

SEND Information Report 2021.22

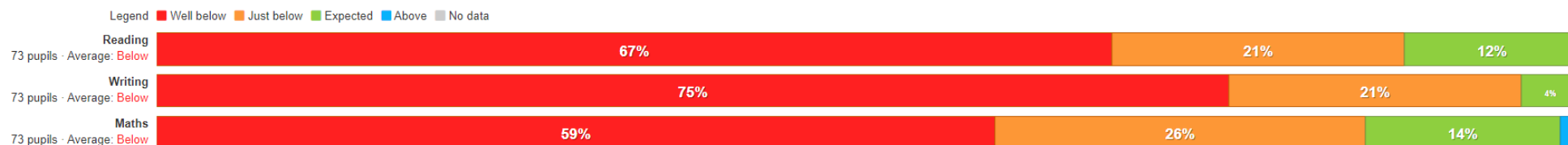
- Glade Hill remains in the top 20% of schools for the percentage of SEND pupils. The proportion of pupils identified on the SEND register is currently 26.1% and a fifth of these children can be described as having complex needs.
- For children with complex needs this means that the complexity and severity 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.
- 2.1% of the children with SEND have EHCPs and 4% 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 21 to Summer 22

Attainment Overview for Pupils in Years 1–6, with SEN Support - 2021-2022 Autumn - Main Assessment



Attainment Overview for Pupils in Years 1–6, with SEN Support - 2021-2022 Spring - Main Assessment



Attainment Overview for Pupils in Years 2–6, with SEN Support - 2021-2022 Summer - Main Assessment



- ✓ Significant decrease in % of children at SEND support working below age related in reading (81% to 53%), writing (81% to 68%) and maths (69% to 50%).
 - ✓ 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 (4% to 17%) and maths (10% to 25%).
- Writing - % of children at SEND support working at age-related increased slightly and increase in children working just below. Review of QFTL and Intervention. New writing intervention being implemented Summer 22 – On-track by Rising Stars. Writing will be SDP priority in 2022.23 as whole-school development area.

Progress Data Review for Children at SEN Support – Autumn 21 to Summer 22

Reading Progress Matrix for 76 Pupils in Years 2–6, with EHC Plan or SEN Support, on-roll as of 31/08/2021

		2021-2022 Sum Main Assessment				
		No Data	Below	Just Below	On-track	Gtr. Depth
2020-2021 Sum Main Assessment	No Data				1 pupil (1%)	
	Below	2 pupils (3%)	40 pupils (53%)	10 pupils (13%)	2 pupils (3%)	
	Just Below		4 pupils (5%)	7 pupils (9%)	5 pupils (7%)	
	On-track			1 pupil (1%)	3 pupils (4%)	1 pupil (1%)

Writing Progress Matrix for 76 Pupils in Years 2–6, with SEN Support or EHC Plan, on-roll as of 31/08/2021

- ✓ 94% of children with SEND made expected or above progress in Reading
- ✓ 24% of children with SEND made above expected progress in Reading and moved a grade boundary
 - 5 children moved off their progress path
 - Review specific interventions accessed

		2021-2022 Sum Main Assessment			
		No Data	Below	Just Below	On-track
2020-2021 Sum Main Assessment	No Data			1 pupil (1%)	
	Below	2 pupils (3%)	48 pupils (63%)	6 pupils (8%)	
	Just Below		5 pupils (7%)	9 pupils (12%)	1 pupil (1%)
	On-track			1 pupil (1%)	3 pupils (4%)

- ✓ 92% of children with SEND made expected or above progress in Writing
- ✓ 9% of children with SEND made above expected progress in Writing and moved a grade boundary
 - 6 children moved off their progress path
 - Review writing interventions

Maths Progress Matrix for 76 Pupils in Years 2–6, with EHC Plan or SEN Support, on-roll as of 31/08/2021

		2021-2022 Sum Main Assessment			
		No Data	Below	Just Below	On-track
2020-2021 Sum Main Assessment	No Data			1 pupil (1%)	
	Below	2 pupils (3%)	42 pupils (55%)	6 pupils (8%)	3 pupils (4%)
	Just Below			7 pupils (9%)	6 pupils (8%)
	On-track			2 pupils (3%)	7 pupils (9%)

- ✓ 97% of children with SEND made expected or above progress in Maths
- ✓ 21% of children with SEND made above expected progress in Maths
 - 2 children moved off their progress path
 - Review QFT and in lesson adaptations