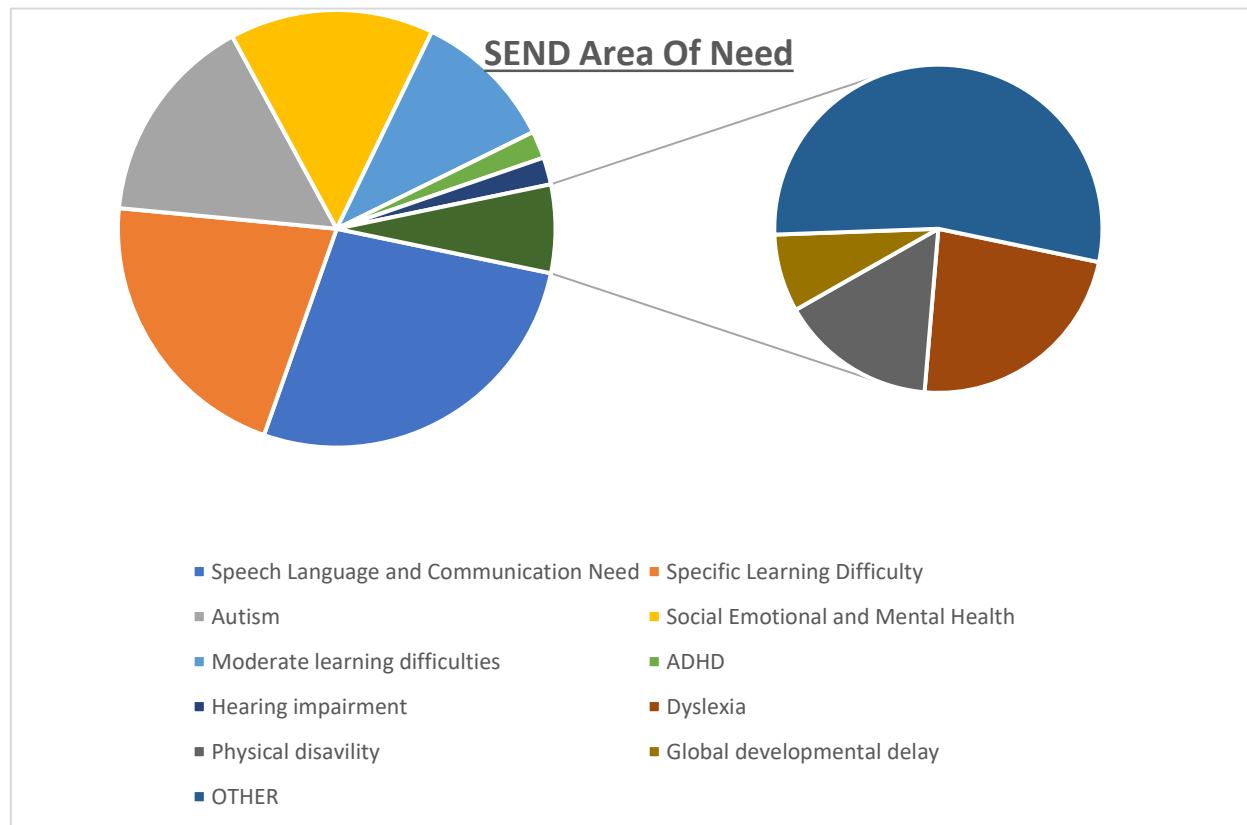


## SEND Information Report 2023 - 24

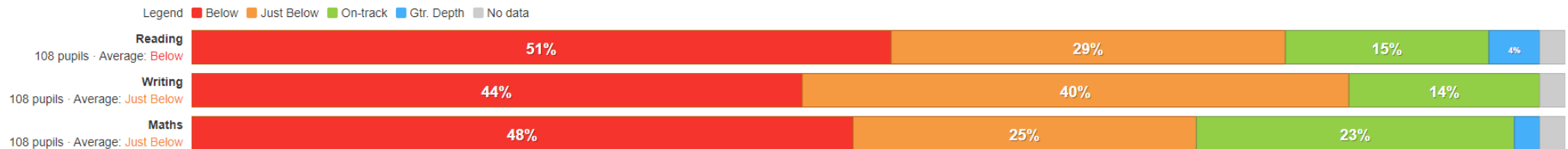
- Glade Hill remains in the top 20% of schools for the percentage of SEND pupils. The proportion of pupils identified on the SEND register is currently 27% and a fifth of these children can be described as having complex needs.
- For children with complex needs this means that the complexity and severity 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.
- 3.08% of the children with SEND have EHCPs and 28% of pupils on the SEND Support Register 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 23 to Summer 24

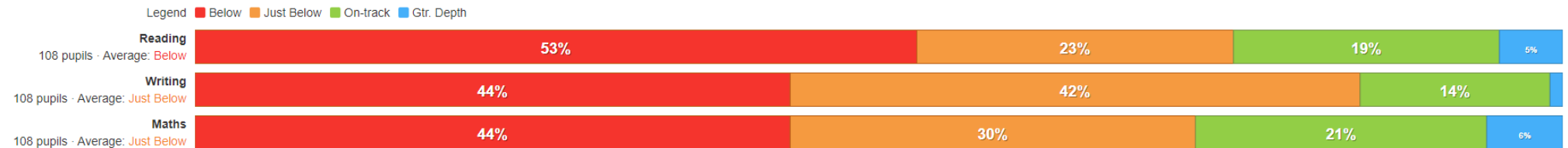
Attainment Overview for Pupils (from 2023-2024) in Years 1–6, with SEN Support - 2023-2024 Autumn - Main Assessment

Print



Attainment Overview for Pupils (from 2023-2024) in Years 1–6, with SEN Support - 2023-2024 Spring - Main Assessment

Print



Attainment Overview for Pupils (from 2023-2024) in Years 1–6, with SEN Support - 2023-2024 Summer - Main Assessment

Print



- ✓ Decrease in % of children at SEND support working below age related in core subject: reading (51% - 31%) writing (44% - 35%) and maths ( 48% - 31%).
- ✓ 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 core subjects.
- Writing - % of children at SEND support working at age-related or just below age related increased slightly. Development of QFT and adaptive teaching strategies in writing next academic year.

## Progress Data Review for Children at SEN Support – Autumn 23 to Summer 24

### Reading Progress Matrix for 108 Pupils (from 2023-2024) in Years 1–6, with SEN Support

#### 2023-2024 Sum Main Assessment

		Below	Just Below	On-track	Gtr. Depth
2023-2024 Aut Main Assessment	No Data	1 pupil (1%)	1 pupil (1%)		
	Below	33 pupils (31%)	22 pupils (20%)		
	Just Below		15 pupils (14%)	16 pupils (15%)	
	On-track		2 pupils (2%)	13 pupils (12%)	1 pupil (1%)
	Gtr. Depth			1 pupil (1%)	3 pupils (3%)

- ✓ 97% of children with SEND made expected or above progress in Reading
- ✓ 36% of children with SEND made above expected progress in Reading and moved a grade boundary
- 3 children moved off their progress path
- Review specific interventions accessed by these pupils

### Writing Progress Matrix for 108 Pupils (from 2023-2024) in Years 1–6, with SEN Support

#### 2023-2024 Sum Main Assessment

		Below	Just Below	On-track	Gtr. Depth
2023-2024 Aut Main Assessment	No Data	1 pupil (1%)	1 pupil (1%)		
	Below	37 pupils (34%)	11 pupils (10%)		
	Just Below		35 pupils (32%)	8 pupils (7%)	
	On-track		3 pupils (3%)	11 pupils (10%)	1 pupil (1%)

- ✓ 97% 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
- 3 children moved off their progress path
- Review specific interventions accessed by these pupils

Maths Progress Matrix for 108 Pupils (from 2023-2024) in Years 1–6, with SEN Support

2023-2024 Sum Main Assessment

		Below	Just Below	On-track	Gtr. Depth
2023-2024 Aut Main Assessment	No Data	2 pupils (2%)			
	Below	27 pupils (25%)	24 pupils (22%)	1 pupil (1%)	
	Just Below	4 pupils (4%)	15 pupils (14%)	8 pupils (7%)	
	On-track	1 pupil (1%)	3 pupils (3%)	17 pupils (16%)	4 pupils (4%)
	Gtr. Depth				2 pupils (2%)

- ✓ 92% of children with SEND made expected or above progress in Maths
- ✓ 34% of children with SEND made above expected progress in Maths
- 8 children (10%) moved off their progress path
- Review QFT and in lesson adaptations and implementation of white rose Maths.