

SEND KEY INFORMATION

SEND Stage	Number	% of wh sch % of SEND	National %
No SEN	109	75%	79.9%
EHCP	6	4.13% 16.6%	3%
INCLUSION FUND	1	0.7% 2.7%	-
SEN Support (K+)	27	18.6% 75%	17.1%
SEN (K)	9	6% 25%	-
Total SEN	36	25%	20.1%

EHCP SCHOOL	EHCP NATIONAL
Pupils with an EHC plan make up =16.6 % of all pupils with SEN	Pupils with an EHC plan made up one quarter (26.0%) of all pupils with SEN in Jan 2024

Outcomes and attendance – 2023/2024

% of Children with SEN achieving in 2023/24 blue = whole cohort			
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%

Area of Need	Number / % of pupils
Cognition and Learning	17 pupils 47% of ALL on SEND register 11% of whole school
Communication and Interaction	15 pupils 42% of ALL on SEND register 12% of whole school
Social, Emotional and Mental Health	1 pupil 3% of ALL on SEND register 0.5% of whole school
Medical and/or Physical	3 pupils 8% of ALL on SEND register 2% of whole school

SEN PUPILS BY CLASS	
ADVENTURERS	6 (2 ehcp)
THINKERS	4 (1 ehcp)
EXPLORERS	14 (1 ehcp)
INVESTIGATORS	5
ENQUIRERS	7 (2 ehcp)

Sept 2023 to July 2024	% - SEN	% - EHCPs	% - Non SEND
Attendance	94.86%	92.09%	94.86%
Unauthorised attendance	0.95%	0.08%	0.95%
Fixed term exclusions	12	0	0
Permanent exclusions	1	0	0

SEN PUPILS BY YEAR GROUP	
R	0
Y1	6 (2 ehcp)
Y2	4 (1 ehcp)
Y3	6 (1 ehcp)
Y4	8
Y5	5
Y6	7 (2 ehcp + 1 inc fund)

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%
SEND pupils who are vulnerable:	Vulnerable pupils who are SEND	Total number of vulnerable pupils
2/36 = 6%	2/9 = 22%	9/145 = 6%

CPD			
WHOLE SCHOOL TRAINING:	SENDCO training:		
<ul style="list-style-type: none"> Autism advocate training part 1 and 2 Dyscalculia training Supporting KS2 writing Widgit training Behaviour support INSET Nessy/dyslexia training Dyslexia INSET Anxiety INSET 	AUTUMN TERM <ul style="list-style-type: none"> Autism network meetings x2 SENDCO development SEND communication SSSEN dyslexia training DSL refresher training Attention Autism SEND network meetings 	SPRING TERM: <ul style="list-style-type: none"> SEND Development day SEND network meeting Autism Advocates Masking webinar Autism Outreach training Pathological avoidance Emotion coaching AP provision training Behaviour training 	SUMMER TERM: <ul style="list-style-type: none"> SEND Development day Pins info webinar Autism Advocates Network Interception training NAHT re SEND in Derbyshire SEND network meeting SEND Celebration day IDOX training (2 dates)

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: £79715.00 Funding from Inclusion panel: £5883</p>	<p>School cost per EHC +inclusion funding pupil: £42000 (element 2 funding)</p> <p>EHCP + Inclusion panel (£85598.00) funding into school – additional funding from costed provision maps £75731.03 = £9866.97 – £42000 already costed as element 2 = -£32133.03</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: 12</p> <p>Number of pupils with specific SEND Interventions: 61 pupils accessed targeted SEND interventions in 2023/24 (41% of the whole school)</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</p>	<ul style="list-style-type: none"> • Data tracking • Staff communication and proactive approach • Range of support offered 	<ul style="list-style-type: none"> • Parental involvement and feedback –developing greater awareness of SEND provision in school • Managing support for all pupils and balancing need of SEND in a mainstream classroom
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"> • 1:1 key workers for specific pupils with EHCPs • Specific targeted SEND interventions daily • Regular reviews of targets from all agencies not just EHCP • Dyslexia strategy to support pupils with English needs • Small steps trackers to identify specific gaps in learning • Sports coach • Forest school 	<ul style="list-style-type: none"> • Small steps documents – most children making 30 small steps over the year • Ofsted feedback and comments • Observations/learning walks to look at provision • Regular review of targets • Parent comments at reviews 	<ul style="list-style-type: none"> • Capacity of SENDCO – most of time taken up with admin and preparation for meetings, reviews and liaising with outside agencies • Capacity of teaching assistants • Number of SEND pupils across school and high proportion in some classes means support is stretched • Lack of sensory space – a much needed resource for many EHCP pupils • Delay in assessment means correct support not always available • Derbyshire SEND support services –SSSEN removed and school awaiting allocation of days for support (up to 22 per year depending on size of school not number of SEND)