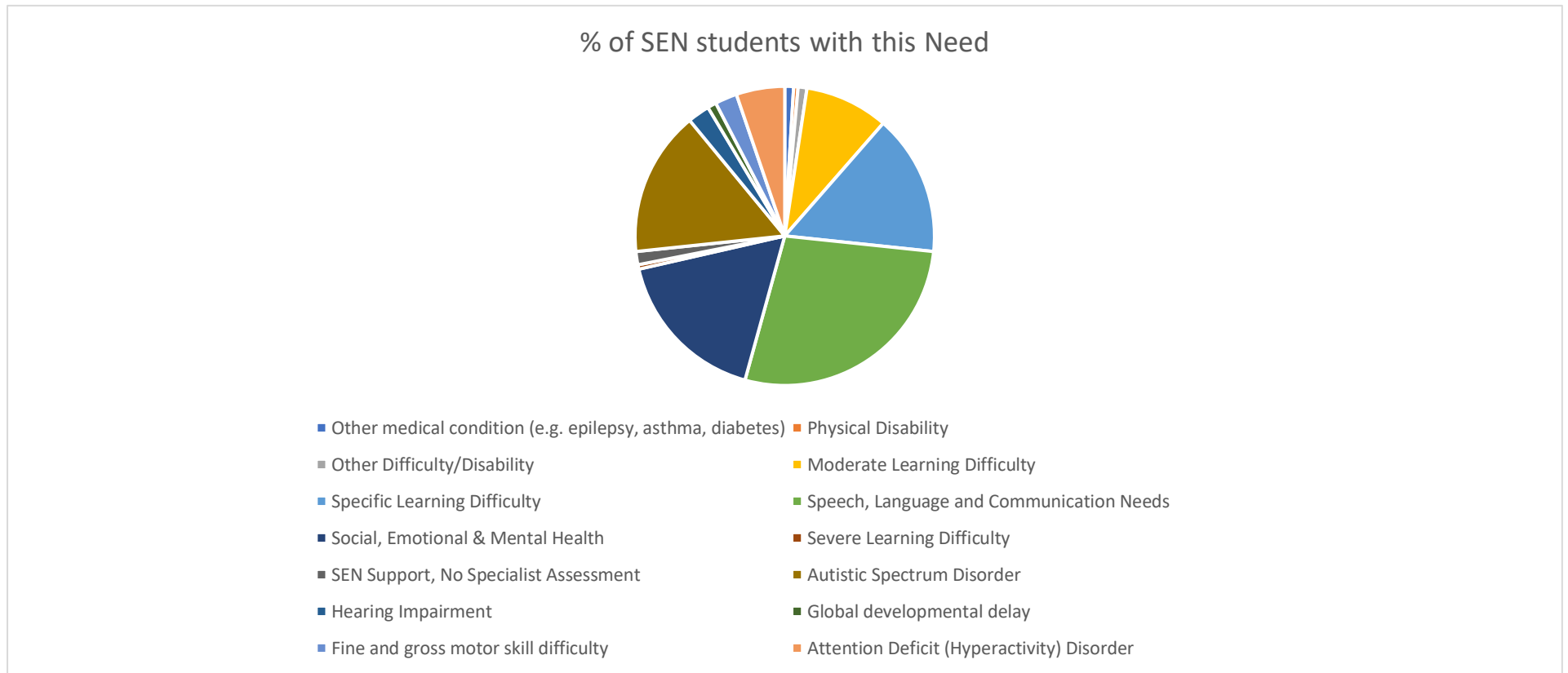


## SEND Information Report 2024.25

- Glade Hill remains in the top 20% of schools for the percentage of SEND pupils. The proportion of pupils identified on the SEND register during 2024.25 from Nursery to Year 6 was 35.1%. Over a quarter of these children can be described as having complex needs.
- For children with complex needs this means that the complexity and severity of their needs have a profound impact on both attainment and rate of progress compared to peers without complex SEND, as diagnosed and detailed by outside agencies.
- 4.5% of our school population have EHCPs and 10% receive Higher Level Needs (HLN), equating to 37% of pupils on the SEND Support Register receiving additional funding to support their inclusion in a mainstream school setting due to the severity of their needs.
- Monitoring and evaluation indicate that overall children with complex needs make good or better progress. This is supported by analysis of individual targets on provision maps, engagement model and pre-key stage data analysis and feedback from outside agencies and EHCP reviews.



## Attainment Data Review for Children at SEN Support – Autumn 24 to Summer 25

Attainment Overview for Pupils (from 2024-2025) with SEN Support, in Years 1–6 - 2024-2025 Autumn - Main Assessment



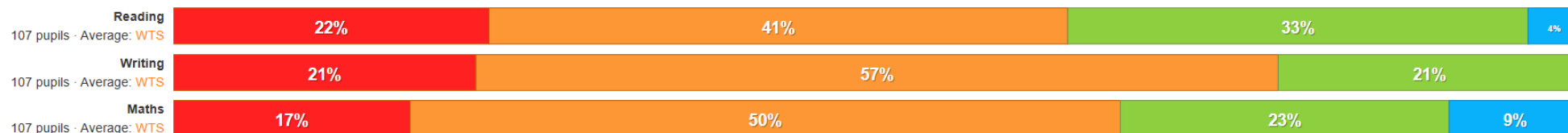
Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



Attainment Overview for Pupils (from 2024-2025) with SEN Support, in Years 1–6 - 2024-2025 Summer - Main Assessment



Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



- ✓ Decrease in % of children at SEND support working significantly below age related in core subject: reading (41% - 22%) writing (40% - 21%) and maths (34% - 17%).
- ✓ Increase in % of children at SEND support working towards age related in reading, writing and maths.
- ✓ Increase in % of children at SEND support working at age related or above in reading and writing and maintained number of children for maths.
- Maths - % of children at SEND support working at age-related maintained. % decreased due to overall number of children, but number of children consistent. Further development of Maths interventions next academic year.

## Progress Data Review for Children at SEN Support – Autumn 24 to Summer 25

Reading Progress Matrix for 108 Pupils (from 2024-2025) with SEN Support, in Years 1–6

		2024-2025 Sum Main Assessment				
		No Data	PC	WTS	EXS	GDS
2024-2025 Aut Main Assessment	No Data	1 pupil (1%)	1 pupil (1%)	1 pupil (1%)	1 pupil (1%)	
	PC		23 pupils (21%)	18 pupils (17%)	2 pupils (2%)	
	WTS			21 pupils (19%)	12 pupils (11%)	
	EXS			4 pupils (4%)	18 pupils (17%)	3 pupils (3%)
	GDS				2 pupils (2%)	1 pupil (1%)

- ✓ 94% of children with SEND made expected or above progress in Reading
- ✓ 35% of children with SEND made above expected progress in Reading and moved a grade boundary
  - 6 children moved off their progress path
  - Reviewed specific interventions accessed by these pupils and sought additional outside agency support to meet needs including emotional and regulation needs support for 5/6 children through Behaviour Support and Counselling.

Writing Progress Matrix for 108 Pupils (from 2024-2025) with SEN Support, in Years 1–6

		2024-2025 Sum Main Assessment			
		No Data	PC	WTS	EXS
2024-2025 Aut Main Assessment	No Data	1 pupil (1%)		2 pupils (2%)	1 pupil (1%)
	PC		23 pupils (21%)	19 pupils (18%)	
	WTS			39 pupils (36%)	6 pupils (6%)
	EXS			1 pupil (1%)	15 pupils (14%)
	GDS				1 pupil (1%)

- ✓ 98% of children with SEND made expected or above progress in Writing
- ✓ 24% of children with SEND made above expected progress in Writing and moved a grade boundary
  - 1 child moved off their progress path
  - Review specific interventions accessed by this pupil linked to fine motor challenges.

Maths Progress Matrix for 108 Pupils (from 2024-2025) with SEN Support, in Years 1–6

		2024-2025 Sum Main Assessment				
		No Data	PC	WTS	EXS	GDS
2024-2025 Aut Main Assessment	No Data	1 pupil (1%)		2 pupils (2%)	1 pupil (1%)	
	PC		18 pupils (17%)	17 pupils (16%)		
	WTS			31 pupils (29%)	3 pupils (3%)	
	EXS			4 pupils (4%)	19 pupils (18%)	5 pupils (5%)
	GDS				2 pupils (2%)	5 pupils (5%)

- ✓ 94% of children with SEND made expected or above progress in Maths
- ✓ 24% of children with SEND made above expected progress in Maths
- 6 children (10%) moved off their progress path
- Reviewed specific interventions accessed by these pupils and sought additional outside agency support to meet needs including emotional and regulation needs support for 5/6 children through Behaviour Support and Counselling.