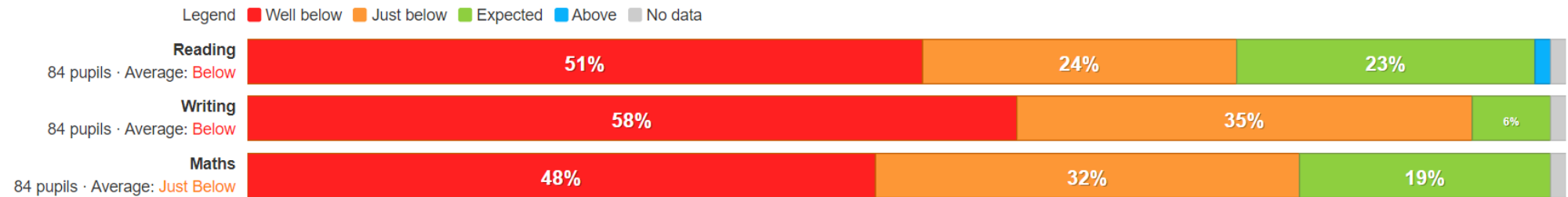


SEND Information Report 2022 - 23

- Glade Hill remains in the top 20% of schools for the percentage of SEND pupils. The proportion of pupils identified on the SEND register is currently 25% and a fifth 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.
- 2.83% of the children with SEND have EHCPs and 6% receive Higher Level Needs (HLN) additional funding to support their inclusion in a mainstream school setting.
- 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 22 to Summer 23

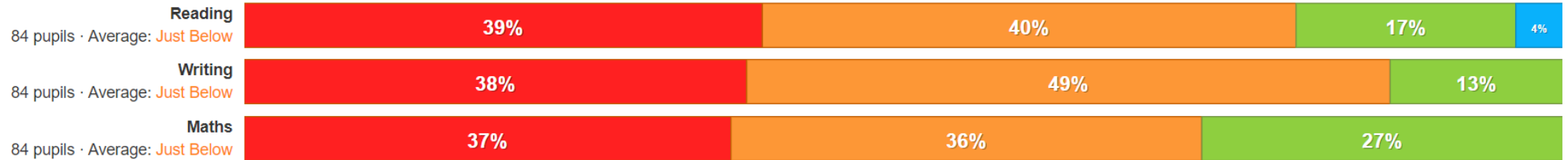
Attainment Overview for Pupils (from 2022-2023) with SEN Support, in Years 1–6 - 2022-2023 Autumn - Main Assessment



Attainment Overview for Pupils (from 2022-2023) with SEN Support, in Years 1–6 - 2022-2023 Spring - Main Assessment



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



- ✓ Significant decrease in % of children at SEND support working below age related in reading (53% - 39%) writing (68% - 38%) and maths (50% - 37%).
 - ✓ 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 (17% - 21%) and writing (6% to 13%).
 - ✓ Increase in % of children at SEND support working at just below in Maths (25% - 36%)
- Maths - % of children at SEND support working at age-related increased slightly. Review of QFTL and Intervention. New Maths resource being implemented Autumn 23 – White Rose Maths.

Progress Data Review for Children at SEN Support – Autumn 22 to Summer 23

Reading Progress Matrix for 94 Pupils (from 2022-2023) with SEN Support or EHC Plan, in Years 1–6

		2022-2023 Aut Main Assessment				
		No Data	Below	Just Below	On-track	Gtr. Depth
2021-2022 Sum Main Assessment	No Data	1 pupil (1%)	2 pupils (2%)	1 pupil (1%)	1 pupil (1%)	
	Below		48 pupils (51%)	4 pupils (4%)		
	Just Below		3 pupils (3%)	9 pupils (10%)	9 pupils (10%)	
	On-track			6 pupils (6%)	9 pupils (10%)	
	Gtr. Depth					1 pupil (1%)

- ✓ 90% of children with SEND made expected or above progress in Reading
- ✓ 18% of children with SEND made above expected progress in Reading and moved a grade boundary
 - 9 (10%) children moved off their progress path
 - Review specific interventions accessed

Writing Progress Matrix for 94 Pupils (from 2022-2023) with SEN Support or EHC Plan, in Years 1–6

2022-2023 Aut Main Assessment

		No Data	Below	Just Below	On-track
2021-2022 Sum Main Assessment	No Data	1 pupil (1%)	3 pupils (3%)	1 pupil (1%)	
	Below		52 pupils (55%)	9 pupils (10%)	
	Just Below		4 pupils (4%)	15 pupils (16%)	4 pupils (4%)
	On-track			4 pupils (4%)	1 pupil (1%)

- ✓ 91% of children with SEND made expected or above progress in Writing
- ✓ 18% of children with SEND made above expected progress in Writing and moved a grade boundary

- 8 (9%) children moved off their progress path
 - Review writing interventions

Maths Progress Matrix for 94 Pupils (from 2022-2023) with SEN Support or EHC Plan, in Years 1–6

2022-2023 Aut Main Assessment

		No Data	Below	Just Below	On-track
2021-2022 Sum Main Assessment	No Data	1 pupil (1%)	2 pupils (2%)	1 pupil (1%)	1 pupil (1%)
	Below		46 pupils (49%)	3 pupils (3%)	
	Just Below		2 pupils (2%)	17 pupils (18%)	1 pupil (1%)
	On-track			6 pupils (6%)	13 pupils (14%)
	Gtr. Depth				1 pupil (1%)

- ✓ 90% of children with SEND made expected or above progress in Maths
- ✓ 9% of children with SEND made above expected progress in Maths
 - 9 children (10%) moved off their progress path
- Review QFT and in lesson adaptations and implementation of white rose maths