



SEND Report to Governors 2024-25

Year Groups										
	Pupils	Boys	Girls	EAL	Summer Born	Free School Meals	SEN Support	EHC Plan	Absence Rate	
Reception	7	4	3	1	2	0	0	3	12.2%	
Year 1	12	6	6	2	5	4	8	0	9.1%	
Year 2	8	3	5	1	5	0	1	0	4.9%	
Year 3	10	4	6	0	0	2	2	1	3.9%	
Year 4	5	5	0	0	3	0	1	1	5.4%	
Year 5	20	9	11	5	10	0	4	1	6.9%	
Year 6	10	7	3	1	4	2	4	0	4.9%	

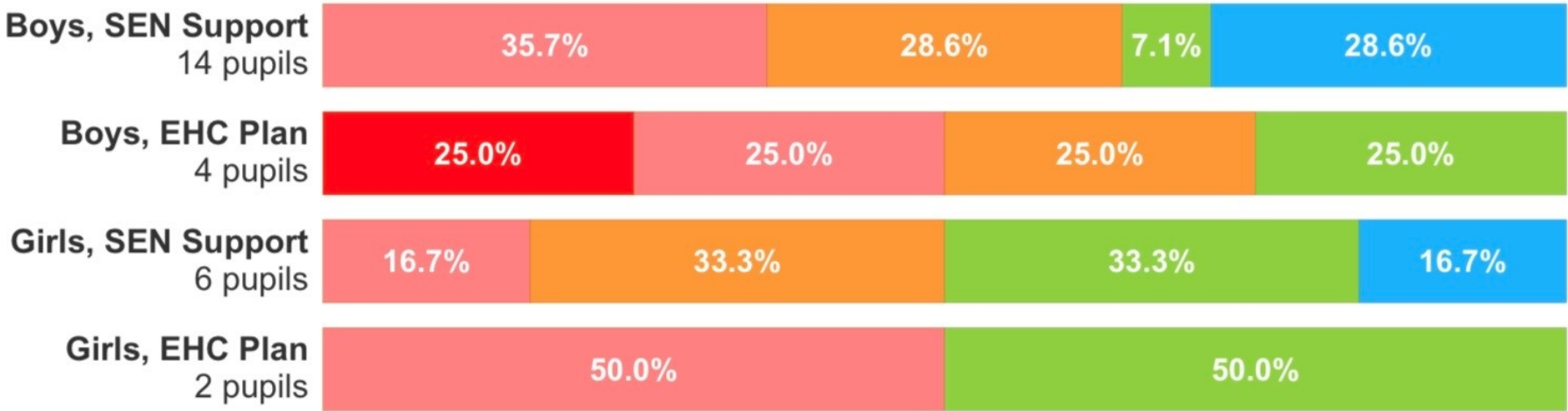
	Boys	Girls
SEND Support	14	6
EHCP	4	2

	2024-25	2024-25
SEND Support	27.3%	27.8%
EHCP	1.1%	8.3%

SEND Specific Needs		
	# Pupils	% Pupils
Social, Emotional and Mental Health	9	12.5%
Speech, Language and Communication Needs	9	12.5%
Moderate Learning Difficulty	6	8.3%
Specific Learning Difficulty	5	6.9%
Autistic Spectrum Disorder	3	4.2%
Physical Disability	2	2.8%
Vision Impairment	1	1.4%

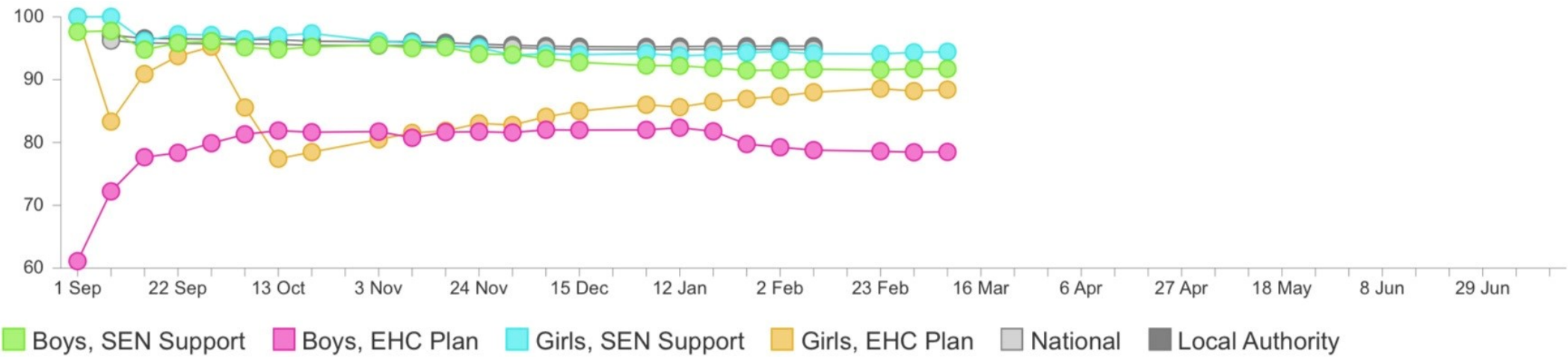
Diversity Profile	Ward	School Data
White British	92.9%	63.9%

Attendance Ranges



- Legend
- Severely absent (50% or more sessions missed)
 - Persistently absent (10% or more sessions missed)
 - At risk of persistent absence (5-10% sessions missed)
 - Good attendance (95-99%)
 - Excellent attendance (99%+)

Cumulative Attendance



Attendance	Non-SEND	All SEND
Whole School SEND	95.2%	90.1%

SEND School Updates

- An increase in the proportion of pupils on the SEND register since March 2025 - 28.6% up to 36.1%
- The proportion of pupils on SEND Support is almost double the national average and the proportion of pupils with an EHCP currently is 2.5 times the national average. No pupils with an EHCP will be transferring into mainstream secondary provision in September
- The number of pupils identified with SEND across each year group in the school is uneven. We have significant Communication and Interaction and SEMH needs in Year 1 currently, with complex needs for almost 50% of our Reception cohort.
- SEMH and Communication and Interaction remain our most significant needs, and these both impact significantly on the Cognition and Learning difficulties of many pupils
- CAMHS waiting lists for an autism or ADHD assessment are now around 36-40 months, with a further wait of approximately 12 months for an ADHD medication appointment. ADHD medication continues to be hit by shortages
- The gender imbalance in pupils identified has widened this year due to an increase of male pupils arriving at school with an EHCP or being issued one during the year:

	2022-23	2023-24	2024-25	2025-26
% Boys	70%	68%	62%	69%
% Girls	30%	32%	38%	31%

Key Priorities for this year

- Continued attendance at EP Cluster, CEAT Cluster, WEP and Cheshire East SENCO Cluster, Diocesan SEND Cluster and support for parents in meetings with LA and other agencies
- SEND TA meetings and investment in further training through IQT, AET, CEAT, EP traded services, play therapist and SaLT team
- Preparation of all paperwork for needs assessment requests, multiagency referrals and case notes for panel
- Continued quality assurance of SEND Support Plans and EHCP implementation plans
- SEND support and monitoring for staff
- Further involvement in piloting new SEND paperwork for the IQT - **SEND Support Plans and panel submissions**
- Termly SEND conferences and drop ins run by the IQT and also the Diocese
- Year 6/7 transition meetings Year 7 places issued on 1 st March
- Continue to support staff in analysing the performance of SEND pupils as subject leaders and how curriculum and provision adaptations can better meet pupils' needs in foundation subjects
- Paired audit work re: **whole communication approach across the school and further developing language rich environments**