



Annual SEN Report

September 2024

Version 0.2

Date of ratification by governing body:

Date of next review: September 2025

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 2023-2024. 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)	0	4	4
Year 1	0	2	3
Year 2	0	3	3
Year 3	0	3	3
Year 4	0	11	2
Year 5	0	11	1
Year 6	0	9	1
Totals	0	43	17*

*N.B. Six EHC (Education, Health and Care) Plans were also applied for in the year 2023-24, 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)	14
Specific Learning Difficulties (SpLD)	20
Autism Spectrum Disorder (ASD)	32
Speech, Language and Communication needs	13
Cognition and Learning (C&L)	36
Social, Emotional and Mental Health (SEMH)	38
Medical Disability	0
Visual Impairment	1
Physical Disability	0
Other difficulty/disability	1

**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	6

4 Comments on SEN register updates

- 4.1 Sixty pupils in total have been identified as having a Special Educational Need. Seventeen children currently have an Education, Health, and Care Plan (EHCP) and a further six applications have been submitted to the Local Authority. Of these, three have been accepted, one rejected before a needs assessment and one was still pending when the child left to transition to secondary school. School is awaiting final plans for all three and, as yet, no additional funding has been agreed for these children.
- 4.2 There has been a very large increase in numbers of children requiring high levels of additional support provided through an EHC Plan. The numbers have grown from 8 children in 2022-2023 to 17 in the past year (an increase of 112%). The level of needs presented by these children has also increased in terms of severity (including severe autism, global developmental delay, non-verbal and children not being yet potty trained.)
- 4.3 It's important to note there has been a further large increase in SEMH and ASD cases throughout the school. ASD cases have increased by 33% since 2022-23 and SEMH has increased by 27%. It is also important to note that there is a large increase in the numbers of children who fall into multiple categories and have difficulties with a variety of co-morbid needs.

5 Attainment of pupils with SEN (July 2024)

		BLW	WTS	EXS	GDS
Maths	2023	11	24	9	8
	2024	4	24	8	9
Reading	2023	11	15	18	8
	2024	8	18	10	9
Writing	2023	14	21	14	3
	2024	14	15	11	5

5.1 KS2 Attainment Data of pupils with SEN (July 2023/2024):

	Year	Maths		Reading		Writing	
		2023	2024	2023	2024	2023	2024
Pupil 1	6	GDS	EXS	EXS	EXS	EXS	EXS
Pupil 12	6	WTS	WTS	BLW	BLW	BLW	BLW
Pupil 15	6	GDS	GDS	GDS	GDS	EXS	GDS
Pupil 19	6	WTS	WTS	BLW	WTS	BLW	WTS
Pupil 23	6	BLW	BLW	BLW	BLW	BLW	BLW
Pupil 24	6	GDS	GDS	GDS	GDS	GDS	GDS
Pupil 26	6	WTS	WTS	WTS	WTS	BLW	BLW
Pupil 29	6	WTS	WTS	BLW	BLW	WTS	BLW
Pupil 34	6	EXS	GDS	EXS	GDS	EXS	EXS
Pupil 57*	6	-	-	-	-	-	-
Totals:		GDS: 3 EXS: 1 WTS: 4 BLW: 1	GDS: 3 EXS: 1 WTS: 4 BLW: 1	GDS: 2 EXS: 2 WTS: 1 BLW: 4	GDS: 3 EXS: 1 WTS: 2 BLW: 3	GDS: 1 EXS: 3 WTS: 1 BLW: 4	GDS: 2 EXS: 2 WTS: 1 BLW: 4

*Pupil 57 joined Sonning Common post-assessment period and, therefore, is not included in the school results.

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

	2022				2023				2024**			
	EXS		GDS		EXS		GDS		EXS		GDS	
	School %	National %	School %	National %	School %	National %	School %	National %	School %	National %	School %	National %
Maths	33	-	0	-	36	73*	0	24*	11%	-	33%	-
Reading	33	-	0	-	45	73*	8	29*	22%	-	22%	-
Writing	100	-	0	-	25	71*	0	13*	22%	-	22%	-

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

** Assessment data for the year 2023-2024 is, as yet, unverified and based upon the results data sent to school late in Term 6. There is no comparison data for this year currently.

5.3 **KS1 Attainment Data of pupils with SEN (July 2023/2024):**

	Year	Maths		Reading		Writing	
		2023	2024	2023	2024	2023	2024
Pupil 10	2	EXS	EXS	GDS	EXS	EXS	EXS
Pupil 11	2	EXS	EXS	GDS	EXS	EXS	EXS
Pupil 42	2	WTS	WTS	WTS	WTS	BLW	WTS
Pupil 43	2	WTS	WTS	WTS	WTS	WTS	WTS
Pupil 44	2	BLW	WTS	BLW	BLW	BLW	BLW
Pupil 53	2	WTS	WTS	EXS	WTS	WTS	WTS
	Totals:	GDS: 0 EXS: 2 WTS: 3 BLW: 1	GDS: 0 EXS: 2 WTS: 4 BLW: 0	GDS: 2 EXS: 1 WTS: 2 BLW: 1	GDS: 0 EXS: 2 WTS: 3 BLW: 1	GDS: 0 EXS: 2 WTS: 2 BLW: 2	GDS: 0 EXS: 2 WTS: 3 BLW: 1

6 Comments on attainment data

- 6.1 From the table ‘Attainment of pupils with SEN (July 2024)’, we can see that by the end of the academic year 2023-24, 38% of pupils with SEN either met (EXS) or exceeded (GDS) the expected standard for their year group in maths, 42% in reading and 36% 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 though their progress, relative to their starting points, is good or better on the whole.
- 6.2 In ‘KS2 Attainment Data of pupils with SEN (July 2023/2024)’ the results for children with a SEN are broadly achieving the same levels as July 2023 in all areas. The difficulties with the two children who showed a ‘dip’ in levels could be due to their overall mental health difficulties, an undiagnosed SEMH need or finding the pressure of the end of KS2 too much. 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 maths and writing since 2023. It can be seen however that reading would need to be a focus going forward, particularly for those proficient readers who may need support to access comprehension-type activities. It is important to note however, that 5 out of the 6 children on the list have SEMH and/or behavioural needs as well as possible cognition and learning difficulties.

7 Progress of pupils with SEN from July 2023 to July 2024

	Year	Maths		Reading		Writing	
		2023	2024	2023	2024	2023	2024
Pupil 1	6	GDS	EXS	EXS	EXS	EXS	EXS
Pupil 2	5	WTS	WTS	EXS	EXS	WTS	WTS
Pupil 3	R	-	-	-	-	-	-
Pupil 4	4	BLW	BLW	BLW	BLW	BLW	BLW
Pupil 5	4	GDS	GDS	GDS	GDS	EXS	EXS
Pupil 6	4	-	-	-	-	-	-
Pupil 7	R	-	-	-	-	-	-
Pupil 8	4	BLW	-	BLW	-	BLW	-
Pupil 9	R	-	-	-	-	-	-
Pupil 10	2	EXS	EXS	GDS	EXS	EXS	EXS
Pupil 11	2	EXS	EXS	GDS	EXS	EXS	EXS
Pupil 12	6	WTS	WTS	BLW	BLW	BLW	BLW
Pupil 13	4	-	WTS	-	WTS	-	WTS
Pupil 14	4	-	WTS	-	EXS	-	WTS
Pupil 15	6	GDS	GDS	GDS	GDS	EXS	GDS
Pupil 16	R	-	-	-	-	-	-
Pupil 17	4	WTS	WTS	WTS	WTS	WTS	BLW
Pupil 18	R	-	-	-	-	-	-
Pupil 19	6	WTS	WTS	BLW	WTS	BLW	WTS
Pupil 20	1	-	BLW	-	BLW	-	BLW
Pupil 21	R	-	-	-	-	-	-
Pupil 22	4	WTS	WTS	WTS	WTS	BLW	BLW
Pupil 23	6	BLW	BLW	BLW	BLW	BLW	BLW
Pupil 24	6	GDS	GDS	GDS	GDS	GDS	GDS
Pupil 25	5	WTS	WTS	WTS	WTS	WTS	WTS
Pupil 26	6	WTS	WTS	WTS	WTS	BLW	BLW
Pupil 27	4	WTS	WTS	BLW	BLW	WTS	BLW
Pupil 28	5	EXS	EXS	WTS	WTS	BLW	WTS
Pupil 29	6	WTS	WTS	BLW	BLW	WTS	BLW
Pupil 30	5	BLW	BLW	WTS	WTS	BLW	WTS
Pupil 31	3	WTS	EXS	WTS	WTS	WTS	WTS
Pupil 32	R	-	-	-	-	-	-
Pupil 33	5	-	-	-	-	-	-
Pupil 34	6	EXS	GDS	EXS	GDS	EXS	EXS
Pupil 35	5	GDS	GDS	GDS	GDS	EXS	EXS
Pupil 36	5	BLW	WTS	WTS	WTS	WTS	BLW
Pupil 37	5	-	WTS	-	WTS	-	BLW
Pupil 38	5	GDS	GDS	GDS	GDS	GDS	EXS
Pupil 39	5	EXS	EXS	EXS	GDS	EXS	GDS
Pupil 40	3	BLW	-	BLW	-	BLW	-
Pupil 41	3	WTS	WTS	WTS	WTS	WTS	BLW
Pupil 42	2	WTS	WTS	WTS	WTS	BLW	WTS
Pupil 43	2	WTS	WTS	WTS	WTS	WTS	WTS
Pupil 44	2	BLW	WTS	BLW	BLW	BLW	BLW
Pupil 45	4	WTS	WTS	EXS	EXS	WTS	WTS
Pupil 46	4	GDS	GDS	EXS	EXS	WTS	EXS
Pupil 47	5	WTS	WTS	EXS	EXS	WTS	EXS
Pupil 48	5	GDS	GDS	GDS	GDS	GDS	GDS
Pupil 49	5	WTS	WTS	EXS	WTS	WTS	WTS
Pupil 50	4	WTS	WTS	WTS	WTS	BLW	WTS
Pupil 51	4	EXS	EXS	EXS	EXS	EXS	EXS
Pupil 52	3	WTS	WTS	WTS	WTS	EXS	WTS
Pupil 53	2	WTS	WTS	EXS	WTS	WTS	WTS
Pupil 54	1	-	GDS	-	GDS	-	GDS
Pupil 55	1	-	WTS	-	BLW	-	BLW
Pupil 56	1	-	EXS	-	EXS	-	EXS
Pupil 57	6	-	-	-	-	-	-
Pupil 58	R	-	-	-	-	-	-
Pupil 59	1	-	-	-	-	-	-

BLW -Below age-related expectations	EXS -Achieving the expected standard for the year group
WTS -Working towards the expected standard	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.

Twenty-one children either joined/left the school after/before the assessment period for the academic year 2023-24 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 2023 and July 2024, with 97% in maths, 89% in reading and 82% in writing. These figures are relative and measured from each child's starting point and reflect those that we have comparative data for. Maths results especially have made significant improvements since the year 2022-2023.
- 8.2 Certain children can be seen to have made negative progress over the last year, predominantly in Key Stage 2 writing. There could be several reasons for this, including the individual Special Educational Needs of those children, the presence of additional SEMH and/or behavioural needs and the makeup 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 writing 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. We should also focus on reading, with an emphasis on enjoyment and comprehension.

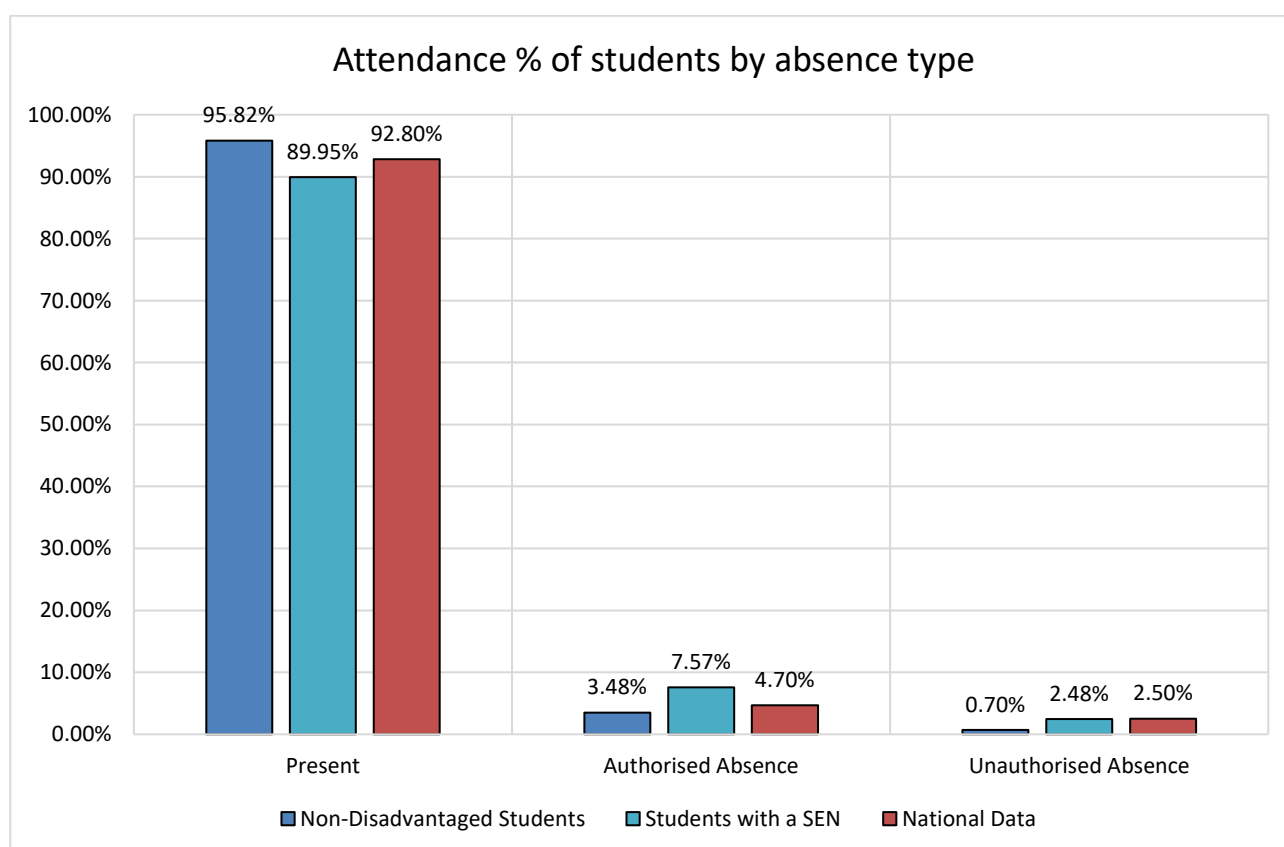
9 Attendance, exclusions and behaviour of pupils with SEN

9.1 Headline figures (2023-2024):

	Number:
Number of persistent absentees	8
Number with 100% attendance	26 (44%)
Number of temporary fixed-term suspensions	64
Number of permanent exclusions	0

9.2 Comparative Attendance Data (2023-2024):

Present:			Authorised Absence:			Unauthorised Absence:			Educational Visit: (Included as 'present')		
Non-SEN %	SEN %	National %	Non-SEN %	SEN %	National %	Non-SEN %	SEN %	National %	Non-SEN %	SEN %	National %
95.82	89.95	92.8	3.48	7.57	4.70	0.70	2.48	2.50	1.77	2.50	-



9.3 From the data above, it can be seen that the attendance figures for children with SEN are below those with no special educational needs. However, these figures are broadly in-line

with national attendance figures for the academic year 2023-2024 and, while authorised absence is higher, unauthorised absence is fractionally lower than national data.

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

10.1 This year, the majority of support meetings and other 'outside' intervention was held in-person and in-school for the first time since before the COVID-19 pandemic. We have had visits from speech and language therapists, educational psychologists, occupational therapists and Autism advisory teachers as well as assessment visits from various professionals. Online, we have 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.

11.3 All staff are now trained to either Level 1 or Level 2 in Team Teach, one group has now completed their first round of refresher training with more to follow in the academic year 2024-2025.

11.4 All staff completed First Aid training, with relevant staff receiving additional paediatric first aid training.

11.5 INSET time has been given to pupil progress reviews, both of SEN pupils and non-SEN focus children as well as Team Teach, first aid and teaching and learning.

12 Income and expenditure on SEN

12.1 Currently, the Teaching Assistant hours are not indicative of the full support needs of the children with SEN in classes. The limitations of the funding provided from EHCPs combined with the high levels of support needs means that the budget for SEN is high. Looking forward to next year (2024-2025), we will be spending the majority 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.
- 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.
- Created a 'Pastoral Team' of staff who are released from classroom support duties to support children with SEMH or behavioural needs.

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. These should also be reviewed and monitored using the 'Provision Map' system. Interventions should include all necessary adjustments made to accommodate a child's needs within a classroom, for example physical resources such as 'wobble' cushions as well as intervention time for curriculum activities.
- 13.2 Continue the use of the 'Provision Map' software to effectively track and monitor SEN within 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 writing 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