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# Annual SEN Report

September 2023

*Date of ratification by governing body:*

*Date of next review: September 2024*

## 1 Introduction

1.1 These pages set out information about the progress and attainment of the children with a Special Educational Need (SEN) in the academic year 2022-2023. The data has been taken from several sources, predominantly the school's internal tracking data, our SEN register and the school's performance data as provided by the DfE.

1.2 The document is made up of the following sections:

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## 2 SEN Register update

Year Group	Monitoring	SEN support	EHCP
Reception (Kites)	1	3	1
Year 1	0	4	2
Year 2	0	2	2
Year 3	0	7	1
Year 4	0	10	1
Year 5	0	8	0
Year 6	2	14	1
Totals	5	48	8*

\*N.B. Eight EHC (Education, Health and Care) Plans were also applied for in the year 2022-23, further details are in the '[Comments](#)' section below.

## 3 SEN Register Update by area of concern

Area of concern	Number of pupils
Moderate learning difficulties (MLD)	15
Specific Learning Difficulties (SpLD)	24
Autism Spectrum Disorder (ASD)	24
Speech, Language and Communication needs	16
Cognition and Learning (C&L)	29
Social, Emotional and Mental Health (SEMH)	30
Medical Disability	0
Visual Impairment	0
Physical Disability	0
Other difficulty/disability	0

\*\*N.B. It is important to note that some children have more than one SEN and so have been counted more than once.

Number of pupils coming off the SEN register	0
Number of pupils moving down from SEN support to monitoring	0
Number of pupils awaiting an EHCP	8

#### **4 Comments on SEN register updates**

- 4.1 Fifty-three pupils in total have been identified as having a Special Educational Need. Eight children currently have an Education, Health, and Care Plan (EHCP) and a further eight applications have been submitted to the Local Authority. Of these, four have been accepted, three rejected before a needs assessment and one rejected post-needs assessment. School is awaiting final plans for all four though funding has been confirmed as arriving in October (according to the Local Authority).
- 4.2 It's important to note there has been a further large increase in SEMH and ASD cases throughout the school. ASD cases have doubled on 2021-22 and SEMH has increased by 20%. There has also been a significant rise in the number of children with Speech, Language and Communication Needs, with cases rising by around 71%.

## 5 Attainment of pupils with SEN (July 2023)

		BLW	WTS	EXS	GDS
Maths	2022	5	22	11	6
	2023	11	24	9	8
Reading	2022	11	13	12	8
	2023	11	15	18	8
Writing	2022	13	20	8	3
	2023	14	21	14	3

### 5.1 KS2 Attainment Data of pupils with SEN (July 2022/2023):

	Year	Maths		Reading		Writing	
		2022	2023	2022	2023	2022	2023
Pupil 1	6	WTS	WTS	WTS	WTS	WTS	WTS
Pupil 3	6	WTS	WTS	WTS	WTS	WTS	WTS
Pupil 6	6	WTS	BLW	EXS	WTS	WTS	EXS
Pupil 7	6	EXS	WTS	EXS	EXS	WTS	WTS
Pupil 9	6	WTS	BLW	BLW	BLW	BLW	BLW
Pupil 13	6	WTS	WTS	WTS	WTS	WTS	WTS
Pupil 14	6	WTS	BLW	EXS	EXS	WTS	WTS
Pupil 16	6	EXS	EXS	GDS	EXS	EXS	EXS
Pupil 17	6	EXS	GDS	EXS	EXS	EXS	EXS
Pupil 18	6	EXS	EXS	GDS	EXS	EXS	WTS
Pupil 21	6	EXS	WTS	EXS	EXS	WTS	EXS
Pupil 22	6	WTS	WTS	WTS	EXS	WTS	EXS
Pupil 32	6	EXS	EXS	EXS	EXS	WTS	WTS
Pupil 33	6	WTS	WTS	WTS	EXS	WTS	WTS
Pupil 37	6	WTS	BLW	BLW	BLW	BLW	BLW
Totals:		GDS: 0 EXS: 6 WTS: 9 BLW: 0	GDS: 1 EXS: 3 WTS: 7 BLW: 4	GDS: 2 EXS: 6 WTS: 5 BLW: 2	GDS: 0 EXS: 9 WTS: 4 BLW: 2	GDS: 0 EXS: 3 WTS: 10 BLW: 2	GDS: 0 EXS: 5 WTS: 8 BLW: 2

### 5.2 KS2 National Test Data for Pupils with SEN (July 2019-July 2023):

	2019				2022				2023			
	EXS		GDS		EXS		GDS		EXS		GDS	
	School %	National %	School %	National %	School %	National %	School %	National %	School %	National %	School %	National %
Maths	69	79	23	27	33	-	0	-	33	73*	0	24*
Reading	62	73	38	27	33	-	0	-	42	73*	8	29*
Writing	38	78	8	20	100	-	0	-	25	71*	0	13*

\*'National' % figures used in these rows are the national average for all pupils, not just those with SEN.

5.3 **KS1 Attainment Data of pupils with SEN (July 2022/2023):**

	Year	Maths		Reading		Writing	
		2021	2022	2021	2022	2021	2022
Pupil 31	2	WTS	WTS	WTS	WTS	BLW	WTS
Pupil 40	2	BLW	BLW	BLW	BLW	BLW	BLW
Pupil 41	2	WTS	WTS	WTS	WTS	WTS	WTS
Pupil 52	2	N/A	WTS	N/A	WTS	N/A	EXS
Totals:		GDS: 0 EXS: 0 WTS: 2 BLW: 1	GDS: 0 EXS: 0 WTS: 3 BLW: 1	GDS: 0 EXS: 0 WTS: 2 BLW: 1	GDS: 0 EXS: 0 WTS: 3 BLW: 1	GDS: 0 EXS: 0 WTS: 1 BLW: 2	GDS: 0 EXS: 1 WTS: 2 BLW: 1

5.4 **KS1 End-of-Year Assessment Data for Pupils with SEN (July 2019-July 2023):**

	2019				2022				2023			
	EXS		GDS		EXS		GDS		EXS		GDS	
	School %	National %	School %	National %	School %	National %	School %	National %	School %	National %	School %	National %
Maths	29	76	0	22	60	-	20	-	0	-	0	-
Reading	43	75	0	25	60	-	20	-	0	-	0	-
Writing	29	69	0	15	40	-	0	-	25	-	0	-

\*\*\* N.B. 2019 is the last year for which local and national results are available.

## 6 Comments on attainment data

- 6.1 From the table '*Attainment of pupils with SEN (July 2023)*', we can see that by the end of the academic year 2022-23, 30% of pupils with SEN either met (EXS) or exceeded (GDS) the expected standard for their year group in maths, 46% in reading and 30% in writing. Most of the children on the SEN register however remain at a level of either working towards (WTS) or below (BLW) the expected standard for their year groups.
- 6.2 In '*KS2 Attainment Data of pupils with SEN (July 2022/2023)*' the results for children with a SEN are generally achieving less well than in July 2022 in maths but not in writing or reading. The reasons for the apparent difficulties in maths could be due to a number of things, the main reason being the ongoing impact of the COVID-19 pandemic. These children have missed a number of key 'foundation' blocks in their mathematical knowledge and therefore have struggled with the harder concepts at the end of Key Stage 2. Lockdown for this year group happened in March of Year 3 and continued into Year 4, affecting both years hugely. It also reflects this cohort of children, many of whom had difficulties around Social, Emotional and Mental Health as one of their areas of SEN. In all areas however, the children outperformed their cumulative scores in the end of year national tests.
- 6.3 The '*KS1 Attainment Data of pupils with SEN (July 2022-2023)*' shows that there has been good progress in all three areas since 2022. Though with such a small sample size (4 children) and no comparative data, it is hard to draw conclusions. It is important to note

however, that all the children on the list have SEMH and/or behavioural needs as well as possible cognition and learning difficulties, of these, one child was unable to be assessed.

## 7 Progress of pupils with SEN from July 2022 to July 2023

	Year	Maths		Reading		Writing	
		2022	2023	2022	2023	2022	2023
Pupil 1	6	WTS	WTS	WTS	WTS	WTS	WTS
Pupil 2	4	WTS	WTS	WTS	EXS	WTS	WTS
Pupil 3	6	WTS	WTS	WTS	WTS	WTS	WTS
Pupil 4	3	WTS	BLW	BLW	BLW	BLW	BLW
Pupil 5	3	GDS	GDS	GDS	GDS	EXS	EXS
Pupil 6	6	WTS	BLW	EXS	WTS	WTS	EXS
Pupil 7	6	EXS	WTS	EXS	EXS	WTS	WTS
Pupil 8	3	EXS	BLW	EXS	BLW	WTS	BLW
Pupil 9	6	WTS	BLW	BLW	BLW	BLW	BLW
Pupil 10	1	N/A	EXS	N/A	GDS	N/A	EXS
Pupil 11	1	N/A	EXS	N/A	GDS	N/A	EXS
Pupil 12	5	WTS	WTS	BLW	BLW	BLW	BLW
Pupil 13	6	WTS	WTS	WTS	WTS	WTS	WTS
Pupil 14	6	WTS	BLW	EXS	EXS	WTS	WTS
Pupil 15	5	GDS	GDS	GDS	GDS	EXS	EXS
Pupil 16	6	EXS	EXS	GDS	EXS	EXS	EXS
Pupil 17	6	EXS	GDS	EXS	EXS	EXS	EXS
Pupil 18	6	EXS	EXS	GDS	EXS	EXS	WTS
Pupil 19	5	WTS	WTS	BLW	BLW	WTS	BLW
Pupil 20	R	N/A	N/A	N/A	N/A	N/A	N/A
Pupil 21	6	EXS	WTS	EXS	EXS	WTS	EXS
Pupil 22	6	WTS	WTS	WTS	EXS	WTS	EXS
Pupil 23	5	BLW	BLW	BLW	BLW	BLW	BLW
Pupil 24	5	GDS	GDS	GDS	GDS	EXS	GDS
Pupil 25	4	WTS	WTS	WTS	WTS	WTS	WTS
Pupil 26	5	WTS	WTS	WTS	WTS	BLW	BLW
Pupil 27	3	EXS	WTS	WTS	BLW	WTS	WTS
Pupil 28	4	EXS	EXS	BLW	WTS	BLW	BLW
Pupil 29	5	WTS	WTS	BLW	BLW	BLW	WTS
Pupil 30	4	BLW	BLW	WTS	WTS	BLW	BLW
Pupil 31	2	WTS	WTS	WTS	WTS	BLW	WTS
Pupil 32	6	EXS	EXS	EXS	EXS	WTS	WTS
Pupil 33	6	WTS	WTS	WTS	EXS	WTS	WTS
Pupil 34	5	EXS	EXS	EXS	EXS	EXS	EXS
Pupil 35	4	GDS	GDS	GDS	GDS	GDS	EXS
Pupil 36	4	BLW	BLW	BLW	WTS	BLW	WTS
Pupil 37	6	WTS	BLW	BLW	BLW	BLW	BLW
Pupil 38	4	GDS	GDS	GDS	GDS	GDS	GDS
Pupil 39	4	EXS	EXS	GDS	EXS	GDS	EXS
Pupil 40	2	BLW	BLW	BLW	BLW	BLW	BLW
Pupil 41	2	WTS	WTS	WTS	WTS	WTS	WTS
Pupil 42	1	BLW	WTS	BLW	WTS	BLW	BLW
Pupil 43	1	N/A	WTS	N/A	WTS	N/A	WTS
Pupil 44	1	N/A	BLW	N/A	BLW	N/A	BLW
Pupil 45	3	WTS	WTS	EXS	EXS	WTS	WTS
Pupil 46	3	EXS	GDS	EXS	EXS	WTS	WTS
Pupil 47	4	WTS	WTS	EXS	EXS	WTS	WTS
Pupil 48	4	GDS	GDS	GDS	GDS	GDS	GDS
Pupil 49	4	N/A	WTS	N/A	EXS	N/A	WTS
Pupil 50	3	N/A	WTS	N/A	WTS	N/A	BLW
Pupil 51	3	EXS	EXS	EXS	EXS	EXS	EXS
Pupil 52	2	N/A	WTS	N/A	WTS	N/A	EXS
Pupil 53	1	N/A	WTS	N/A	EXS	N/A	WTS
Pupil 54	R	N/A	N/A	N/A	N/A	N/A	N/A
Pupil 55	R	N/A	N/A	N/A	N/A	N/A	N/A
Pupil 56	R	N/A	N/A	N/A	N/A	N/A	N/A

BLW -Below age-related expectations  
WTS -Working towards the expected standard

EXS -Achieving the expected standard for the year group  
GDS -Greater depth

Pupils in green have made accelerated progress -I have counted GDS children in this category too.

Pupils in yellow have made good progress.

Pupils in red have not yet made progress. In these cases, it may be to do with a diagnosed/undiagnosed SpLD/C&L need. They will need to be focus children however.

Twelve children either joined the school after the assessment period for the academic year 2022-23 or were in Reception for that year, their progress measures are left white.

## 8 Comments on progress of pupils with SEN

- 8.1 Most pupils with SEN made either expected or more than expected progress between July 2022 and July 2023, with 80% in maths, 86% in reading and 89% in writing. These figures are relative and measured from each child's starting point and reflect those that we have comparative data for. Writing results especially have made significant improvements since the year 2021-2022.
- 8.2 Certain children can be seen to have made negative progress over the last year, predominantly in year 6 maths. There could be several reasons for this, including a cumulation of missed maths 'foundation' knowledge due to the impact of the COVID-19 pandemic, the make up of that particular year group or a combination of the specific SEN within that year group itself.
- 8.3 It can be seen from this table that maths for children with SEN should be a priority for the school and must continue to be going forward. The school are currently in discussions to find ways in which this figure can be improved.

## 9 Attendance, exclusions and behaviour of pupils with SEN

	Number
Number of persistent absentees	8
Number of temporary fixed-term exclusions	25
Number of permanent exclusions	0

## 10 The effectiveness and impact of outside-agency interventions and support

- 10.1 To a certain extent, our support meetings are still happening via video chat facilities online, however this year has been much better in terms of agencies visiting school. We have had visits from speech and language therapists, educational psychologists, occupational therapists and charities such as Dare2Dream. Online, we have hosted SWiFT courses for parents of children with ASD, taken part in SENCo supervision sessions and attended core groups, child protection meetings and other safeguarding courses.

## 11 Impact of any training or INSET on improving SEN pupils' outcomes

- 11.1 Time and 'refresher' training was given to staff on the use of the 'Provision Map' software. New staff were given more in-depth training and 1:1 support.



- 11.2 The SENCo and another member of staff have completed their reaccreditation for the 'Intermediate Trainer' award with Team Teach. This allows them to continue to run Team Teach level 1 and 2 courses within school. All staff have now completed some form of Team Teach accreditation apart from new starters who will complete a course in December 2023.
- 11.3 INSET time has been given to pupil progress reviews, both of SEN pupils and non-SEN focus children.

## **12 Income and expenditure on SEN**

- 12.1 Currently, the TA hours reflect the support needs of the children with SEN in class. However, due to the delay in funding from the EHCPs in-process and the limitations of the funding provided from EHCPs, the budget for SEN is high. Looking forward to next year (2023-2024), we will likely be spending most of the SEN budget on 1:1 support for individual children.
- 12.2 As a school, we remain committed to providing for the needs of the children with SEN rather than waiting for funding from the local authority. To this end, we have:
- Provided additional 1:1 teaching assistants as and where needed, prior to receiving EHCP or additional funding.
  - Developed staff CPD by paying for two members of staff to renew their training as Team Teach trainers, benefitting all staff members and pupils.
  - Employed a dyslexic specialist teacher to run intervention groups for those children with a specific learning difficulty or those who are suspected of having one.
  - Funded teaching assistants for extra time to complete intervention tasks such as precision teaching, 1:1 phonics or benchmarking.
  - Continued the provision of an additional third maths 'set' in years 3, 4, 5 and 6 to allow for more differentiation in maths teaching. All children are taught the maths curriculum at an appropriate level and rate.
  - Funded the training of an additional Emotional Literacy Support Assistant (ELSA) and released them from classroom support work to focus on pastoral care and attendance.

## **13 Future Development of SEN**

- 13.1 Ensuring interventions are 'up and running' as soon as possible in term 1 and that they are linked to both baseline assessments and regular reviews to ensure they are SMART.
- 13.2 Continue the use of the 'Provision Map' software to effectively track and monitor SEN withing Sonning Common School.
- 13.3 Continue to train staff in Team Teach de-escalation methods and run refreshers where necessary.

- 13.4 Continue to develop intervention support across the school in all subjects but particularly in priority areas such as closing gaps in maths throughout the school.

**14 SEN governor comments on the strengths and areas for development in SEN policy and provision existing within the school**

- 14.1 The Curriculum and Standards Committee and SEN governor have reviewed the data and have approved the report on