

Thomas Jones School

2024/25 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 (2024/25) there were 11 pupils with a statement or EHC plan. These 11 children represented 6% of our pupil population, higher than the national average of 5%.

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 2024/25 academic year there were a further 44 children receiving SEND support, representing 14.2% 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 2024/25 SEND Data Analysis

Key Stage 2

Table 1

Table 1 illustrates the attainment of the eight children who received SEND support in Year 6 during the academic year 2024/25 based on statutory tests and/or teacher assessments.

27% of pupils were on the SEND register (8 pupils). This included 5 children in receipt of SEND support with needs ranging from cognition and learning as well as emotional, social and behavioural difficulties. A further 3 children were in receipt of an EHCPlan for Down Syndrome, hearing impairment and ASD.

Table 1

Estab. No.	School	Cohort	RWM*		READING			WRITING TA			MATHS			GPS				
			≥Exp	High	Avg. SS	<Exp	≥Exp	High	≥Exp	GDS	Avg. SS	<Exp	≥Exp	High	Avg. SS	<Exp	≥Exp	High
-	NCER National	138,940	23.8%	1.6%	99.8	55.9%	42.3%	12.8%	32.3%	2.8%	98.5	58.5%	39.6%	8.5%	98.6	62.6%	35.5%	8.4%
-	LA	206	39.8%	4.4%	103.3	43.2%	56.8%	22.3%	50.0%	5.3%	103.0	44.7%	55.3%	19.4%	103.8	41.7%	57.8%	22.8%
2594	Thomas Jones Primary School	8	75.0%	0.0%	109.9	25.0%	75.0%	75.0%	75.0%	0.0%	110.0	25.0%	75.0%	62.5%	110.4	25.0%	75.0%	62.5%

Nationally in 2025, 23.8% of children receiving SEND support (inc. with an EHCP) achieved the expected standard in all subjects (Reading, Writing and Mathematics combined) and 39.8% achieved this locally. At Thomas Jones, this figure was 75% (6 out of 8 children) based on statutory tests and/or teacher assessments.

Of the children who did not achieve expected standard, one was in receipt of an EHC Plan and had a diagnosis of Down's syndrome. The other child had severe cognition and learning difficulties including language and communication difficulties. This child attended numerous booster classes and interventions since she started at Thomas Jones School. The child's family refused any professional involvement or assessments numerous times throughout her time with us.

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 2024/25.

Key Stage 1

13% of the cohort were on the SEND register- 10% of the cohort are in receipt of SEND support (3 pupils) and 3% had an EHC plan in place (1 pupil).

Table 2

Table 2 illustrates the attainment of the four children who received SEND support in Year 2 during the academic year 2024/25 ('All SEN Pupils').

Table 2

Estab. No.	Establishment	Cohort **	READING			WRITING			MATHS			RWM*	
			<EXS	≥EXS	GDS	<EXS	≥EXS	GDS	<EXS	≥EXS	GDS	≥EXS	GDS
2594	Thomas Jones Primary School	30	23.3%	76.7%	23.3%	33.3%	66.7%	10.0%	23.3%	76.7%	20.0%	63.3%	10.0%
	All SEN Pupils	4	75.0%	25.0%	0.0%	75.0%	25.0%	0.0%	50.0%	50.0%	0.0%	25.0%	0.0%
	No identified SEN	22	13.6%	86.4%	18.2%	27.3%	72.7%	9.1%	22.7%	77.3%	18.2%	68.2%	9.1%
	Unknown	4	25.0%	75.0%	75.0%	25.0%	75.0%	25.0%	0.0%	100.0%	50.0%	75.0%	25.0%

Comparison to the local and national picture is no longer possible as because KS1 SATs are non-statutory, in RBKC only 13/29 schools submitted KS1 data, and nationally only 53/153 LA's submitted data giving no reliability to any comparisons we make.

Pupils in Year 2 with SEND required additional support to lessen the gap between themselves and their peers, and continue to. The 3 children with SEND not achieving EXS across the board all have support plans or an EHCP in place and, together with others who have been identified as requiring additional support, continue to receive elevated support in KS2, including much intervention, the outcomes of which are rigorously monitored.

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.