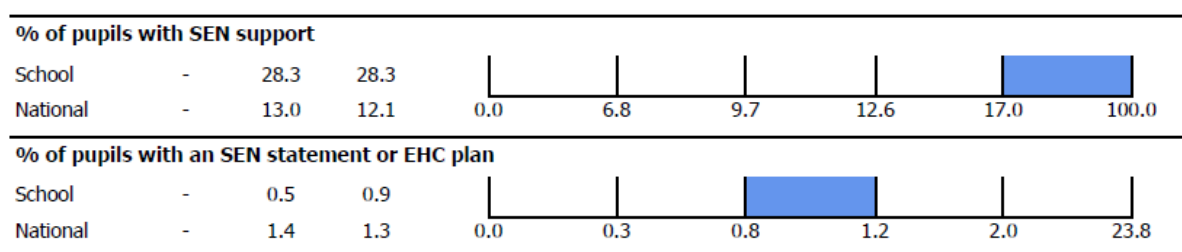


# SEND data collection and analysis for Hunslet Carr Primary School 2015 -16

## 1 School Context

### 1.1 How does your school's SEND profile compare with national? (RAISE)



### Commentary

Hunslet Carr school has a significantly higher percentage of children on the SEN register than schools nationally ( more than double)

Our school has a lower level of children with a statement or EHCP plan than schools nationally. Funding in Leeds is not linked to EHCP. Many of our children are in receipt of additional funding without having an EHCP in place. ( Approx.25 ) Children who are funded are monitored closely by the school and authority and reviewed in the same way as children with an EHCP. At present this may explain why we have a lower level of EHCP plans than nationally. As we have more children arriving at school with very complex needs I envisage the number of EHCP plans rising in the future.

#### Next steps

Take an active part in Lead SENco discussion about the criteria for inclusion on the register. Liaise with SLT as to when children should be removed from register. Consider a sub section on register to include children being monitored closely.

## What are the basic characteristics of individual cohorts by NC year group? (RAISE)

### Basic characteristics by year group 2016

This table includes all pupils listed in the School Census, and therefore values presented below may differ from other figures.

NC Year Group	Number on Roll	% Boy/Girl	% Free School Meals*	% Minority Ethnic Group	% 1st language not English	% Special Education Needs	Children Looked After
Pre-Compulsory	131	51.1 / 48.9	-	-	-	25.2	-
1	58	50.0 / 50.0	60.3	22.4	19.0	27.6	-
2	59	62.7 / 37.3	52.5	27.1	16.9	39.0	-
3	62	53.2 / 46.8	56.5	25.8	17.7	32.3	2
4	48	52.1 / 47.9	72.9	35.4	22.9	29.2	-
5	52	46.2 / 53.8	69.2	17.3	7.7	30.8	1
6	53	45.3 / 54.7	62.3	18.9	9.4	24.5	1

#### Commentary

The figures show some variation of SEND between year groups with last year's Year 2,3,and 5 all having very high percentages above 30%. The figures influence the deployment of staff and resources but the needs of individual children and groups come first

The deployment of staff is targeted at high needs children initially, then more staff are deployed to aid quality first teaching, differentiation and teacher led interventions. Careful consideration is given to the skills of staff and the needs of the cohort in general.

It is interesting to note that these figures give an overall picture of slight fluctuations but a general high level of need.

Next Steps: To use figures as a general indicator of need but to continually consider the needs of individuals and groups

## Main SEN type trend

Main SEN	SEN support			Statements/EHC plan		
	2014	2015	2016	2014	2015	2016
Specific Learning Difficulty	-	0	1	0	0	0
Moderate Learning Difficulty	-	18	72	0	0	0
Severe Learning Difficulty	-	0	0	0	0	0
Profound & Multiple Learning Difficulty	-	0	0	0	0	0
Social, Emotional and Mental Health	-	3	11	0	0	0
Speech, Language and Communication Needs	-	52	42	0	2	3
Hearing Impairment	-	0	1	0	0	0
Visual Impairment	-	0	0	0	0	0
Multi-Sensory Impairment	-	0	0	0	0	0
Physical Disability	-	0	1	0	0	0
Autistic Spectrum Disorder	-	2	3	0	0	1
SEN support but no Specialist Assessment of type of need	-	0	0	-	0	0
Other Difficulty/Disability	-	0	0	0	0	0
<b>School total</b>	-	121	131	-	2	4
<b>Percentage of school roll</b>	-	28.3	28.3	0.0	0.5	0.9

### Commentary

Last year these figures considered the primary needs of children with SEND who have been referred to an outside agency (Old School Action +) and those with a statement. This explains the large rise in MLD as last year it did not include those children who were supported 'in house' through advice from SENCO and other skilled staff. All are now described as SEN support

As the school has a special interest in Language and Communication skills, the high number of children identified with Speech and Language difficulty is not surprising. Some children have Speech and Language difficulty as a secondary need and are not reflected in this table. 70 children were seen by speech and language therapist with many more seen as part of intervention groups run by skilled support staff,

4 children are identified with a diagnosis of autism. This is an increase from last year. There is an increase in parents wanting admission for children with ASC difficulty due to school having good reputation locally for provision. Many staff have training from the STARS team and our lead professionals and SENCO have completed level 3 training.

Social Emotional and Mental Health. School has always understood that behaviour difficulties are invariably the consequence of external factors. We have established a number of

initiatives that are making a difference to individual and general behaviour. We have a robust behaviour policy that gives children structured support, Nurture provision that targets emotional/social difficulty and Speech and Language interventions that aim to minimise frustrations associated with poor communication skills. The figures do not indicate the high levels of vulnerable children that we support in school as most (approx. 100) are seen by our skilled nurture team. It is recognised that for some children we need expert advice and we will refer to EP and inclusion support when necessary

#### 1.4: Are pupils with SEND over represented in absence data?

Absence indicators are based on 2 terms of data (autumn and spring) for mainstream schools and 3 terms of data for special schools.

	% of sessions missed due to Overall Absence		% Persistent absentees - absent for 10% or more sessions	
	School	National average for primary schools	School	National average for primary schools
<b>All Pupils</b>	4.2	3.9	10.5	8.8
.....				
Gender				
Male	4.1	4.0	10.5	9.0
Female	4.3	3.9	10.4	8.6
Special Educational Needs				
.....				
No SEN	4.0	3.7	9.8	7.5
SEN support	4.8	5.2	12.5	14.2
SEN with statement or EHC plan	2.7	6.4	0.0	19.1

**4 Commentary: Overall school has higher overall absence and persistent absentee levels than National Average. Looking at overall absence; SEN support absence is higher than non SEN support but lower than NA. Looking at Persistent absentees; % SEN support absence is higher than non SEN support but lower than N**

### End of Key Stage Headline data

**EYFS** - % of pupils achieving a good level of development

Non SEND = 32                      SEND = 27

1 SEN child gained GLD over the Cohort.

Strand	Emerging %		ELG %		Exceeding %	
	Listening and attention	7	26%	19	73%	21
					1	4%
					11	34%

Understanding	8 30%		19 73%	21 66%	0 0%	11 34%
Speaking	10 37%		17 63%	21 66%	0	11 34%
Moving and handling	6 22%		21 78%	28 88%	0	4 12%
Health and self-care	6 22%		21 78%	31 97%	0	1 3%
Self-confidence and SA	10 37%		17 63%	26 81%	0	6 19%
Managing feelings and behaviour	15 56%		12 44%	28 88%	0	4 12%
Making relationships	13 48%		14 52%	26 81%	0	6 19%
Reading	24 89%	4 12%	2 7%	20 63%	1 4%	8 25%
Writing	24 89%	4 12%	3 11%	25 79%	0	3 9%
Number	20 74%	1 3%	7 30%	28 88%	0	3 9%
Space, shape and measure	12 44%		15 56%	32 100%	0	0
People and communities	12 44%		15 56%	32 100%	0	0
The world	13 48%		14 52%	30 94%	0	2 6%
Technology	8 30%		19 73%	32 100%	0	0
Exploring and using m and m	9 33%		18 66%	31 97%	0	1 3%
Being imaginative	10 37%		17 63%	31 97%	0	1 3%

## Commentary

The EYFS headline data has implications both as an assessment of how successfully we have planned for the cohort described above as they moved into our present Yr 1 and also for our current Reception cohort in order to improve outcomes.

SEND children are shown to be achieving lower levels in all areas reflecting the general delay that the SEND children present upon entry. It is very interesting to note that a high proportion of these children are on the Speech and Language Case Load. Confidence groups, Social and Early Play groups and Vocabulary groups were all established in nursery to begin the process of trying to address this need and are continuing in nursery this year. A new HLTA has taken up the role of monitoring SALT throughout the foundation stage.

The weakest areas shown are delays in reading, writing and number. Speech and Language difficult / delay is an obvious reason and justifies the high level of commitment we place upon SALT development in early years in order to close gaps and establish a firm basis for learning. Indeed figures show that some children have achieved ELG in some language related strands. (73% Listening and attention 63%% Speaking)

One child gained GLD and this is pleasing. He is an EAL child who with effective early intervention made higher than expected progress. He will be monitored closely next year.

When examining resources planned for these children to maximise learning as they moved to Year 1 it would appear our decisions regarding staff deployment and resources are appropriate with a firm emphasis on language development and IEPs aimed at filling gaps. A Narrative group is established and is run jointly with SALT and a member of staff trained to deliver SALT and train staff.

Key workers and TAs are in place according to need including 1/1 support for 3 children with ASC.

The Key Readers Scheme recommended by the Complex Needs Team using the whole word approach, is used to aid reading and writing as SEND children so often have difficulty using a phonetic approach. To compliment this approach there is a successful SENIT phonics intervention scheme for children able to blend successfully.

All staff have had Numicon training and now use the visual image with greater confidence. B Squared assessment is in place to provide data and inform IEPs.

Lesson observations and learning walks have taken on a focus for SEND children. SLT have taken joint responsibility for this monitoring to ensure individual needs are catered for alongside inclusion in QFT.

This model is similarly applied to current Reception and again careful deployment of Staff is ensuring a balance between individual needs and inclusion in QFT. Outside agency support is in place this year for those children with very complex needs who are working towards inclusion in QFT.

## Year 1 phonics percentages attaining expected standard 2016

This report shows the percentage of pupils meeting the expected standard and the average mark attained in the year one phonics screening check for each pupil group alongside the national value for the same pupil group.

	Cohort	Number A/D*	Number achieving expected standard	% School	% National	Average mark	
						School	National
<b>All Pupils</b>	58	1	55	95	81	37	34
<b>Special Educational Needs</b>							
No SEN	42	1	41	98	86	38	35
SEN support	16	0	14	88	46	36	25
SEN with statement or EHC plan	0	0	0	0	18	-	19

### Commentary

Phonics Test passes are high across school and very high for SEND. Only 2 children did not reach expected standard. Both of those children are now receiving catch up in the form of the SENIT phonics programme. It is also recognised that some children may find phonic acquisition hard and as such provision is also being built up around the development of sight vocabulary using the Key Reader Scheme

### Next Steps

Monitor the 2 children closely for progress

## Phonics by the end of Year 2 2016

This report shows the percentage of pupils meeting the expected standard in the phonics screening check by the end of year 2 for each pupil group alongside the national percentage for the same pupil group.

	Phonics Screening Check				
	Cohort	Number A/D*	Number achieving expected standard	% School	% National
<b>All Pupils</b>	58	3	54	93	91
No SEN	35	-	35	100	96
SEN support	23	3	19	83	69
SEN with statement or EHC plan	-	-	-	-	29

### Commentary

All SEND children were exposed to successful whole class teaching for phonics then received additional small group or 1/1 intervention with the aim of filling gaps in knowledge. This model is employed to avoid the fact that some children would otherwise miss the QFT delivery of age appropriate phonic lessons

4 children did not meet expected levels

Of these 3 were dis applied. One has since left, one is a child with severe SLI ( Specific language impairment ) who struggles to learn phonetically and is using a whole word approach. The 3<sup>rd</sup> child is a child with an EHCP. He is 50 – 75 % delayed and is unable to use phonics effectively; He is currently working on Fisher family Trust programme and making progress.

The one child who took the test and did not pass missed out by only one point.

The intervention process has shown great success in that for SEND children the % of Yr 2 children passing the test is higher than national trends, a huge increase from last year's results.

- Next Steps : Provide as many opportunities for applying phonic knowledge throughout the day. Continue exposure to age appropriate phonics teaching.
- Continue Phonic intervention and build in a multi-sensory approach to suit the learning styles of SEN children  
Move the successful SENIT intervention programme into year 1



## KS1 reading teacher assessment 2016

### KS1 reading teacher assessment 2016

	National Cohort comparator type	At least expected standard in reading				Below expected standard in reading					
		Expected standard +		Greater depth		Below pre-KS1		Foundations		Working towards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
all pupils	58 all	76	74	28	24	3	2	3	5	17	19
SEN with statement or EHC plan	0 all	-	74	-	24	-	2	-	5	-	19
SEN support	23 all	39	74	13	24	9	2	9	5	43	19
no SEN	35 same	100	82	37	27	0	0	0	2	0	15

### Commentary

#### Changing the comparator type to compare 'same'

	National Cohort comparator type	At least expected standard in reading				Below expected standard in reading					
		Expected standard +		Greater depth		Below pre-KS1		Foundations		Working towards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
all pupils	58 same	76	74	28	24	3	2	3	5	17	19
SEN with statement or EHC plan	0 same	-	14	-	2	-	51	-	15	-	16
SEN support	23 same	39	32	13	4	9	6	9	21	43	40
no SEN	35 same	100	82	37	27	0	0	0	2	0	15

The % of Hunslet Carr children reaching expected or greater depth is greater than National Average in both cases

## KS1 writing teacher assessment 2016

	National Cohort comparator type	At least expected standard in writing				Below expected standard in writing					
		Expected standard +		Greater depth		Below pre-KS1		Foundations		Working towards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
all pupils	58 all	67	65	12	13	3	2	3	5	26	27
SEN with statement or EHC plan	0 all	-	65	-	13	-	2	-	5	-	27
SEN support	23 all	30	65	0	13	9	2	9	5	52	27
no SEN	35 same	91	73	20	15	0	0	0	2	9	24

### Commentary

#### Changing the comparator type to compare 'same'

	National Cohort comparator type	At least expected standard in writing				Below expected standard in writing					
		Expected standard +		Greater depth		Below pre-KS1		Foundations		Working towards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
all pupils	58 same	67	65	12	13	3	2	3	5	26	27
SEN with statement or EHC plan	0 same	-	9	-	1	-	53	-	15	-	18
SEN support	23 same	30	22	0	2	9	7	9	21	52	49
no SEN	35 same	91	73	20	15	0	0	0	2	9	24

The % of Hunslet Carr children reaching expected is greater than National Average. Those reaching greater depth is 0% compared to 2% nationally

## KS1 mathematics teacher assessment 2016

	National Cohort comparator type	At least expected standard in mathematics				Below expected standard in mathematics					
		Expected standard +		Greater depth		Below pre-KS1		Foundations		Working towards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
all pupils	58 all	67	73	19	18	3	2	3	4	26	21
SEN with statement or EHC plan	0 all	-	73	-	18	-	2	-	4	-	21
SEN support	23 all	30	73	4	18	9	2	9	4	52	21
no SEN	35 same	91	80	29	20	0	0	0	2	9	17

### Commentary

#### Changing the comparator type to compare 'same'

	National Cohort comparator type	At least expected standard in mathematics				Below expected standard in mathematics					
		Expected standard +		Greater depth		Below pre-KS1		Foundations		Working towards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
all pupils	58 same	67	73	19	18	3	2	3	4	26	21
SEN with statement or EHC plan	0 same	-	14	-	2	-	51	-	15	-	16
SEN support	23 same	30	33	4	4	9	6	9	19	52	42
no SEN	35 same	91	80	29	20	0	0	0	2	9	17

The % of children at Hunslet Carr achieving expected standards is slightly below national standards while those achieving greater depth is equivalent to national standards

This observation links with plans to monitor Maths IEP work and prioritise KS1 children for ECC intervention

## KS1 science teacher assessment 2016

	National Cohort comparator type	Expected standard	
		School %	National %
all pupils	58 all	91	82
SEN with statement or EHC plan	0 all	-	82
SEN support	23 all	78	82
no SEN	35 same	100	89

**Commentary**  
**SEN slightly below National %**

Further analysis of SEND children at the end of Key stage 1 had been undertaken to look back at attainment in respect of their GLD

	GLD	EYFS READING	EYFS WRITING	EYFS NUMBER	KS1 READING	KS1 WRITING	KS1 MATHS
EA					EX		
AA							
GB							
DB							
LC					EX		
DD				EX			
AF	X	EX	EX	EX	EX	EX	EX
JG					GD	EX	EX
TH	X	EX	EX	EX	EX	EX	
EH	X	EX	EX	EX	EX	EX	
RH							
MH							
GM							
IM							
MM							
SM							
HM	X	EX	EX	EX	GD	EX	EX
KR							
LS							
NS							
ES					EX	EX	EX
CT	X	EX	EX	EX	GD	EX	GD
DW							
<b>Total %age</b>		<b>22%</b>	<b>22%</b>	<b>26%</b>	<b>39%</b>	<b>31%</b>	<b>31%</b>

**Commentary**

The % of children reaching Expected ( EX ) or Greater Depth ( GD ) has risen in all three areas from end of Foundation to end of Key Stage 1

Reading shows the highest rise with 39% reaching EX/GD by the end of Key stage 1, 5 children made more than expected progress. Well targeted interventions for phonics, early reading skills such as FFT and QFT with the effective use of Teaching assistants have all contributed to this. The key readers scheme is used with SEND to teach a whole word approach.

Writing progress for SEN also shows a % rise in children reaching expected levels. The interventions described above also target writing and the key reading scheme is proving successful at giving children a whole word approach to writing providing a framework to develop shorter phonic attempts.

Number progress also shows a % rise in children reaching expected levels but in this case 2 children made expected and good levels of progress but 1 child who achieved ELG did not make EX at the end of KS1. The picture is less consistent.

**Next steps** Numeracy interventions, IEPs and ECC need targeting on KS1 children who did not reach GLD  
 Checks to be made on children who did reach GLD to ensure continuing progress in Numeracy is happening.

## Key stage 2

Changing the comparator type to compare 'same'

### KS2 reading test 2016

	Reading progress					Cohort	National comparator type	Reading attainment					
	Cohort	Score	Score lower limit	Score upper limit	National score			Scaled score 100+		High scaled score		Average score	
								Sch %	Nat %	Sch %	Nat %	Sch	Nat
all pupils	51	-1.36	-3.07	0.36	0.00	52	same	48	66	6	19	98.8	102.6
SEN with statement or EHC plan	0	-	-	-	-3.11	0	same	-	14	-	3	-	95.6
SEN support	13	-0.84	-4.24	2.56	-1.28	13	same	23	32	0	5	92.9	95.8
no SEN	38	-1.53	-3.52	0.46	0.28	39	same	56	73	8	22	100.5	103.8

### KS2 writing teacher assessment 2016

	Writing progress					Cohort	National comparator type	Writing attainment			
	Cohort	Score	Score lower limit	Score upper limit	National score			Expected standard +		Greater depth	
								School %	National %	School %	National %
all pupils	51	2.74	1.01	4.48	0.00	52	same	81	74	10	15
SEN with statement or EHC plan	0	-	-	-	-4.03	0	same	-	13	-	1
SEN support	13	4.00	0.57	7.44	-2.44	13	same	54	32	0	2
no SEN	38	2.31	0.30	4.32	0.52	39	same	90	84	13	17

### KS2 mathematics test 2016

	Mathematics progress					Cohort	National comparator type	Mathematics attainment					
	Cohort	Score	Score lower limit	Score upper limit	National score			Scaled score 100+		High scaled score		Average score	
								Sch %	Nat %	Sch %	Nat %	Sch	Nat
all pupils	51	0.59	-0.88	2.05	0.00	52	same	50	70	8	17	101.6	103.0
SEN with statement or EHC plan	0	-	-	-	-3.44	0	same	-	14	-	2	-	95.7
SEN support	13	0.92	-1.98	3.82	-1.14	13	same	8	36	0	4	96.6	97.0
no SEN	38	0.47	-1.22	2.17	0.27	39	same	64	78	10	19	103.1	104.1

## Commentary

**Reading** SEN progress higher than No SEN/ attainment lower than NA

**Writing** SEN progress is higher than No SEN/ attainment higher than NA, I envisage this attainment rising as Primary writing project becomes embedded. The multi-sensory approach is showing initial positive results for

## SEN children

**Maths** SEN progress is higher than No SEN/ attainment lower than NA. The prediction that this may be the case indicates that our participation in the project run by Nottingham university aimed to close gaps in yr 4 and 5 is an appropriate intervention project

### Next Steps

Set up Catch up literacy intervention. Formal training to take place in 2017

## KS2 reading, writing and mathematics 2016

	Cohort	National comparator type	Expected standard +		High standard	
			Sch %	Nat %	Sch %	Nat %
all pupils	52	same	33	53	0	5
SEN with statement or EHC plan	0	same	-	7	-	0
SEN support	13	same	8	16	0	1
no SEN	39	same	41	61	0	6

### Commentary

There are 13 SEN children in this section

SEN support achieved less than National in terms of Expected Standards

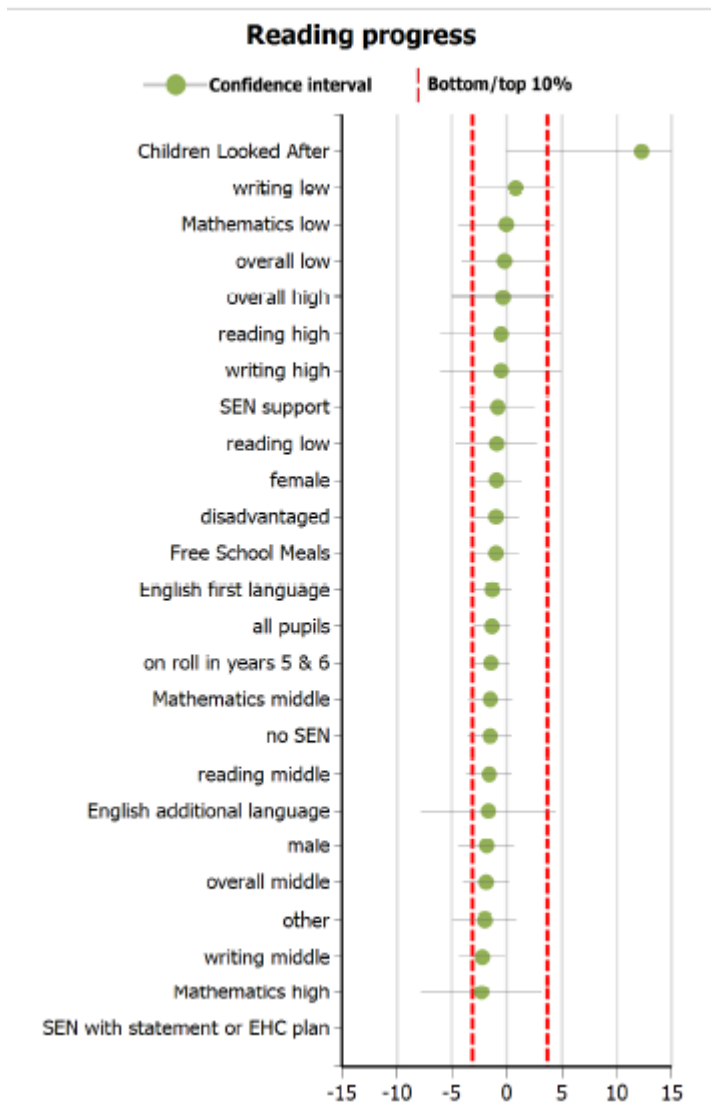
No SEN support also achieved less than National in terms of expected standards

2/13 SEN achieved expected in KS1

3/13 SEN achieved expected in KS2

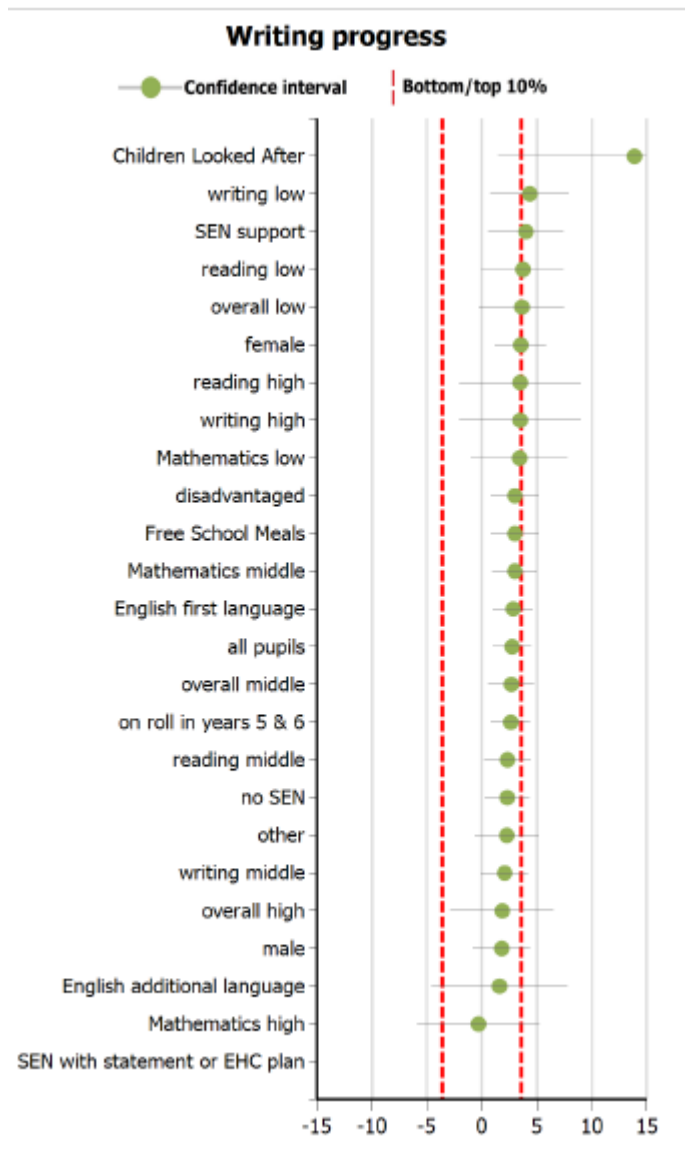
6/13 of the SEN children were more than 50% delayed upon entry to year 1 and received high needs top up funding. Half of these children gained expected in some of the areas at the end of KS2 against all predictions

4 children who reached the standard in all 3 (MWR ) are not included in SEN figures as they were removed from the register due to accelerated progress



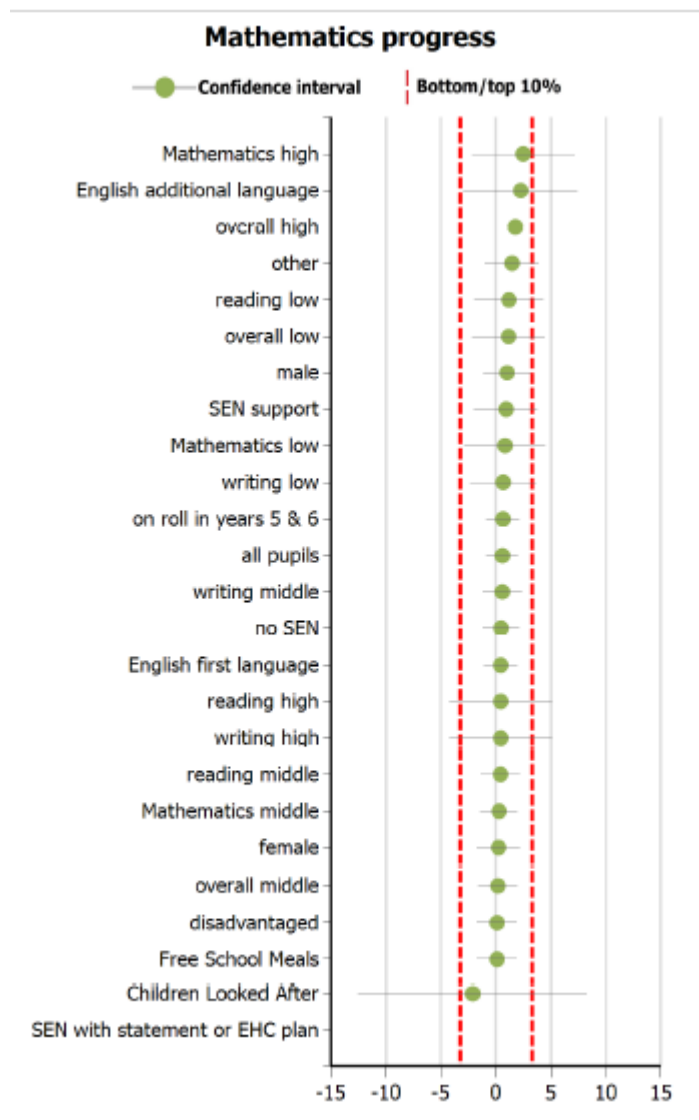
**Commentary**

Reading progress KS1 to KS2 is good for SEND, eighth out of 25 indicators and higher than for linked groups e.g. Male and disadvantaged. It is also higher than Non SEN



#### Commentary

Progress for SEN writing KS1 to KS2 is very high, third out of 25 indicators. It is higher than for linked groups e.g. Male and disadvantaged. It is also higher than Non SEN



**Commentary**

Progress for SEN maths KS1 to KS2 is high, eighth out of 25 indicators. It is higher than for the linked group of disadvantaged. It is also higher than Non SEN