

|                                | Year 3 |       | Year 4 |       | Year 5 |       | Year 6 |       | Total Boys | Total Girls | Total |
|--------------------------------|--------|-------|--------|-------|--------|-------|--------|-------|------------|-------------|-------|
|                                | Boys   | Girls | Boys   | Girls | Boys   | Girls | Boys   | Girls |            |             |       |
| <b>EHCP</b>                    | 0      | 1     | 4      | 0     | 2      | 1     | 2      | 0     | 8          | 2           | 10    |
|                                |        |       |        |       |        |       |        |       | 80%        | 20%         |       |
|                                |        |       |        |       |        |       |        |       | 73%        | 27%         |       |
| <b>Additional Support (AS)</b> | 9      | 2     | 10     | 4     | 3      | 9     | 4      | 3     | 26         | 18          | 44    |
|                                |        |       |        |       |        |       |        |       | 59%        | 41%         |       |
|                                |        |       |        |       |        |       |        |       | 64%        | 37%         |       |
| <b>Record of Concern</b>       | 8      | 4     | 3      | 4     | 4      | 2     | 7      | 7     | 22         | 17          | 39    |
|                                |        |       |        |       |        |       |        |       | 56%        | 44%         |       |
| <b>Medical</b>                 | 1      | 0     | 0      | 0     | 1      | 2     | 1      | 1     | 3          | 3           | 6     |
|                                |        |       |        |       |        |       |        |       | 50%        | 50%         |       |
| <b>Total</b>                   | 18     | 7     | 17     | 8     | 10     | 14    | 14     | 11    | 59         | 40          | 99    |
|                                |        |       |        |       |        |       |        |       | 60%        | 40%         |       |

One EHC Application has successfully been completed, a second has been approved to the assessment stage



**Special Educational Needs Data for Buttsbury Junior School Academic Year 2021/22**

| SEND Data June 2022       | % of Pupils at Buttsbury Junior School June 2022 | National figures for Primary Schools (not inc. Special Schools) June 2021 |
|---------------------------|--|---|
| <b>EHCP</b>               | 1.95%  | 2.1%  |
| <b>Additional Support</b> | 8.59%  | 12.6%   |
| <b>Record of Concern</b>  | 7.62%  | 14.7%   |

\* National Data for comparison is in blue. Total number on role: 512, 99 SEND (19.3%)

- Strengths:**
- Sensory Space, 'Our Quiet Zone' funded by the Reading Room Project completed
  - Academic Year cycle of One Plan Meetings completed, in a timely manner
  - Staff continue to be proactive in seeking advice and support for the pupils ever changing needs
  - Interventions & need of pupils reviewed every half term in Pupil Progress Meetings
  - SENDCo has good working relationship with outside agencies
  - All referrals, including Speech & Occupational Therapy, submitted to outside agencies accepted
  - Strong paperwork completed by SENDCo resulting in one EHC Application being approved and a second being accepted to the assessment stage

**SEND Category of Need for EHCP & AS**



- Moderate Learning Difficulties: 50%
- Autism Spectrum Disorder: 19%
- Specific Learning Difficulties: 7%
- Speech, Language or Communication Need: 11%
- Physical Disability: 4%
- Social, Emotional & Mental Health: 6%

- Priorities:**
- SEND parent coffee mornings to be introduced
  - Ongoing monitoring of progress for children with SEND to ensure consistency
  - To ensure regular opportunities to train support staff
  - Ensure SEND development continues to be part of regular CPD of staff

- Staff training this year includes:**
- ADHD training at BJS attended by HT, SENDCo & one LSA from BJS
  - Ongoing training for all support staff on White Rose Maths
  - Motivating Reluctant Learners training delivered by Educational Psychologist, Paul Hammond to BJS & BIS Teachers; BJS Support Staff accessed this in their Briefings
  - Live Marking Training and reviewing of marking by all Support Staff