

Special Educational Needs Report to Governors

Mid-year report May 2020

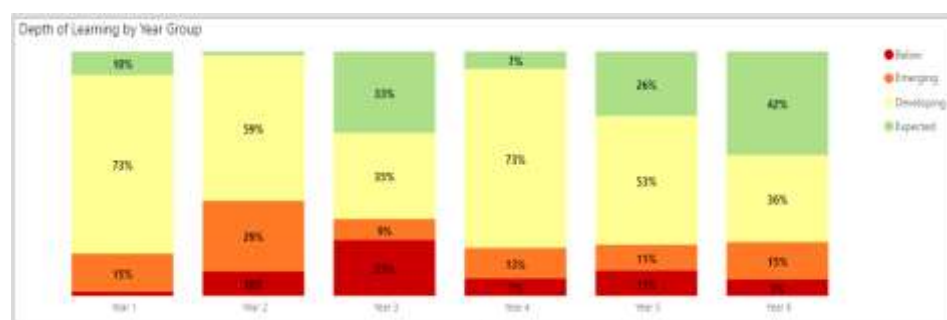
The number and percentage of SEN children in each year group is as follows:

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
January 2019	1	2	6	6	6	8	6
	1.8%	3.3%	10.1%	10.7%	10.7%	12.9%	10%
May 2020 SEN total	7	3	5	10	8	12	8
	12.1%	5.4%	8.3%	17.2%	13.3%	20.7%	13.6%
E: EHCP	1	1	1	2	0	0	2
K: Support	6	2	4	8	8	12	8

Whole school: 13 % of pupils have SEND needs (incl. 7 EHCPs)

Reading:

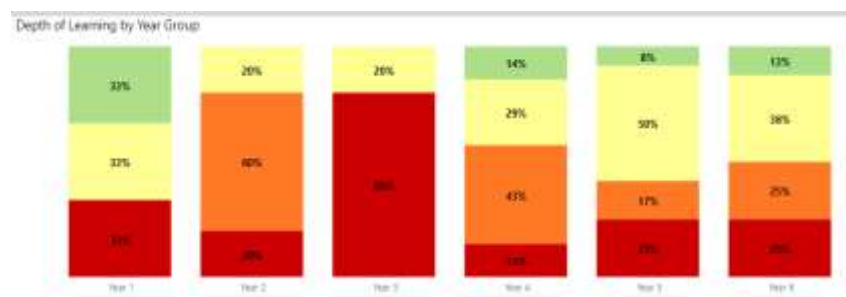
Whole School % of all pupils working at ARE April 2020



Depth of Learning by Percentage

Year	Below	Emerging	Developing	Expected
Year 1	33%		33%	33%
Year 2	20%	60%	20%	
Year 3	80%		20%	
Year 4	14%	43%	29%	14%
Year 5	25%	17%	50%	8%
Year 6	25%	25%	38%	13%

Year group breakdown % of pupils with SEN working at ARE

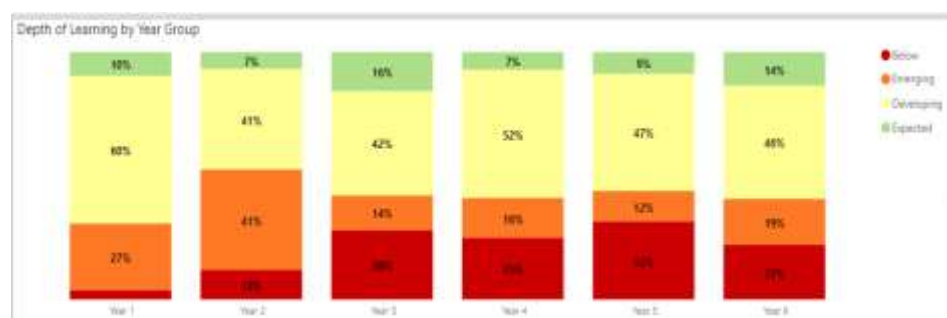


Depth of Learning by Percentage

Year	Below	Emerging	Developing	Expected
Year 1	33%		33%	33%
Year 2	20%	60%	20%	
Year 3	80%		20%	
Year 4	14%	43%	29%	14%
Year 5	25%	17%	50%	8%
Year 6	25%	25%	38%	13%

Writing:

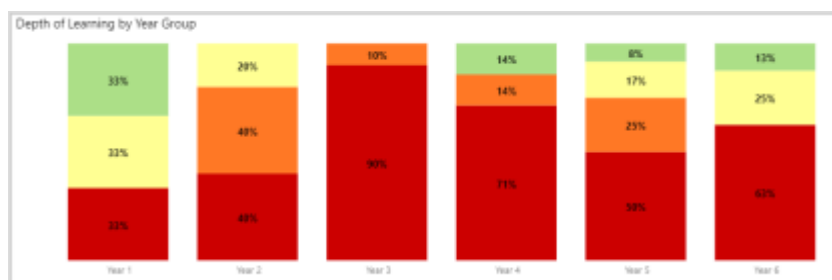
Whole School % of all pupils working at ARE April 2020



Depth of Learning by Percentage

Year	Below	Emerging	Developing	Expected
Year 1	33%		33%	33%
Year 2	40%	40%	20%	
Year 3	90%	10%		
Year 4	71%	14%		14%
Year 5	50%	25%	17%	8%
Year 6	63%		25%	13%

Year group breakdown % of pupils with SEN working at ARE



Year	Below	Emerging	Developing	Expected
Year 1	33%			33%
Year 2	40%	40%	20%	
Year 3	90%	10%		
Year 4	71%	14%		14%
Year 5	50%	25%	17%	8%
Year 6	63%		25%	13%

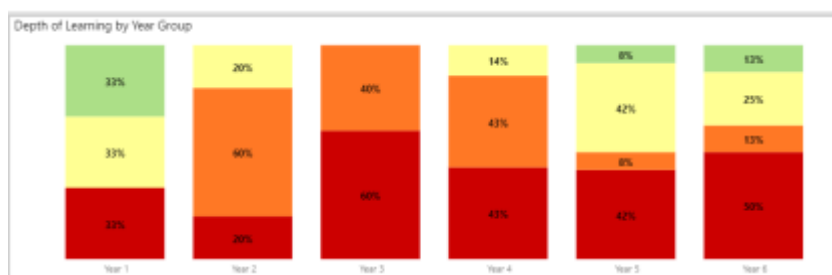
Maths:

Whole School % of all pupils working at ARE April 2020



Year	Below	Emerging	Developing	Expected
Year 1	33%			33%
Year 2	20%	60%	20%	
Year 3	60%	40%		
Year 4	43%	43%	14%	
Year 5	42%	8%	42%	8%
Year 6	50%	13%	25%	13%

Year group breakdown % of pupils with SEN working at ARE



Year	Below	Emerging	Developing	Expected
Year 1	33%			33%
Year 2	20%	60%	20%	
Year 3	60%	40%		
Year 4	43%	43%	14%	
Year 5	42%	8%	42%	8%
Year 6	50%	13%	25%	13%

Provision map

Teachers plan their class interventions to support SEN children. The SENCo collates this information and the assessment of the additional provision/ intervention. The SENCo also implements additional interventions where there is a need identified from data, class teacher feedback, EHCP and other external agencies.

Training

TA training provided by Acting SENDCo, SNAST Advisory teacher, SENSS Communication and Interaction Advisory Teacher and other external agencies. Training to date: First Aid Training, Phonics, Brain Injury trust, British Sign Language training and online training. Upcoming training: Effective TA Interaction and Feedback, Supporting the teacher led part of the lesson, Specific Learning Difficulties and Managing children's medical needs.

Developments for 2019/2020

The school has employed a temporary SENCo 2 Days a week to cover Jayde Patterson whilst she is on maternity leave from February 2020-December 2020. We have two children who receive 1:1 support without EHCP. We have accessed additional funding and awaiting EHCPs. The school is currently supported by; SNAST Advisory teacher, SENSS Communication and Interaction Advisory teacher, Speech and Language Therapists, Occupational Therapists and SENSS Teacher of the Deaf.