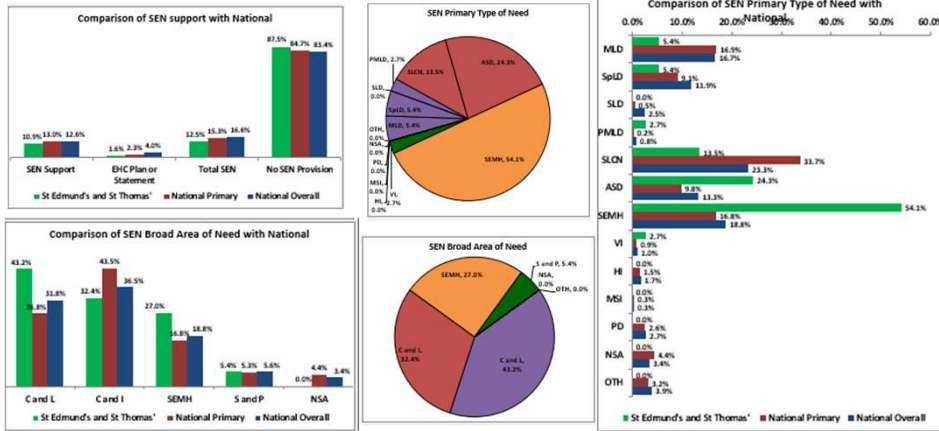


Identification (Jan 2022 census data)



Absence, Exclusions, Outcomes (2018-19 Performance Summary)



Rate of exclusions in primary schools

	% Permanent				% Fixed term							
	Nat. No SEN	Sch. No SEN	Nat. SEN Supp.	Sch. SEN Supp.	Nat. EHC P	Sch. EHC P	Nat. No SEN	Sch. No SEN	Nat. SEN Supp.	Sch. SEN Supp.	Nat. EHC P	Sch. EHC P
2018-19	0.00	0	0.12	0	0.18	0	0.38	0	6.90	0	13.61	0
2021-22		0		0		0		0		0		0

Outcomes in primary schools

	% EYFSP achieving GLD				% Y1 meeting expected standard in phonics							
	Nat. All	Sch. All	Nat. SEN Supp.	Sch. SEN Supp.	Nat. EHC P	Sch. EHC P	Nat. All	Sch. All	Nat. SEN Supp.	Sch. SEN Supp.	Nat. EHC P	Sch. EHC P
2018-19	72	65	29	0	5	0	82	82	48	25	20	0
2021-22		57.5		5		2.5		88		0		0

	% Reaching exp. standard in KS1				% Reaching exp. standard at KS2			End of KS2 progress score		
	R	W	M	Comb.	R	W	M	R	W	M
2018-19 Nat. All	75	69	76	65	73	78	79	0.03	0.03	0.03
2018-19 Sch. All	69	67	62	64	84	75	78	0.19	-2.89	-2.30
2021-22 Sch. All	63	72	60	60	86	72	65	1.47	2.45	0.64
2018-19 Nat. SEN Supp.	33	25	36	25	41	39	46	-1.0	-1.7	-1.0
2018-19 Sch. SEN Supp.	0	0	0	33	25	33	50	0.44	-11.59	0.20
2021-22 Sch. SEN Supp.	50	33	25	17	67	33	17	2.77	0.85	-1.28
2018-19 Nat. EHC P	13	9	14	9	16	14	17	-3.6	-4.3	-4.0
2018-19 Sch. EHC P	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2021-22 Sch. EHC P	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

High Quality Teaching and Intervention

Examples of High Quality Teaching for All

Visual Timetables in all class rooms	Use of clear and concise instructions
Wide range of resources and manipulatives accessible to all	Clear and consistent Behaviour policy
Use of alternative means of recording	Flexible groupings

Ways in which we are ambitious for pupils with SEND

High expectations	Ambitious targets	Promotion of independence and self worth.
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Ways in which we adapt the curriculum for pupils with SEND

Coloured overlays, pencil grips, wobble cushions, alternative means of recording	Movement Breaks built into Learning programmes	Personalised programmes and timetables
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Examples of our Training and Expertise in SEND

Reading interventions, small group phonics led by experienced staff with high level of expertise	Working Memory Programme Maths Mastery Programme (NECTM)	Academic Mentor Early fluency programme
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Strengths and Areas for Development

3 ways in which we are inspiring engagement and co-production with families:

- Access to on site counselling for children with SEMH needs
- Phased returns where needed
- Regular contact with key adults

3 ways in which we are strengthening leadership of SEND:

- Promoting an ethos of Every Teacher a Leader of SEND
- Developing robust provision map of Pupil Premium and SEN children
- SENCO meeting with Subject coordinators to ensure progression for pupils with SEN in curriculum maps.

Our 3 key strengths in SEND:

- Interventions for reading and phonics
- Partnership with parents
- reasonable adjustments within the classroom.

Our 3 key areas for development in SEND:

- Creating robust systems for SEND
- Promoting independence in SEN learners
- Planning for SEN learners in all curriculum areas