

# SEND KEY INFORMATION

SEND Stage	Number DEC 24	% of wh sch % of SEND/total exc monitoring list	National %
No SEN	107	73%	79.9%
EHCP	7	4.79% 17.9%/23%	3%
INCLUSION FUND	1	0.68% 2.5%/3%	-
SEN Support plan	22	15% 56%/73%	17.1%
SEN monitoring and medical	8	5.4% 20.5%/27%	-
Total SEN	39	26.7%	20.1%

EHCP SCHOOL	EHCP NATIONAL
Pupils with an EHC plan make up =17.9 % of all pupils with SEN Or 23% exc monitoring list in DEC 2024	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 43% of ALL on SEND register 12% of whole school
Communication and Interaction	15 pupils 38% of ALL on SEND register 10% of whole school
Social, Emotional and Mental Health	2 pupil 5% of ALL on SEND register 1% of whole school
Medical and/or Physical	4 pupils 11% of ALL on SEND register 2% 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	8 (2 ehcp)
THINKERS	6 (1 ehcp) +1 assess
EXPLORERS	7 (1 ehcp)
INVESTIGATORS	10
ENQUIRERS	8 (3 ehcp) +1 assess

Sept 2024 to DEC 2024	% - SEN	% - EHCPs	% - Non SEND
Attendance	94.96%	96.40%	96.07%
Unauthorised attendance	0.39%	0	0.74%
Fixed term exclusions	0	0	0
Permanent exclusions	0	0	0

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

SEND pupils who are disadvantaged	Disadvantaged pupils who are SEND	Total number of disadvantaged in school
11/36 = 31%	11/29 = 38%	49/145 = 34%
2/36 = 6%	2/9 = 22%	9/145 = 6%

CPD			
WHOLE SCHOOL TRAINING:	SENDCO training:		
<ul style="list-style-type: none"> <li>Autism advocate training</li> <li>GDPR</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> </ul>	<b>SPRING TERM:</b> <ul style="list-style-type: none"> <li></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: £99423.00 (based on 145 pupils on roll (for DFE purposes only) equates to £685.67 per all pupils. When divided by 36 pupils on send register this equates to £2761 per SEN pupil.</p> <p>Funding from EHCPs: £65465 Funding from Inclusion panel: £5883</p> <p>EHCP + Inclusion panel (£71348)</p> <p>High needs Block funding £93049</p>	<p>School cost per EHC +inclusion funding pupil: £42000 (element 2 funding ) = £113348.00</p> <p>EHCP + Inclusion panel (£71348)</p> <p>Staffing cost for 1:1 keyworkers: (SS, TJ, LM/JR, KE) = £92009.20</p>	<p>Number of pupils with small steps document at start of 2024/25: =14</p> <p>Number of students with dyslexia support in place: 13</p> <p>Number of pupils with specific SEND Interventions: 71 pupils accessed targeted SEND interventions in AUT 2024/25 (49% of the whole school) with 15 pupils accessing more than 1 intervention to meet need.</p> <p>Number of pupils with 1:1 key worker:3 pupils accessing Small group class based intervention: 3</p>
Parent views –how are these gathered? What are the findings?	Strengths in SEND:	Areas to develop in SEND:
<p>Parents survey sent out summer 2 2024 – collating results. Initial impression is generally positive. Action plan developed leading to parent section on website and leaflets to support parents at home.</p>	<ul style="list-style-type: none"> <li>• Data tracking</li> <li>• Staff communication and proactive approach</li> <li>• Range of support offered</li> </ul>	<ul style="list-style-type: none"> <li>• Parental involvement and feedback –developing greater awareness of SEND provision in school</li> <li>• Managing support for all pupils and balancing need of SEND in a mainstream classroom</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> </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> </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>