

## **Thomas Jones School**

### **2023/24 SEND Data Analysis**

#### **Contextual Information**

Thomas Jones is committed to serving the needs of all pupils. The school is genuinely inclusive and offers the highest quality provision to all.

In our school (2023/24) there were 11 pupils with a statement or EHC plan. These 11 children represented 5% of our pupil population.

We feel that it is beneficial to the school community as a whole that these children are educated at Thomas Jones. Children grow up understanding that the things that they have in common with each other far outweigh any differences.

At the end of the 2023/24 academic year there were a further 44 children receiving SEND support, representing 19% of our pupil population and higher than the national figure of 13.6%. Parents know their child best and they are encouraged to work in partnership with the school to ensure that the desired outcomes for their child are achieved. We endeavour to afford parents as much information and support as possible to enable them to participate in this process from a position of knowledge and confidence. *School Support Plans* are written and reviewed by parents and class teachers at least three times a year.

If a pupil's needs are complex or profound it may be suggested, in consultation with parents, that the local authority is approached for a *single assessment*, which will involve parents and significant professionals meeting to discuss and consider whether the local authority should provide extra resources to support that pupil. Resources could include additional staff hours, special equipment or the attendance at a school with specialist resourced support. This additional provision, known as an *Education Health Care Plan (EHCP)*, formerly a Statement of SEN, is reviewed annually or sooner if required. The parents, teacher, SENDCo, pupil and other appropriate professionals are involved in this process.

Additional support is offered on an equitable basis. Those with the greatest need receive the highest level of support. All support programmes that are implemented are evaluated for the impact that they have had on children's progress.

Pupils receiving SEND support make exceptional progress at our school. Intervention programmes are highly successful: the outcomes pupils achieve clearly demonstrate that they work. It is rare for a child to leave the school having not reached the government's expected national standards for the end of Key Stage 2.

Each year some children with a level of need that merits an EHC plan demonstrate the enormous progress they have made by achieving national expectations or greater depth before they transfer to secondary school.

## Thomas Jones School SEND Data Analysis 2024

### Key Stage 2

**Table 1**

Table 1 illustrates the attainment of the four children who received SEND support in Year 6 during the academic year 2023/24 based on statutory tests and/or teacher assessments.

10% of the cohort had SEND - all in receipt of SEND support (3 pupils) and 3.3% of the cohort had an EHC Plan (1 pupil).

	No.	Reading		Writing		Mathematics	
		EXS	GDS	EXS	GDS	EXS	GDS
School all children	30	97%	90%	97%	37%	97%	90%
National		74%	29%	72%	13%	73%	24%
<b>School - Children with Statement/EHC Plan</b>	<b>1</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>School - Children in receipt of SEND support</b>	<b>3</b>	<b>100%</b>	<b>0%</b>	<b>100%</b>	<b>0%</b>	<b>100%</b>	<b>0%</b>
National – SEND support and EHCP		41%	10%	30%	3%	37%	7%

Nationally in 2024, 20.3% of children receiving SEND support achieved the expected standard in all subjects (Reading, Writing and Mathematics combined). At Thomas Jones, this figure was 75% (3 out of 4 children) based on statutory tests and/or teacher assessments.

The child who did not achieve expected standards had an EHC Plan, support in class for all lessons, attended numerous booster classes and interventions since he started at Thomas Jones School. The child was also offset and had repeated Year 3 three years previously as an enrichment year.

Despite not all children achieving the expected standards, we are confident that SEND did not act as a barrier to achievement for the Year 6 cohort in 2023/24.

### Key Stage 1

30% of the cohort has SEND - 27% of the cohort are in receipt of SEND support (8 pupils) and one pupil (3%) has an EHC plan in place.

**Table 2**

Table 2 illustrates the attainment of the nine children who received SEND support in Year 2 during the academic year 2023/24 compared to the local and national picture.

Estab. No.	Establishment	Cohort **	READING			WRITING			MATHS			RWM*		RWMS*
			<EXS	≥EXS	GDS	<EXS	≥EXS	GDS	<EXS	≥EXS	GDS	≥EXS	GDS	≥EXS
-	NCER National	13,820	67.7%	31.9%	5.1%	77.9%	21.8%	1.5%	64.7%	35.1%	5.3%	19.4%	1.0%	19.1%
-	Local Authority	112	63.4%	34.8%	5.4%	71.4%	26.8%	1.8%	60.7%	37.5%	5.4%	24.1%	1.8%	24.1%
2594	Thomas Jones Primary School	9	44.4%	55.6%	0.0%	55.6%	44.4%	0.0%	55.6%	44.4%	11.1%	44.4%	0.0%	44.4%

Pleasingly, the table demonstrates that at Thomas Jones 44% of children with SEND achieved the expected standard in reading, writing and mathematics combined compared to just 24% in the local authority and 19% nationally. Going beyond the expected standard, 11% of children with SEND at Thomas Jones achieved the highest standard (GDS) in mathematics.

	No.	Reading			Writing			Mathematics		
		WTS	EXS	GDS	WTS	EXS	GDS	WTS	EXS	GDS
Thomas Jones School	9	44%	56%	0%	56%	44%	0%	56%	33%	11%

Pupils in Year 2 with SEND required additional support to lessen the gap between themselves and their peers, and continue to. Out of the four pupils who did not achieve national standards in reading and the five pupil not achieving in writing and mathematics, one has an EHC plan and is registered blind using a braille system for their learning, one transferred to Thomas Jones school as a mid phase transfer with communication, language, cognition and learning difficulties, one has a diagnosis of ASD and below average attendance, one has physical learning difficulties alongside cognition difficulties and one has cognition and learning difficulties. All five children attended and continue to attend intervention groups daily.

Given this and the relatively small sample size, we are confident that we target intervention where needed and provide additional support to ensure that by the time these children leave KS2 this gap has significantly lessened or completely disappeared. Alongside this, utilising outside agencies and professionals remains a priority. The attainment and progress of these children is monitored in a timely and rigorous fashion.

SEND pupils continue to make impressive progress during their time at Thomas Jones and all staff work hard to ensure they continue to do so.