

## SEND Evaluation Report

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### Number and percentage of children EHC Plans and SEN support:

Number of pupils with an EHCP	% of pupils with an EHCP	Number of pupils with SEN support	% of pupils with SEN support	National % of pupils with an EHCP	National % of pupils with SEN support
1	0.5	16	7.8	1.3	12.1

### Number and Percentage of pupils with SEND with each type of need:

Main SEN	SEN Support		EHC Plan	
	Number	Percentage of need out of SEN Support	Number	Percentage
Specific Learning Difficulty	6(7)	38%	0	0
Moderate Learning Difficulty	1	6%	0	0
Severe Learning Difficulty	0	0	0	0
Profound and multiple learning difficulty	0	0	0	0
Social, emotional and mental health	2	13%	0	0
Speech, language and communication needs	5	31%	0	0
Hearing Impairment	1(0)	6%(0)	0	0
Visual Impairment	0	0	0	0
Multi-Sensory Impairment	0	0	0	0
Physical Disability	1	6%	0	0
Autistic Spectrum Disorder	0	0	1	0.5%
SEN support but no specialist assessment of type of need	0	0	0	0
Other Difficulty/Disability	0	0	0	0

**High Needs Funding:**

Number of children receiving high needs funding:	Number of children receiving high needs funding with SEN support	Number of children receiving high needs funding with an EHC Plan
3	2	1

**KS1 – KS2 Analysis of outcomes of pupils with SEN Support from RAISEonline:**

Maths		Reading		Writing	
School	National	School	National	School	National
-3.07	-1.14	-4.83	-1.28	-0.33	-2.44

**Action:****Maths –**

- Pupils with SEN are significantly lower than the national average. Inspire Maths has been introduced in Year 1 which will eventually lead to the whole school using this programme.
- Every Child Counts intervention was introduced in January 2016 which should help children, who are behind at the end of KS1, catch up.
- RM Maths is used at least 3 times a week. This was introduced in January 2016.

**Reading –**

- Children’s reading assessment was significantly lower than national average.
- Whole school phonics reading programme introduced to support children’s reading ability. This will hopefully reduce the number of phonic interventions in upper KS2.
- An increase in 1:1 reading to improve children’s reading ability.

**Writing –**

- Children’s writing assessment is higher than national average.
- Writing is moderated with other schools to ensure writing is assessed accurately.
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**Progress data for current pupils showing % pupils on track to make expected progress:**

% SEN/ non-SEN	Reading	Writing	Maths
<b>Reception</b>	0 SEN/100%	0 SEN/100%	0 SEN/100%
<b>Year 1</b>	100%/97%	100%/97%	100%/97%
<b>Year 2</b>	50%/79%	0%/84%	50%/89%
<b>Year 3</b>	66%/100%	66%/100%	66%/100%
<b>Year 4</b>	50%/100%	0%/96%	0%/96%
<b>Year 5</b>	60%/90%	60%/90%	40%/100%
<b>Year 6</b>	50%/97%	25%/97%	75%/97%

**Number/% of children with high needs funding expected progress:**

<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
66%	33%	66%

**Percentage of pupils with SEN on track to achieve all outcomes:**

<b>100%</b>	<b>&gt;50%</b>	<b>&lt;50%</b>	<b>None</b>
100%	0%	0%	0%

**Exclusion occurrences:**

<b>Fixed term incidents</b>		<b>Number of permanent exclusions</b>	
<b>% pupils with SEN</b>	<b>% pupils with no SEN</b>	<b>% pupils with SEN</b>	<b>% pupils with no SEN</b>
100%	0%	0	0

**Secondary destinations for pupils with SEN July 2016**

<b>Name of School</b>	<b>Number of children</b>
Hillview	1
Mascalls	1
Hugh Christie	1
Cornwallis	1

**Result of last satisfaction survey of parents – 2016**

*3 surveys were returned.*

1 (extremely poor)	
2 (inadequate)	
3 (satisfactory)	
4 (good)	
5 (very good)	100%