

Thomas Jones School

2022/23 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 (2022/23) there were 10 pupils with a statement or EHC plan. These 10 children represented 4.27% 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 2022/23 academic year there were a further 38 children receiving SEND support, representing 16.2% of our pupil population. 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 2023

Key Stage 2

Table 1

Table 1 illustrates the attainment of the nine children who received SEND support in Year 6 during the academic year 2022/23.

30% of the cohort had SEND - all in receipt of SEND support (9 pupils). On this occasion, no pupils had an EHC plan.

	No.	Reading			Writing			Mathematics		
		EXS	GDS	Progress	EXS	GDS	Progress	EXS	GDS	Progress
School all children	30	100%	60%	4.9	97%	33%	3.7	100%	70%	8.0
National		73%	29%	0.05	71%	13%	0.05	73%	24%	0.04
Children with Statement/EHC Plan	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Children in receipt of SEND support	9	55.6%	44.4%	+6.25	77%	23%	+4.76	56%	44%	+7.75
National		30.2%	10.1%	-1.41	26.4%	2.6%	-2.16	29.7%	6.6%	-1.55

Nationally in 2023, 20.1% of children receiving SEND support achieved the expected standard in all subjects (Reading, Writing and Mathematics combined). At Thomas Jones, this figure was 88.9% (8 out of 9 children).

We are confident that SEND did not act as a barrier to achievement for the Year 6 cohort in 2022/23.

Key Stage 1

Table 2

Table 2 illustrates the attainment of the six children who received SEND support in Year 6 during the academic year 2022/23.

20% of the cohort has SEND - 13% of the cohort are in receipt of SEND support (4 pupils) and two further pupils (7%) have an EHC plan in place.

	No.	Reading			Writing			Mathematics		
		WTS	EXS	GDS	WTS	EXS	GDS	WTS	EXS	GDS
School	6	83.3%	16.7%	0%	100%	0%	0%	83.3%	16.7%	0%

Pupils in Year 2 with SEND required additional support to lessen the gap between themselves and their peers, and continue to. Out of the five pupils who did not achieve national standards in reading and mathematics, one has an EHC plan outlining complex communication & interaction/sensory & physical needs (cerebral palsy), one has an EHC plan for ASD/communication & interaction/behaviour (SEM), and the further three have cognition and learning difficulties. All five children attended and continue to attend intervention groups daily.

Out of the six pupils who did not achieve national standards in writing, in addition to the above, one further child has difficulties with communication/ SEM/physical & sensory and as a result is currently undergoing further assessments.

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.