|  |  |  |  |
| --- | --- | --- | --- |
| **SEND pupils Breakdown of Class No.s** | | | |
|  | **2020-2021** | **2021-2022** | **2022-2023** |
| R | **4 2 EHCP** | **1 1 EHCP** | **3 2 EHCP** |
| Y1 | **2** | **4 1 EHCP** | **3 2 EHCP** |
| Y2 | **3** | **1** | **4** |
| Y3 | **6 2 EHCP** | **3** | **4** |
| Y4 | **6 3 EHCP** | **9 2 EHCP** | **5** |
| Y5 | **6 3 EHCP** | **7 3 EHCP** | **9 2 EHCP** |
| Y6 | **5 1 EHCP** | **6 2 EHCP** | **7 2 EHCP** |

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| **The School SEND Register (Nov 2022)** | | | | |
| **School** | **PP** | **EAL** | **Boys** | **Girls** |
| **35 (16% of roll)** | **14** | **4** | **20** | **15** |

Shape

Description automatically generated

**Attendance**

**-**Nov.22

**SEND 21:** 88.9%

**SEND 22**: 93.81

Whole School: 2021 89.3%

Whole school 2022

95.67%

**FTE/PEX**-0

**SEN Category of need for all pupils (2022-23):**

**CI**  Communication and Interaction:

7 pupils (3.15%)

**CL** Cognition and Learning:

11 pupils (4.95%)

**SEMH** Social, Emotional and Mental Health difficulities: 8 pupils (3.6%)

**SP** Sensory and Physical needs:

pupils 2 (0.9%)

**ASD** Autistic Spectrum Disorder:

pupils 7 (3.15%)

**Total number of pupils with SEND: 35 pupils**

**Galmpton Primary School**

**SEND at a glance –**

**2022-2023**

**Strengths of SEND in school**

**-improvements made**

* *Pupils, including those with special*

*educational needs and/or disabilities (SEND), are fully prepared for their next stage of education.* ***OFSTED March 2022***

* *Interventions and QFT are having notable impact.*
* *All pupils have an Individual learning plan that is recorded on our Provision Mapping tool, these are reviewed half termly and impact of provision/interventions are reviewed*
* *Adaptive teaching is skilfully planned to ensure all learners are having their SEND needs matched*
* *Reading is prioritised for all children.*
* *Our most vulnerable learners have impactful nurture and pastoral support sessions*
* *Visual timetables and task boards are embedded within our SEND pupils’ daily* routines.

* Nurture/pastoral Groups have impactful support, behaviour support is highly effective.

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| **Y1 Phonic Screening 2019 Data:** | | |
|  | School | National |
| All pupils | 89.4% | 82% |
| Non SEND | 98% | 88% |
| SEN Support | 75%% | 82% |
| EHCP | 0% | 82% |

|  |  |  |
| --- | --- | --- |
| Y1 Phonic Screening 2022 Data: | | |
|  | School | National |
| All pupils | 90% | 75% |
| SEN Support | 66% | 38% |
| Y2 retakes | 100% | 87% |

No. of children moving from Alternative Provisions with EHCPs – 1

No. of CFC/Post CFC- 3

|  |  |  |
| --- | --- | --- |
| **EYFS 2022 GLD Data:** | | |
|  | **School** | **National** |
| **All pupils** | 83% | 71% |
| **Non SEND** | 100% |  |
| **SEN Support** | 50% |  |
| **EHCP** | 50% |  |

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| **KS2 End of 2022 Data:** | | | | | | | | |
|  | School | | | | National | | | |
|  | RWM | R | W | M | RWM | R | W | M |
| **All pupils** | 85% | 91% | 91% | 91% | 58% | 74% | 69% | 71% |
| **Non-SEND** | 96% | 100% | 96% | 100% | 69% |  |  |  |
| **SEN Support (4 +2 EHCP)** | 50% | 50% | 75% | 75% | 18% | 73% | 78% | 79% |
| **EHCP** | 50% | 67% | 50% | 67% | 65% | 73% | 78% | 79% |

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| --- | --- | --- | --- | --- | --- | --- |
| **KS1 End of 2022 Data:** | | | | | | |
|  | School | | | National | | |
|  | R | W | M | R | W | M |
| **All pupils** | 83% | 73% | 87% | 67% | 58% | 68% |
| **SEN Support** | 66% | 33% | 33% | 30% | 20% | 33% |
| **EHCP** | NA | NA | NA | NA | NA | NA |

**To improve SEND our KEY priorities are …**

* *To embed our mental health strategy across the school*
* *To further develop our pastoral support in line with our ACE curriculum*
* *To improve all staff members awareness of high and complex needs, in particular those who are pre or non-verbal.*
* *To work with parents/carers to continue to effectively monitor impact of ILPs using Provision Mapping tool.*
* *To develop metacognitive strategies for our pupils with SEND.*
* (see separate SEND action plan)