

Identification (Jan 2020 census data)

High Quality Teaching and Intervention

Examples of High Quality Teaching for All

x	x
x	x

Examples of our Training and Expertise in SEND

x	x	x
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Ways in which we make reasonable adjustments for pupils with SEND

x	x	x
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Ways in which we are inspiring engagement and co-production with families

x	x	x
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Absence, Exclusions, Outcomes

Overall absence: % of sessions missed in primary schools

	National No SEN	School No SEN	National SEN Support	School SEN Support	National EHCP	School EHCP
2018-19	3.7		5.4		7.0	

Rate of exclusions in primary schools

	% Permanent						% Fixed term					
	Nat. No SEN	Sch. No SEN	Nat. SEN Supp.	Sch. SEN Supp.	Nat. EHCP	Sch. EHCP	Nat. No SEN	Sch. No SEN	Nat. SEN Supp.	Sch. SEN Supp.	Nat. EHCP	Sch. EHCP
2018-19	0.00		0.12		0.18		0.38		6.90		13.61	

Outcomes in primary schools

	% EYFSP achieving GLD						% Y1 meeting expected standard in phonics					
	Nat. All	Sch. All	Nat. SEN Supp.	Sch. SEN Supp.	Nat. EHCP	Sch. EHCP	Nat. All	Sch. All	Nat. SEN Supp.	Sch. SEN Supp.	Nat. EHCP	Sch. EHCP
2018-19	72		29		5		82		48		20	

	% 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		
Sch. All												
Nat. SEN Supp.	33	25	36	25	41	39	46	-1.0	-1.7	-1.0		
Sch. SEN Supp.												
Nat. EHCP	13	9	14	9	16	14	17	-3.6	-4.3	-4.0		
Sch. EHCP												

Strengths and Areas for Development

3 ways we are supporting pupils with SEND and their families during the Covid-19 pandemic (both on-site and remotely):

- x
- x
- x

Our 3 key strengths in SEND:

- x
- x
- x

The 3 key areas for development for SEND from the School Development Plan:

- x
- x
- x