



## Annual SEN Report 2019-20

The data in this report relates to the academic year 2018/19 and how the school plans to use SEN funding to meet pupils' needs in 2019-2020 and should be read in consultation with the SEN Information Report, the SEND policy and the Accessibility Plan.

### Context:

Knop Law Primary School is a two-form entry mainstream school for pupils are aged 3 - 11 years. The proportion of pupils known to be eligible for support through the pupil premium is below average but rising. The proportion of pupils with SEND is similar to the national average. For more information about specialist resources and provision please see the SEN Information Report on our website.

SEND Population	Number
Total number of pupil on roll	365
Number of pupils with SEND	40
Number of pupils with SEND Support Level	40
Number of pupils with High Needs Funding (EHCP)	0
Number of pupils with SEND and Pupil Premium	14
Number of pupils with SEND and EAL	1
Number of pupils with SEND, PP and EAL	0

### Percentage of SEN Population by Year Group

Year Group	%	Year Group	%
Whole School	11%	Reception (60)	2%
Year 1 (58)	5%	Year 2 (60)	5%
Year 3 (58)	10%	Year 4 (53)	13%
Year 5 (45)	22%	Year 6 (31)	29%

### SEN Population by Key Stage

EYFS	KS1	LKS2	UKS2
1	6	14	19

### Areas of Primary Need

Communication and interaction	Cognition & Learning	SEMH	Sensory and Physical
2	32	6	0

### Exclusion Data

Year	Fixed term exclusion	Nos Pupils with fixed term exclusion	Nos of days excluded	Permanent exclusions
2016-17	0	0	0	0
2017-18	0	0	0	0
2018-19	0	0	0	0

### SEN Attendance

Whole school	Persistent Absence	SEN Attendance	SEN Persistent Absence
97.1%	4.7% (15 children)	96.7%	0%

# SEND Attainment and Progress



## Early Years GLD

	No of pupils	Knop Law	National
SEN support	1	0	29%
All pupils	59	85%	72%

## Year 1 phonics screen - pupils meeting the expected standard

	No of pupils	Knop Law	National
SEN support	1	0	48%
All pupils	58	86%	82%

## KS1 – pupils reaching the expected standard or above

	No of pupils	Knop Law	National SEN
<b>Reading</b>			
SEN support	3	67%	33%
EHCP/Statement	NA	NA	13%
All pupils	60	88%	75%
<b>Writing</b>			
SEN support	3	67%	25%
EHCP/Statement	NA	NA	9%
All pupils	57	86%	69%
<b>Maths</b>			
SEN support	3	33%	36%
EHCP/ statement	NA	NA	14%
All pupils	57	83%	76%

## KS2 Attainment – pupils reaching the expected standard or above

	No of pupils	Knop Law	National SEN
<b>Reading</b>			
SEN support	9	70%	41%
EHCP/Statement	NA	NA	16%
All pupils	31	81%	75%
<b>Writing</b>			
SEN support	9	60%	39%
EHCP/Statement	NA	NA	14%
All pupils	31	87%	78%
<b>Maths</b>			
SEN support	9	80%	46%
EHCP/ statement	NA	NA	17%
All pupils	31	94%	79%

## KS2 Progress

	No of pupils	Knop Law	National SEN
<b>Reading</b>			
SEN support	9	2.2	0.4
EHCP/Statement	NA	NA	-3.6
All pupils	31	2.72	0
<b>Writing</b>			
SEN support	9	-1.91	-1.7
EHCP/Statement	NA	NA	-4.3
All pupils	31	1.56	0.03
<b>Maths</b>			
SEN support	9	2.61	-1.0
EHCP/ statement	NA	NA	-4.0
All pupils	31	2.74	0.03

## **Updates to Provision:**

### External Agencies Involvements

- Speech and Language Therapy (NHS)
- Occupational Therapists (NHS)
- Physiotherapists (NHS)
- SENTASS – social communication/dyslexia/dyscalculia/speech and language assessments and monitoring visits and Speech and language CPD for teachers and LSAs
- CYPs
- Educational Psychologists
- LA SEN Consultant
- OWL Trust SENCOs
- Newcastle SENCO Network
- Social Care

## **Next steps for 2019-20**

To address children making slower than expected progress, the following measures are to be put in place:

### Key targets

Find ways to reduce workload for staff and make systems more efficient

Work with the children with SEND and carry out interventions

Work with teachers and support staff to support and develop practice

Prove effectiveness through solid data and evidence

### Suggested Action Plan

1. IEPs – reduced to x3 per year and have staff meeting time to complete them
2. Practical support for needs including information sheet and teacher support
3. Learning journeys to show examples of work for children with SEND
4. Provision Map – develop for the school and then update for support to support
5. Regular checks for data
6. Update policy and website
7. Organise resources, interventions and books according to need to make them more accessible
8. Review meetings happen with parents evenings – SENCO drop in appointments available