



SEND Information Report 2018.19

- Glade Hill remains in the top 20% of schools for the percentage of SEND pupils. The proportion of pupils identified at SEN support is currently 22.2% 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.
- 3.3% of the children with SEND have EHCPs and 15% 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, p-level data analysis and feedback from outside agencies and EHCP reviews.
- The end of KS1 and KS2 attainment data for children with SEND is shown in graph format on the corresponding sheets. These show attainment in terms of the % of pupils with SEND reaching the expected standards in all areas and how these compare to National figures for pupils with SEND for the year 2019. 3 years of SEND data with the average % reaching expected standard and the average scaled scores across this 3-year period are also included.
- This data demonstrates that in KS2 the % of children with SEND reaching the expected standards in Reading, Writing, Mathematics and Science were all above the National Figures for children with SEND (see summary table below)

Subject	School SEND % reaching expected standards	National SEND % reaching expected standards (like for like comparison)
Reading, Writing and Mathematics	31%	22%
Reading	46%	36%
Writing	54%	34%
Mathematics	54%	41%
Science	54%	44%
Grammar, Punctuation and Spelling	46%	36%

- The data for KS1 demonstrates that the % of children with SEND reaching the expected standards in Reading and Science were above the National Figures for children with SEND. The % of children with SEND reaching the expected standards in Maths and Writing were both below National Figures.
- **Data analysis has highlighted the need to improve attainment for children with SEND in KS1 in maths and writing. This is a key priority on the Inclusion action plan for 2019 and a priority focus for the Inclusion Leader. Intervention in these areas for KS1 is being developed by the Assistant Headteachers.**