

Evidence of Impact of SEND Provision 22-23

Children placed at SEND support have one of 4 primary needs identified: Cognition and Learning, Social and Communication, Social Emotional and Mental Health or Physical and Sensory Needs. Schools are required to assess the progress of SEND pupils using SEND assessments appropriate to the specific need identified.

Current number of children on SEND register as at Sept 23 is 18 and is comprised of the following breakdown:

Cognition and learning - 14 pupils

Social and Communication - 2 pupils

Social Emotional and Mental Health – 0 pupils

Physical and Sensory – 2 pupils

Cognition and Learning

Scores below are compiled using CWAC accepted SEND assessments for reading and spelling to measure attainments and progress for SEND.

Test	Neale Reading Accuracy	Neale Reading Comprehension	SWST (Single Word Spelling Test)
Average progress for SEND pupils including those with Element 3 High Needs Funding (Top Up and EHCPlans)	+ 21.2 m progress in 12 months	+ 18.8 m progress in 12 months	+ 9m progress in 12 months

Social and Communication

Holistic progress measures indicate that the 2 pupils (one with an EHCPlan) with social and communication (ASC) primary needs are making good progress.

Physical and Sensory

The 2 pupils with physical needs both have high needs funding (Top-Up) and are supported effectively in school through the support of their 1:1 TA, wheelchairs and environmental adaptations to the school building (railings at bottom of steps to the hall and toilet adaptations to facilitate independent toileting). The children are included in all aspects of school and classroom life.

Overall impact of SEND provision (see provision map and SEND budget) is therefore judged as better than good.