



SEND Report to Governors 2024-25


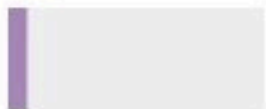
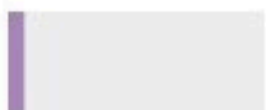

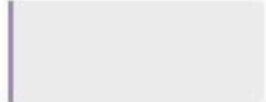
Year Groups



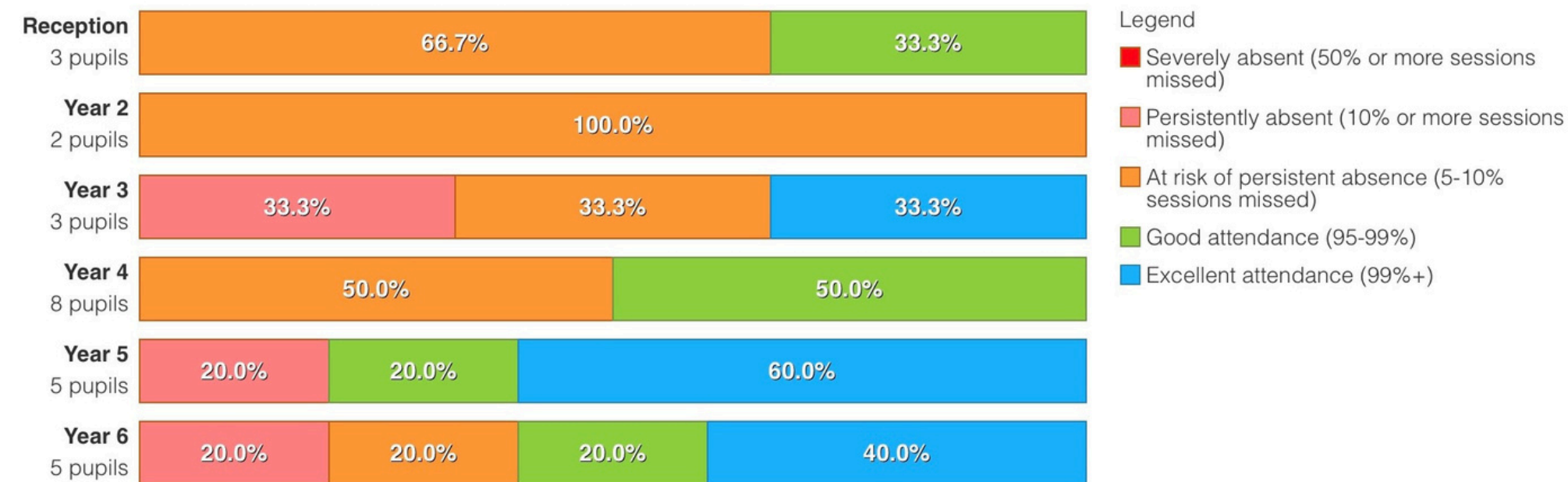
	Pupils	Boys	Girls	EAL	Summer Born	Ever 6 FSM	SEN Support	EHC Plan	Absence Rate
Reception	10	6 <div><div></div></div>	4 <div><div></div></div>	2 <div><div></div></div>	3 <div><div></div></div>	2 <div><div></div></div>	3 <div><div></div></div>	0 <div><div></div></div>	4.8% <div><div></div></div>
Year 1	9	4 <div><div></div></div>	5 <div><div></div></div>	1 <div><div></div></div>	4 <div><div></div></div>	0 <div><div></div></div>	0 <div><div></div></div>	0 <div><div></div></div>	4.3% <div><div></div></div>
Year 2	11	4 <div><div></div></div>	7 <div><div></div></div>	0 <div><div></div></div>	0 <div><div></div></div>	2 <div><div></div></div>	2 <div><div></div></div>	0 <div><div></div></div>	3.2% <div><div></div></div>
Year 3	7	6 <div><div></div></div>	1 <div><div></div></div>	0 <div><div></div></div>	3 <div><div></div></div>	1 <div><div></div></div>	3 <div><div></div></div>	0 <div><div></div></div>	9.3% <div><div></div></div>
Year 4	22	11 <div><div></div></div>	11 <div><div></div></div>	5 <div><div></div></div>	11 <div><div></div></div>	0 <div><div></div></div>	8 <div><div></div></div>	0 <div><div></div></div>	5.2% <div><div></div></div>
Year 5	11	7 <div><div></div></div>	4 <div><div></div></div>	1 <div><div></div></div>	3 <div><div></div></div>	2 <div><div></div></div>	5 <div><div></div></div>	0 <div><div></div></div>	3.8% <div><div></div></div>
Year 6	21	6 <div><div></div></div>	15 <div><div></div></div>	2 <div><div></div></div>	7 <div><div></div></div>	3 <div><div></div></div>	4 <div><div></div></div>	1 <div><div></div></div>	3.9% <div><div></div></div>

	Boys	Girls
SEND Support	15	10
EHCP	1	0

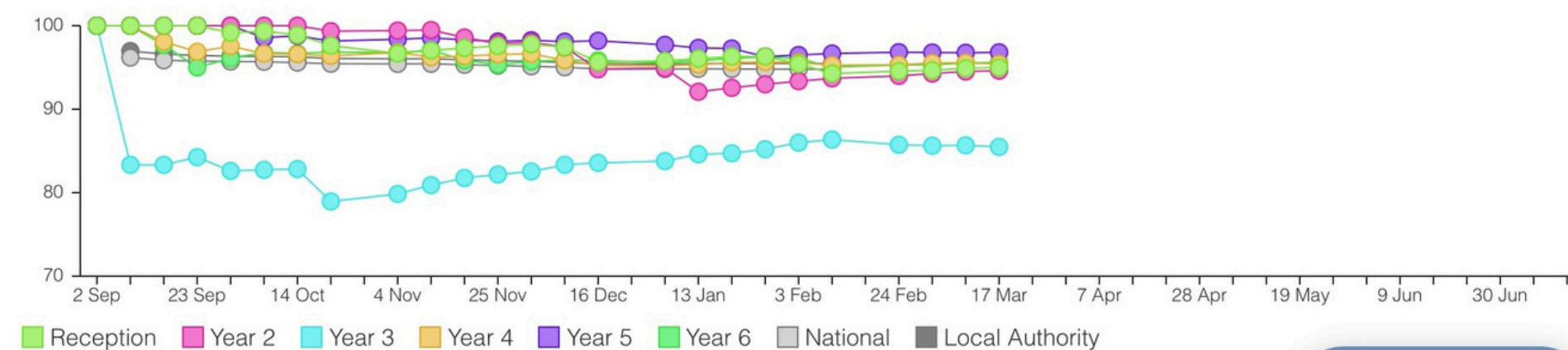
	2023-24	2024-25
SEND Support	22.8%	27.3%
EHCP	1.7%	1.1%

	# Pupils	% Pupils
Social, Emotional and Mental Health	11 	12.1%
Speech, Language and Communication Needs	7 	7.7%
Moderate Learning Difficulty	6 	6.6%
Specific Learning Difficulty	5 	5.5%
Vision Impairment	2 	2.2%

Diversity Profile	Ward	School Data
White British	92.9%	72.5%



Cumulative Attendance



Attendance	National	School Data
Whole School SEND	94.8%	94.5%

SEND School Updates

- An increase in the proportion of pupils on the SEND register since March 2024 24.6% up to 28.6%
- The proportion of pupils on SEND Support is double the national average and the proportion of pupils with an EHCP currently is just below the national average. One pupil with an EHCP will be transferring into mainstream secondary provision in September
- The number of pupils identified with SEND across each year group in the school is uneven. We have significant SEMH needs in Reception and Year 4 currently
- SEMH remains our most significant need, followed by speech, language and communication needs then moderate learning difficulties
- CAMHS waiting lists for an autism or ADHD assessment are now around 24 months, with a further wait of approximately 12 months for an ADHD medication appointment. ADHD medication continues to be hit by shortages
- The gender imbalance in pupils identified continues to narrow:

	2021-22	2022-23	2023-24	2024-25
% Boys	84%	70%	68%	62%
% Girls	16%	30%	32%	38%

Key Priorities for this year

- Continued attendance at EP Cluster, CEAT Cluster, WEP and Cheshire East SENCO Cluster, Diocesan SEND Cluster and support for parents in meetings with LA and other agencies
- SEND TA meetings and investment in further training through IQT, AET, CEAT, EP traded services, play therapist and SaLT team
- Preparation of all paperwork for needs assessment requests, multiagency referrals and case notes for panel
- Continued quality assurance of SEND Support Plans and EHCP implementation plans
- SEND support and monitoring for staff
- Further involvement in piloting new SEND paperwork for the IQT
- Termly SEND conferences and drop ins run by the IQT and also the Diocese
- Year 6/7 transition meetings Year 7 places issued on 1 st March
- Continue to support staff in analysing the performance of SEND pupils as subject leaders and how curriculum and provision adaptations can better meet pupils' needs in foundation subjects
- Paired audit work re: language rich environments with WEP SENCO Cluster - we are paired with Styal Primary School