



Crumpsall Lane Primary School

SEND Data Analysis 2017-2018

This profile was last updated on 8th September 2018

End of year school profile Y1-Y6

No. of Pupils	Boys / Girls	Pupil Premium	Free School Meals	Not White British *	1st language not English *	Special Educational Needs	SEN Support	Statement	Education, Health and Care Plan	No. of Looked after Children
57	31 (54.4%) / 26 (45.6%)	9 (15.8%)	8 (14.0%)	55 (96.5%)	44 (77.2%)	8 (14.0%)	8 (14.0%)	0 (0%)	0 (0%)	0 (0%)
59	31 (52.5%) / 28 (47.5%)	19 (32.2%)	11 (18.6%)	58 (98.3%)	41 (69.5%)	11 (18.6%)	7 (11.9%)	0 (0%)	4 (6.8%)	0 (0%)
60	28 (46.7%) / 32 (53.3%)	15 (25.0%)	12 (20.0%)	57 (95.0%)	41 (68.3%)	7 (11.7%)	7 (11.7%)	0 (0%)	0 (0%)	0 (0%)
59	32 (54.2%) / 27 (45.8%)	20 (33.9%)	13 (22.0%)	59 (100%)	46 (78.0%)	12 (20.3%)	12 (20.3%)	0 (0%)	0 (0%)	0 (0%)
58	29 (50.0%) / 29 (50.0%)	18 (31.0%)	7 (12.1%)	57 (98.3%)	32 (55.2%)	10 (17.2%)	8 (13.8%)	0 (0%)	2 (3.4%)	0 (0%)
60	31 (51.7%) / 29 (48.3%)	20 (33.3%)	9 (15.0%)	58 (96.7%)	40 (66.7%)	10 (16.7%)	9 (15.0%)	0 (0%)	1 (1.7%)	0 (0%)
61	28 (45.9%) / 33 (54.1%)	21 (34.4%)	9 (14.8%)	60 (98.4%)	37 (60.7%)	12 (19.7%)	12 (19.7%)	0 (0%)	0 (0%)	0 (0%)
414	210 (50.7%) / 204 (49.3%)	122 (29.5%)	69 (16.7%)	404 (97.6%)	281 (67.9%)	70 (16.9%)	63 (15.2%)	0 (0%)	7 (1.7%)	0 (0%)

End of year SEN Profile Y1 -Y6

No. of Pupils	Boys / Girls	Pupil Premium	Free School Meals	Not White British *	1st language not English *	Special Educational Needs	SEN Support	Statement	Education, Health and Care Plan	No. of Looked after Children
8	6 (75.0%) / 2 (25.0%)	1 (12.5%)	1 (12.5%)	8 (100%)	6 (75.0%)	8 (100%)	8 (100%)	0 (0%)	0 (0%)	0 (0%)
11	8 (72.7%) / 3 (27.3%)	4 (36.4%)	3 (27.3%)	11 (100%)	9 (81.8%)	11 (100%)	7 (63.6%)	0 (0%)	4 (36.4%)	0 (0%)
7	6 (85.7%) / 1 (14.3%)	2 (28.6%)	2 (28.6%)	7 (100%)	4 (57.1%)	7 (100%)	7 (100%)	0 (0%)	0 (0%)	0 (0%)
12	9 (75.0%) / 3 (25.0%)	4 (33.3%)	2 (16.7%)	12 (100%)	9 (75.0%)	12 (100%)	12 (100%)	0 (0%)	0 (0%)	0 (0%)
10	8 (80.0%) / 2 (20.0%)	4 (40.0%)	1 (10.0%)	10 (100%)	7 (70.0%)	10 (100%)	8 (80.0%)	0 (0%)	2 (20.0%)	0 (0%)
10	6 (60.0%) / 4 (40.0%)	7 (70.0%)	4 (40.0%)	10 (100%)	7 (70.0%)	10 (100%)	9 (90.0%)	0 (0%)	1 (10.0%)	0 (0%)
12	9 (75.0%) / 3 (25.0%)	4 (33.3%)	3 (25.0%)	11 (91.7%)	5 (41.7%)	12 (100%)	12 (100%)	0 (0%)	0 (0%)	0 (0%)
70	52 (74.3%) / 18 (25.7%)	26 (37.1%)	16 (22.9%)	69 (98.6%)	47 (67.1%)	70 (100%)	63 (90.0%)	0 (0%)	7 (10.0%)	0 (0%)

Provision for SEND Pupils

The needs of our SEND pupils are met through our provision mapping. Differing needs are met in the following ways:

	Cognition and Learning	Communication and Interaction	Social, emotional and Mental Health	Sensory and/or Physical Medical Conditions
Wave 1 Quality First Teaching	Differentiated curriculum planning , activities, delivery and outcome – Big Maths/Guided Reading/guided groups Consistent teaching throughout school Increased visual aids , modelling, use of writing frames/graphic organisers Access to ICT and iPads Multi-sensory approach VAK Co-operative learning groups and pedagogy Progress reports Target setting AfL- R-A-G cups 'Get Ahead' lunch time intervention Exam Booster classes – Year 6 & Year 2 CPD – targeted & SIP driven	Early intervention & screening tool WELLCOMM /Chat Challenge pedagogy– SALT assessment tool Differentiated curriculum planning , activities, delivery and outcome- e.g. simplified language, Key words- Mr Word teaching method Increased visual aids / modelling etc Communication Fans Consistent teaching approach throughout school Use of iPads Environmental clues (eg signs, location systems, picture/object exchange) Visual Timetables in all classes CPD – targeted & SIP driven	Nurture ethos Cooperative learning groups and pedagogy – behaviour for learning Team Teach philosophy and practice embedded in school for de-escalation Whole school behaviour policy – behaviour management in all classes Whole school reward system Active Learning approaches Brain Breaks Enrichment sessions during extended schools and at lunch times programme PSHE Playground cooperative games and activities CPD – targeted & SIP driven	Multi-sensory approach Flexible teaching arrangements – working with HI/VI Service Staff aware of implications of physical impairment /medical needs -refer to Individual Health Care plans(IHCP) Staff trained in medical needs Epipen/diabetes/ Asthma Risk Assessments Schools Equality and Access Scheme Medical Information Board in staff room CPD – targeted & SIP driven
Wave 2 Wave 1 + additional time-limited, tailored intervention programmes	In class TA support- targeted intervention or adapted programmes in English and Big Maths Groups	Total communication environment TA in class support with focus on supporting speech and language & Communication skills PECS signing Braille	Social Skills and targeted (TA led) Positive Behaviour Plans restorative practice Support during unstructured times/after school clubs Involvement of Safe Guarding Officer LunchClub LAC – PEP meetings	Additional fine motor skills practice Handwriting programme In class support access to resources and safety Class risk assessments HI/VI adapted resources/Braille maker
Wave 3 Wave 1 & 2 + increasingly individualised programmes based on independent evidence of what works	In class TA support Personalised & flexible curriculum Intervention programmes- Personalised Learning Programme – advice from agency, professionals/outreach Annual Review and Reporting Educational Psychology Service input/assessments CAMHs reports	In class TA support Inclusion TA team(PECS trained) intervention groups Speech and Language Service SALT followed up in school by all staff working with the child and intervention groups ICT –AAC programmes using iPad,Writing with Symbols Annual Review and Reporting Specialist teachers Lancasterian VI/HI/Physical needs working with individual students and TA staff	In class TA Support Behaviour Policy Postive handling Plans – Team Teach Boxall Profiles-SENCO Individual reward system and reports Bridgelea – Behaviour Outreach Team Goodmans S&D questionnaires Safeguarding Officer Involvement of School Attendance Officer CAMHS Annual Review and Reporting Educational Psychology Service input/assessments	In class TA support School Nurse Specialist teachers Lancasterian VI/HI/Physical needs working with individual students and TA staff Flexible teaching arrangements OT team for individual children Annual Review and Reporting

Annual progress for SEND pupils

Following assessment week in June 2018, progress data for across the academic year can be obtained for Years 1-5 SEND pupils in reading, writing and maths. Expected progress for one academic year is 6 steps. (4 steps for Year 1)

Y1 Progress data All pupils

All Pupils (58 pupils)	Reading	Writing	Mathematics
Progressed by 4 steps or more	39 (67.2%)	44 (75.9%)	29 (50.0%)
Progressed by 3 steps	2 (3.4%)	2 (3.4%)	10 (17.2%)
Progressed by 2 steps	5 (8.6%)	0 (0%)	6 (10.3%)
Progressed by 1 step	1 (1.7%)	1 (1.7%)	2 (3.4%)
No steps progress	0 (0%)	0 (0%)	0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)
Missing Data	11 (19.0%)	11 (19.0%)	11 (19.0%)

There is missing data for 2 SEND pupils and 9 Non-SEND Pupils. This is due them starting within the academic year. 1 SEND pupil who started in March, is moving through the Statutory assessment process. **% are altered with these pupils removed.**

Year 1 Progress data SEN Pupils

All Pupils (10 pupils)	Reading	Writing	Mathematics
Progressed by 4 steps or more	5 (50.0%)	7 (70.0%)	3 (30.0%)
Progressed by 3 steps	1 (10.0%)	1 (10.0%)	2 (20.0%)
Progressed by 2 steps	1 (10.0%)	0 (0%)	2 (20.0%)
Progressed by 1 step	1 (10.0%)	0 (0%)	1 (10.0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)
Missing Data	2 (20.0%)	2 (20.0%)	2 (20.0%)

Year 1 Progress data Non-SEN pupils

All Pupils (48 pupils)	Reading	Writing	Mathematics
Progressed by 4 steps or more	34 (70.8%)	37 (77.1%)	26 (54.2%)
Progressed by 3 steps	1 (2.1%)	1 (2.1%)	8 (16.7%)
Progressed by 2 steps	4 (8.3%)	0 (0%)	4 (8.3%)
Progressed by 1 step	0 (0%)	1 (2.1%)	1 (2.1%)
No steps progress	0 (0%)	0 (0%)	0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)
Missing Data	9 (18.8%)	9 (18.8%)	9 (18.8%)

- The very large majority of SEND pupils (7/8) and Non-SEND pupils (37/40) have made expected or better progress in writing.
- The majority of SEN pupils (5/8) have made expected or better progress in reading compared to the very large majority of Non-SEND pupils (34/40)
- The small majority of SEN pupils (3/10) have made expected or better progress in maths compared to the majority of Non-Send pupils (26/29)

Y2 Progress data All pupils

All Pupils (60 pupils)	Reading	Writing	Mathematics
Progressed by 6 steps or more	47 (78.3%)	37 (61.7%)	40 (66.7%)
Progressed by 5 steps	2 (3.3%)	7 (11.7%)	9 (15.0%)
Progressed by 4 steps	0 (0%)	2 (3.3%)	0 (0%)
Progressed by 3 steps	0 (0%)	1 (1.7%)	0 (0%)
Progressed by 2 steps	0 (0%)	2 (3.3%)	0 (0%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)
Missing Data	11 (18.3%)	11 (18.3%)	11 (18.3%)

There is missing data for 1 SEND pupil and 10 Non-SEND Pupils. This is due them starting within the academic year. **% are altered with these pupils removed.** The SEND pupil is on graduated response, already being assessed by SALT, assessment arranged with EP and awaiting appointment with Community Paediatrician.

Year 2 Progress data SEN Pupils

All Pupils (7 pupils)	Reading	Writing	Mathematics
Progressed by 6 steps or more	5 (71.4%)	1 (14.3%)	5 (71.4%)
Progressed by 5 steps	1 (14.3%)	1 (14.3%)	1 (14.3%)
Progressed by 4 steps	0 (0%)	1 (14.3%)	0 (0%)
Progressed by 3 steps	0 (0%)	1 (14.3%)	0 (0%)
Progressed by 2 steps	0 (0%)	2 (28.6%)	0 (0%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)
Missing Data	1 (14.3%)	1 (14.3%)	1 (14.3%)

Year 2 Progress data Non-SEN pupils

All Pupils (53 pupils)	Reading	Writing	Mathematics
Progressed by 6 steps or more	42 (79.2%)	36 (67.9%)	35 (66.0%)
Progressed by 5 steps	1 (1.9%)	6 (11.3%)	8 (15.1%)
Progressed by 4 steps	0 (0%)	1 (1.9%)	0 (0%)
Progressed by 3 steps	0 (0%)	0 (0%)	0 (0%)
Progressed by 2 steps	0 (0%)	0 (0%)	0 (0%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)
Missing Data	10 (18.9%)	10 (18.9%)	10 (18.9%)

- The very large majority of SEND pupils (5/6) and almost all Non-SEND pupils (42/43) have made expected or better progress in reading.
 - The very large majority of Non-Send pupils (36/43) have made expected or better progress in writing compared to the very small minority of SEND pupils (1/6)
 - The very large majority of Non-Send pupils (35/43) and SEND pupils (5/6) have made expected or better progress in maths.
- The progress in writing is significantly weaker for SEND pupils. Actions moving into Y3 are to embed colourful semantics within QFT so that pupils can perfect oral construction of sentences, assess pupils for fine motor skills and implement programme and assess pupils for IDL which would impact on spelling and application within independent writing.

Y3 Progress data All pupils

All Pupils (58 pupils)	Reading	Writing	Mathematics
Progressed by 6 steps or more	49 (84.5%)	45 (77.6%)	45 (77.6%)
Progressed by 5 steps	0 (0%)	3 (5.2%)	1 (1.7%)
Progressed by 4 steps	1 (1.7%)	2 (3.4%)	0 (0%)
Progressed by 3 steps	1 (1.7%)	1 (1.7%)	3 (5.2%)
Progressed by 2 steps	0 (0%)	0 (0%)	2 (3.4%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)
Missing Data	7 (12.1%)	7 (12.1%)	7 (12.1%)

There is missing data for 1 SEND pupil and 6 Non-SEND Pupils. This is due them starting within the academic year. % are altered with these pupils removed.

Year 3 Progress data SEN Pupils

All Pupils (12 pupils)	Reading	Writing	Mathematics
Progressed by 6 steps or more	9 (75.0%)	6 (50.0%)	6 (50.0%)
Progressed by 5 steps	0 (0%)	2 (16.7%)	0 (0%)
Progressed by 4 steps	1 (8.3%)	2 (16.7%)	0 (0%)
Progressed by 3 steps	1 (8.3%)	1 (8.3%)	3 (25.0%)
Progressed by 2 steps	0 (0%)	0 (0%)	2 (16.7%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)
Missing Data	1 (8.3%)	1 (8.3%)	1 (8.3%)

Year 3 Progress data Non-SEN pupils

All Pupils (47 pupils)	Reading	Writing	Mathematics
Progressed by 6 steps or more	40 (85.1%)	39 (83.0%)	40 (85.1%)
Progressed by 5 steps	0 (0%)	1 (2.1%)	1 (2.1%)
Progressed by 4 steps	0 (0%)	0 (0%)	0 (0%)
Progressed by 3 steps	0 (0%)	0 (0%)	0 (0%)
Progressed by 2 steps	0 (0%)	0 (0%)	0 (0%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)
Missing Data	7 (14.9%)	7 (14.9%)	6 (12.8%)

- All Non-Send pupils have made expected or better progress in reading (40/40) compared to the very large majority of SEND pupils (9/11)
- Almost all Non-Send pupils (39/40) have made expected or better progress in writing compared to the majority of SEND pupils (6/11)
- Almost all Non-Send pupils (39/40) have made expected or better progress in maths compared to the majority of SEND pupils (6/11)

Y4 Progress data All pupils

All Pupils (58 pupils)	Reading	Writing	Mathematics
Progressed by 6 steps or more	43 (74.1%)	39 (67.2%)	40 (69.0%)
Progressed by 5 steps	6 (10.3%)	5 (8.6%)	9 (15.5%)
Progressed by 4 steps	0 (0%)	6 (10.3%)	2 (3.4%)
Progressed by 3 steps	1 (1.7%)	1 (1.7%)	0 (0%)
Progressed by 2 steps	2 (3.4%)	0 (0%)	0 (0%)
Progressed by 1 step	1 (1.7%)	2 (3.4%)	2 (3.4%)
No steps progress	0 (0%)	0 (0%)	0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)
Missing Data	5 (8.6%)	5 (8.6%)	5 (8.6%)

There is missing data for 5 Non-SEND Pupils. This is due them starting within the academic year. % are altered with these pupils removed.

Year 4 Progress data SEN Pupils

All Pupils (10 pupils)	Reading	Writing	Mathematics
Progressed by 6 steps or more	5 (50.0%)	5 (50.0%)	6 (60.0%)
Progressed by 5 steps	2 (20.0%)	1 (10.0%)	1 (10.0%)
Progressed by 4 steps	0 (0%)	3 (30.0%)	1 (10.0%)
Progressed by 3 steps	0 (0%)	0 (0%)	0 (0%)
Progressed by 2 steps	2 (20.0%)	0 (0%)	0 (0%)
Progressed by 1 step	1 (10.0%)	1 (10.0%)	2 (20.0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)

Year 4 Progress data Non-SEN pupils

All Pupils (48 pupils)	Reading	Writing	Mathematics
Progressed by 6 steps or more	38 (79.2%)	34 (70.8%)	34 (70.8%)
Progressed by 5 steps	4 (8.3%)	4 (8.3%)	8 (16.7%)
Progressed by 4 steps	0 (0%)	3 (6.3%)	1 (2.1%)
Progressed by 3 steps	1 (2.1%)	1 (2.1%)	0 (0%)
Progressed by 2 steps	0 (0%)	0 (0%)	0 (0%)
Progressed by 1 step	0 (0%)	1 (2.1%)	0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)
Missing Data	5 (10.4%)	5 (10.4%)	5 (10.4%)

- The very large majority of Non-Send pupils have made expected or better progress in reading (38/43) compared to the minority of SEND pupils (5/10)
- The large majority of Non-Send pupils (34/43) have made expected or better progress in writing compared to the minority of SEND pupils (5/10)
- The large majority of Non-Send pupils (34/43) have made expected or better progress in maths compared to the majority of SEND pupils (6/10)

Y5 Progress data All pupils

All Pupils (60 pupils)	Reading	Writing	Mathematics
Progressed by 6 steps or more	43 (71.7%)	30 (50.0%)	40 (66.7%)
Progressed by 5 steps	7 (11.7%)	14 (23.3%)	8 (13.3%)
Progressed by 4 steps	3 (5.0%)	3 (5.0%)	2 (3.3%)
Progressed by 3 steps	0 (0%)	3 (5.0%)	4 (6.7%)
Progressed by 2 steps	0 (0%)	1 (1.7%)	0 (0%)
Progressed by 1 step	0 (0%)	2 (3.3%)	0 (0%)
No steps progress	2 (3.3%)	1 (1.7%)	1 (1.7%)
Regressed	0 (0%)	0 (0%)	0 (0%)
Missing Data	5 (8.3%)	6 (10.0%)	5 (8.3%)

There is missing data for 2 SEND pupils and 3 Non-SEND Pupils. This is due them starting within the academic year. % are altered with these pupils removed.

Year 5 Progress data SEN Pupils

All Pupils (10 pupils)	Reading	Writing	Mathematics
Progressed by 6 steps or more	6 (60.0%)	4 (40.0%)	5 (50.0%)
Progressed by 5 steps	1 (10.0%)	2 (20.0%)	1 (10.0%)
Progressed by 4 steps	0 (0%)	0 (0%)	0 (0%)
Progressed by 3 steps	0 (0%)	0 (0%)	2 (20.0%)
Progressed by 2 steps	0 (0%)	0 (0%)	0 (0%)
Progressed by 1 step	0 (0%)	2 (20.0%)	0 (0%)
No steps progress	1 (10.0%)	0 (0%)	0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)
Missing Data	2 (20.0%)	2 (20.0%)	2 (20.0%)

Year 5 Progress data Non-SEN pupils

All Pupils (50 pupils)	Reading	Writing	Mathematics
Progressed by 6 steps or more	37 (74.0%)	26 (52.0%)	35 (70.0%)
Progressed by 5 steps	6 (12.0%)	12 (24.0%)	7 (14.0%)
Progressed by 4 steps	3 (6.0%)	3 (6.0%)	2 (4.0%)
Progressed by 3 steps	0 (0%)	3 (6.0%)	2 (4.0%)
Progressed by 2 steps	0 (0%)	1 (2.0%)	0 (0%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)
No steps progress	1 (2.0%)	1 (2.0%)	1 (2.0%)
Regressed	0 (0%)	0 (0%)	0 (0%)
Missing Data	3 (6.0%)	4 (8.0%)	3 (6.0%)

- The large majority of SEND pupils (6/8) and Non-SEND pupils (37/47) have made expected or better progress in reading
- The majority of Non-Send pupils (26/46) have made expected or better progress in writing compared to the minority of SEND pupils (4/8)
- The large majority of Non-Send pupils (35/47) have made expected or better progress in maths compared to the majority of SEND pupils (5/8)

Y6 Progress data All pupils

All Pupils (61 pupils)	Reading	Writing	Mathematics
Progressed by 6 steps or more	30 (49.2%)	45 (73.8%)	28 (45.9%)
Progressed by 5 steps	9 (14.8%)	4 (6.6%)	3 (4.9%)
Progressed by 4 steps	5 (8.2%)	3 (4.9%)	5 (8.2%)
Progressed by 3 steps	10 (16.4%)	4 (6.6%)	15 (24.6%)
Progressed by 2 steps	1 (1.6%)	0 (0%)	4 (6.6%)
Progressed by 1 step	1 (1.6%)	0 (0%)	0 (0%)
No steps progress	0 (0%)	0 (0%)	1 (1.6%)
Regressed	0 (0%)	0 (0%)	0 (0%)
Missing Data	5 (8.2%)	5 (8.2%)	5 (8.2%)

The attainment data is calculated using end of KS SATs results. There is missing data for 5 Non-SEND Pupils. This is due them starting within the academic year. **% are altered with these pupils removed.**

Year 6 Progress data SEN Pupils

All Pupils (12 pupils)	Reading	Writing	Mathematics
Progressed by 6 steps or more	7 (58.3%)	9 (75.0%)	6 (50.0%)
Progressed by 5 steps	1 (8.3%)	2 (16.7%)	0 (0%)
Progressed by 4 steps	1 (8.3%)	1 (8.3%)	2 (16.7%)
Progressed by 3 steps	3 (25.0%)	0 (0%)	2 (16.7%)
Progressed by 2 steps	0 (0%)	0 (0%)	1 (8.3%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)
No steps progress	0 (0%)	0 (0%)	1 (8.3%)
Regressed	0 (0%)	0 (0%)	0 (0%)

Year 6 Progress data Non-SEN pupils

All Pupils (49 pupils)	Reading	Writing	Mathematics
Progressed by 6 steps or more	23 (46.9%)	36 (73.5%)	22 (44.9%)
Progressed by 5 steps	8 (16.3%)	2 (4.1%)	3 (6.1%)
Progressed by 4 steps	4 (8.2%)	2 (4.1%)	3 (6.1%)
Progressed by 3 steps	7 (14.3%)	4 (8.2%)	13 (26.5%)
Progressed by 2 steps	1 (2.0%)	0 (0%)	3 (6.1%)
Progressed by 1 step	1 (2.0%)	0 (0%)	0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)
Missing Data	5 (10.2%)	5 (10.2%)	5 (10.2%)

- The majority of SEND pupils (7/12) and Non-SEND pupils (23/44) have made expected or better progress in reading
- The very large majority of Non-Send pupils (36/44) have made expected or better progress in writing compared to the large majority of SEND pupils (9/12)
- The majority of Non-Send pupils (22/44) and SEND pupils (6/12) have made expected or better progress in maths

Progress for All reception pupils

	Lis No. (%)	Und No. (%)	Spk No. (%)	Mov No. (%)	Hlt No. (%)	Con No. (%)	Fee No. (%)	Rel No. (%)	Rdg No. (%)	Wri No. (%)	Num No. (%)	Shp No. (%)	Ppl No. (%)	Wld No. (%)	Tec No. (%)	Exp No. (%)	Ima No. (%)
Progressed by 6 steps or more	50 (91%)	50 (91%)	51 (93%)	51 (93%)	52 (95%)	51 (93%)	51 (93%)	48 (87%)	48 (87%)	42 (76%)	43 (78%)	51 (93%)	50 (91%)	49 (89%)	51 (93%)	50 (91%)	48 (87%)
Progressed by 5 steps	0 (0%)	1 (2%)	1 (2%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	4 (7%)	2 (4%)	3 (5%)	4 (7%)	0 (0%)	0 (0%)	2 (4%)	0 (0%)	0 (0%)	1 (2%)
Progressed by 4 steps	2 (4%)	1 (2%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (2%)	0 (0%)	0 (0%)	4 (7%)	4 (7%)	0 (0%)	1 (2%)	0 (0%)	1 (2%)	0 (0%)	0 (0%)
Progressed by 3 steps	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (2%)	0 (0%)	0 (0%)	0 (0%)	1 (2%)	1 (2%)	0 (0%)	0 (0%)	2 (4%)
Progressed by 2 steps	0 (0%)	0 (0%)	0 (0%)	1 (2%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (2%)	2 (4%)	1 (2%)	1 (2%)	0 (0%)	0 (0%)	0 (0%)	1 (2%)	1 (2%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (2%)	0 (0%)	0 (0%)	0 (0%)	1 (2%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Missing Data	3 (5%)	3 (5%)	3 (5%)	3 (5%)	3 (5%)	3 (5%)	3 (5%)	3 (5%)	3 (5%)	3 (5%)	3 (5%)	3 (5%)	3 (5%)	3 (5%)	3 (5%)	4 (7%)	3 (5%)

Progress for SEND pupils

	Lis No. (%)	Und No. (%)	Spk No. (%)	Mov No. (%)	Hlt No. (%)	Con No. (%)	Fee No. (%)	Rel No. (%)	Rdg No. (%)	Wri No. (%)	Num No. (%)	Shp No. (%)	Ppl No. (%)	Wld No. (%)	Tec No. (%)	Exp No. (%)	Ima No. (%)
Progressed by 6 steps or more	6 (75%)	6 (75%)	7 (88%)	7 (88%)	8 (100%)	7 (88%)	7 (88%)	5 (63%)	6 (75%)	4 (50%)	4 (50%)	7 (88%)	6 (75%)	6 (75%)	7 (88%)	6 (75%)	6 (75%)
Progressed by 5 steps	0 (0%)	1 (13%)	1 (13%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (38%)	0 (0%)	0 (0%)	1 (13%)	0 (0%)	0 (0%)	1 (13%)	0 (0%)	0 (0%)	0 (0%)
Progressed by 4 steps	2 (25%)	1 (13%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (13%)	0 (0%)	0 (0%)	2 (25%)	2 (25%)	0 (0%)	1 (13%)	0 (0%)	1 (13%)	0 (0%)	0 (0%)
Progressed by 3 steps	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (13%)	0 (0%)	0 (0%)	0 (0%)	1 (13%)	1 (13%)	0 (0%)	0 (0%)	1 (13%)
Progressed by 2 steps	0 (0%)	0 (0%)	0 (0%)	1 (13%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (13%)	1 (13%)	1 (13%)	1 (13%)	0 (0%)	0 (0%)	0 (0%)	1 (13%)	1 (13%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (13%)	0 (0%)	0 (0%)	0 (0%)	1 (13%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Missing Data	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (13%)	0 (0%)

Progress for Non-SEND pupils

	Lis No. (%)	Und No. (%)	Spk No. (%)	Mov No. (%)	Hlt No. (%)	Con No. (%)	Fee No. (%)	Rel No. (%)	Rdg No. (%)	Wri No. (%)	Num No. (%)	Shp No. (%)	Ppl No. (%)	Wld No. (%)	Tec No. (%)	Exp No. (%)	Ima No. (%)
Progressed by 6 steps or more	44 (90%)	44 (90%)	44 (90%)	44 (90%)	44 (90%)	44 (90%)	44 (90%)	43 (88%)	42 (86%)	38 (78%)	39 (80%)	44 (90%)	44 (90%)	43 (88%)	44 (90%)	44 (90%)	42 (86%)
Progressed by 5 steps	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (2%)	2 (4%)	3 (6%)	3 (6%)	0 (0%)	0 (0%)	1 (2%)	0 (0%)	0 (0%)	1 (2%)
Progressed by 4 steps	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (4%)	2 (4%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Progressed by 3 steps	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (2%)
Progressed by 2 steps	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (2%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Missing Data	5 (10%)	5 (10%)	5 (10%)	5 (10%)	5 (10%)	5 (10%)	5 (10%)	5 (10%)	5 (10%)	5 (10%)	5 (10%)	5 (10%)	5 (10%)	5 (10%)	5 (10%)	5 (10%)	5 (10%)

- SEND pupils are making better progress in the prime areas than in the Specific areas. Pupils need to be secure in their prime areas in order to attain in the specific so this is in line with EYFS pedagogy and assessment.
- One SEND pupil achieving significantly below expected progress in several areas is an elective mute. The assessment processes in EYFS make it difficult to assess his capacity and capability.
- One pupil has been referred to Ophthalmology as well as Community Paediatricians. He will be assessed by SALT in Autumn 1.
- Two other pupils are accessing other services as part of the Graduated Response.

Whole school actions for SEND 2018-2019

- Quality First Teaching of SEND will be supported throughout the year reinforcing the message that it is the teacher's responsibility to plan for all pupils. This will be supported by the sensory team, as well as the EP, SALT and our specialist SALT TA. In the spring term, we will look into differentiation and personalised learning and what that looks like. This will be supported by 2 staff members who have accessed Camberwell Park Outreach support around differentiation.
- To meet the needs of the increasing number of SEND pupils with a speech communication and language need, we are opening up a language base where 10 KS1 pupils will access learning alongside intensive language support for 3 hours daily.
- To address significant behaviour difficulties and the management of these, whole school nurture training will be given. The impact of this will be monitored throughout the year.
- A nurture room will be developed to target individuals with SEMH difficulties.
- Planned CPD opportunities will be given based on need. This includes BSL Level 1 training for staff over a 30 week period.