**SEND Impact Report– 2018/19**

**Progress and Attainment**

15 pupils were on our SEN Register during 2018/19:

3 in Year R, 2 in Year 1, 2 in Year 2, 1 in Year 3 and 7 in Year 4

Their difficulties included:

Visual impairment

Speech and language and complex communication

Cognitive development

Moderate learning difficulty

Attachment difficulty

ADHD

Hearing impairment.

EHCP

3 children have an EHCP

**Reading Progress**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **At least Expected** | **Better than Expected** | |
| **R** | 3/3 | 1/3 |  |
| **1** | 1/2 | 0/2 |  |
| **2** | 2/2 | 0/2 |  |
| **3** | 1/1 | 0/1 | 1 x GD |
| **4** | 7/7 | 1/7 | 2 x GD |
| **Total** | 14/15 = 93.3% | 2/15 =13.3% |  |

**Reading Attainment**

|  |  |  |
| --- | --- | --- |
| **Year** | **At least at ARE** | **Greater Depth** |
| **R** | 1/3 | 1/3 |
| **1** | 1/2 | 0/2 |
| **2** | 0/2 | 0/2 |
| **3** | 1/1 | 1/1 |
| **4** | 4/7 | 2/7 |
| **Total** | 7/15 = 46.6% | 4/15 = 26.6% |

**Reading analysis**

93.3% of SEND children are making expected progress with 2 children (13.3%) making accelerated progress. 46.6% of SEND children attained age related expectations in Reading by the end of the year and 26.6% are working at Greater Depth.

**Writing Progress**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **At least Expected** | **Better than Expected** | |
| **R** | 2/3 | 1/3 |  |
| **1** | 2/2 | 0/2 |  |
| **2** | 2/2 | 0/2 |  |
| **3** | 1/1 | 1/1 | 1 x GD |
| **4** | 7/7 | 1/7 | 2x GD |
| **Total** | 14/15 = 93.3% | 3/15 = 20% |  |

**Writing Attainment**

|  |  |  |
| --- | --- | --- |
| **Year** | **At least at ARE** | **Greater Depth** |
| **R** | 1/3 | 1/3 |
| **1** | 0/2 | 0/2 |
| **2** | 0/2 | 0/2 |
| **3** | 1/1 | 1/1 |
| **4** | 3/7 | 2/7 |
| **Total** | 5/15 = 33.3% | 4/15 = 26.6% |
|  |  |  |

**Writing analysis**

93.3% of children made expected progress in writing and 20% of these children made accelerated progress. 33.3% of SEND children attained ARE in Writing at the end of the year and 26.6% of children are working at greater depth.

**Maths Progress**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **At least Expected** | **Better than Expected** | |
| **R** | 2/3 | 1/3 |  |
| **1** | 2/2 | 0/2 |  |
| **2** | 2/2 | 1/2 |  |
| **3** | 1/1 | 0/1 | 1 x GD |
| **4** | 7/7 | 1/7 | 1 x GD |
| **Total** | 14/15 = 93.3% | 3/15 = 20% |  |

**Maths Attainment**

|  |  |  |
| --- | --- | --- |
| **Year** | **At least at ARE** | **Greater Depth** |
| **R** | 1/3 | 1/3 |
| **1** | 1/2 | 0/2 |
| **2** | 1/2 | 0/2 |
| **3** | 1/1 | 1/1 |
| **4** | 5/7 | 1/7 |
| **Total** | 9/15 = 60% | 3/15 = 20% |

**Maths attainment analysis**

60% of SEND children attained ARE in Maths and 20% are working at greater depth. Almost all pupils made expected progress and 20% made accelerated progress.

Summary

A high proportion of our pupils who receive SEN Support ended the year working at least at ARE in Maths (60%). A reasonable proportion also ended the year working at least at ARE in Reading (46.6%) and Writing (33%). Some pupils who receive SEN Support even ended the year working at GD in Reading (26.6%), Writing (26.6%) and Maths (20%). We will continue to strive to raise the % of pupils who receive SEN support who attain ARE in Writing.

In Reading, Writing and Maths, almost all of our pupils who receive SEN Support made at least the level of progress that we expect (similar to that of their peers – and are therefore keeping up with their peers from their respective starting points) despite the additional difficulties they faced. A small number also made rapid progress in Reading (2 pupils) and Maths and Writing (3 pupils).

Areas for Development and action points.

To continue to strive to raise the % of pupils who receive SEN support who attain ARE in Writing.

To strive to raise the % of pupils who make accelerated progress in Reading, Writing and Maths.