

# SEND Overview

## Overview:

Number of pupils on roll: [383]  
Pupils with an EHCP: number: [21], [5.5]%  
Pupils with SEND support: number: [50], [13]%  
Pupils being monitored: number: [0], [0]%

## Attendance Data:

Whole school: [94.8]% SEND: [90.8]% Non SEND: [95.7]%  
PA w/sl: [17.1]% P A SEND: [28.6]% PA Non SEND: [14.4]%

## Suspensions and Exclusions:

Whole school suspension: [5] Whole School exclusions: [0]  
SEND suspensions: [5] SEND exclusions: [0]  
Non SEND suspensions: [0] Non SEND exclusions: [0]

## Data and Information:

### EHCP by year group (no. of pupils)

Reception: [1] Year 1: [2] Year 2: [3]  
Year 3:[5] Year 4: [3] Year 5: [3] Year 6: [4]

### SEN support by year group (no. of pupils)

Reception: [0] Year 1: [2] Year 2: [9]  
Year 3:[6] Year 4: [12] Year 5: [14] Year 6:[7]

### Monitoring by year group (no. of pupils)

Reception: [0] Year 1: [0] Year 2: [0]  
Year 3:[0] Year 4: [0] Year 5: [0] Year 6: [0]

## Group data:

### EHCP

<b>% gender:</b>	<b>% PP:</b>	<b>% LAC:</b>
Boys: [86%] Girls: [14%]	PP: [38%]	LAC: [10%]

### SEN support

<b>% gender:</b>	<b>% PP:</b>	<b>% LAC:</b>
Boys: [72%] Girls: [28%]	PP: [34%]	LAC: [2%]

### Monitoring

<b>% gender:</b>	<b>% PP:</b>	<b>% LAC:</b>
Boys: [0%] Girls: [0%]	PP: [0%]	LAC: [0%]

## Primary Need:

Cognition and Learning: number: [34], [48]%  
Communication and Interaction: number: [19], [27]%  
Sensory and/ or Physical: number: [3], [4]%  
Social, Emotional and Mental Health: number: [15],[21]%

## Windmill Primary School

# SEND 'At a Glance'

## 2023-2024

## Name of SENDCo:

Laura Giles

## Key strengths:

- Inclusive approach across the school – adaptations and provisions made to cater for all children. Involvement with outside agencies.
- SEND parents evenings for regular communication

## Next steps:

- Develop teams around most challenging children.
- Continue staff CPD in specific SEND areas e.g. autism, dyslexia

## Intervention Information:

### Academic:

Pre and post teach groups, SALT interventions, phonic keep up 1:1 sessions and small groups, Individual Learning Plans with targets and provisions,

### Whole pupil:

Social skills groups, managing emotions 1:1 and groups, MHST involvement, drawing and talking, play therapy, protective behaviours,

## Attainment of Pupils with SEND Last Academic Year: \*2022 data

### End of EYFS – GLD (2022/23)

School % vs national % SEND pupils GLD: School [25%]vs National [[22.9%](#)]

### Year 1 – Phonics Screening Check (2022/23)

School % vs national % SEND pupils passing: School [33.3%] vs National [[38%](#)]

### End of KS1 - R/W/M (2022/23)

School % vs national % SEND pupils ARE: R=[18.2%]vs[[28%](#)] W=[9.1%]vs[[16%](#)] M=[9.1%]vs[[30%](#)]

### End of KS2 - R/W/M (2022/23)

School % vs national % SEND pupils ARE: R=[35.7%]vs[[29%](#)] W=[35.7%]vs[[34%](#)] M=[21.4%]vs[[32%](#)]

Combined =[21.4%]vs[20%] *\*provisional data, to be published Dec 2023*