



TEAM Dore – SEN Headline Numbers
2014/15 Summary

49 children are receiving specialist support & intervention.
 Of these there are 4 statemented children and 3 awaiting EHC plans.
 The proportion of need amongst year groups is comparable.
 2 have children moved off SEN support and 12 have been added – combination of new arrivals and robust assessment by internal & external professionals.
 There is an increase in numbers of children with autism and social, mental & emotional health difficulties. Speech & Language continues to be the largest proportion of specific need in school.

<u>YEAR GROUP</u>	<u>NUMBER OF CHILDREN</u>	<u>SEN (K) PROGRESS FOR ACADEMIC YEAR 2014-15</u> <u>4 STEPS EXPECTATION FOR ALL PUPILS</u>						
Foundation	2							
Year 1	9	<table border="1"> <tr> <td>Reading</td> <td>+4.31</td> </tr> <tr> <td>Writing</td> <td>+3.61</td> </tr> <tr> <td>Maths</td> <td>+4.89</td> </tr> </table>	Reading	+4.31	Writing	+3.61	Maths	+4.89
Reading	+4.31							
Writing	+3.61							
Maths	+4.89							
Year 2	7	<table border="1"> <tr> <td>Reading</td> <td>+6.33</td> </tr> <tr> <td>Writing</td> <td>+6.33</td> </tr> <tr> <td>Maths</td> <td>+4.83</td> </tr> </table> <p>Year 2 measured in Average Point Score and 6 APS is expected for all children.</p>	Reading	+6.33	Writing	+6.33	Maths	+4.83
Reading	+6.33							
Writing	+6.33							
Maths	+4.83							
Year 3	9	<table border="1"> <tr> <td>Reading</td> <td>+3.70</td> </tr> <tr> <td>Writing</td> <td>+4.20</td> </tr> <tr> <td>Maths</td> <td>+4.10</td> </tr> </table>	Reading	+3.70	Writing	+4.20	Maths	+4.10
Reading	+3.70							
Writing	+4.20							
Maths	+4.10							
Year 4	5	<table border="1"> <tr> <td>Reading</td> <td>+4.00</td> </tr> <tr> <td>Writing</td> <td>+4.20</td> </tr> <tr> <td>Maths</td> <td>+3.20</td> </tr> </table>	Reading	+4.00	Writing	+4.20	Maths	+3.20
Reading	+4.00							
Writing	+4.20							
Maths	+3.20							
Year 5	8	<table border="1"> <tr> <td>Reading</td> <td>+6.71</td> </tr> <tr> <td>Writing</td> <td>+5.86</td> </tr> <tr> <td>Maths</td> <td>+5.86</td> </tr> </table>	Reading	+6.71	Writing	+5.86	Maths	+5.86
Reading	+6.71							
Writing	+5.86							
Maths	+5.86							
Year 6	9	<table border="1"> <tr> <td>Reading</td> <td>+1.33</td> </tr> <tr> <td>Writing</td> <td>+2.33</td> </tr> <tr> <td>Maths</td> <td>+3.44</td> </tr> </table> <p>Year 6 measured in APS and expectation is 4 APS progress for all children. <i>Progress measure in Y6 includes data for 2 children with significant need who have since moved to specialist provision.</i></p>	Reading	+1.33	Writing	+2.33	Maths	+3.44
Reading	+1.33							
Writing	+2.33							
Maths	+3.44							

SUMMARY

Progress for SEN children as a group during the academic year was in line with their peers or slightly below but better than national. There are gaps in attainment between SEN and their peers but the trend from last year suggests these gaps are closing. Progress measure in Y6 includes data for 2 children with significant need who have since moved to specialist provision.