is now 15%. There are significantly fewer pupils with a small steps document for maths – only 5 – as most SEND pupils are able to gain a scaled score on the age appropriate maths test. 40% of pupils with a small steps document made expected or better progress in the autumn term. A further 2 pupils made some progress (40%) although below the expected 10 small steps per term. Only 1 pupil did not make any progress and this pupil has been referred to the targeted and specialist team and has an EHCP in place. The number of pupils working towards the expected standard in maths has increased by 17%, with 62% now working towards the compared to 45% last year. There are now 23% of SEND pupils working at greater depth which has declined slightly (3%) from last year.

SPRING TERM –PARENTS EVE				
ADVENTURERS	THINKERS	EXPLORERS	INVESTIGATORS	ENQUIRERS
/29 = 100%	/29 = 100%	/30 appointments = %	/30 appointments = %	/30 appointments = %
% of SEND pupils attended	% of SEND pupils attended	% of SEND pupils attended	% of SEND pupils attended	% of SEND pupils had a meeting
SPECIFIC APPOINTMENTS MADE TO SEE SENDCO				

SPRING TERM DATA

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