**New York Primary School**

**SEND Context 2020/2021**

* In 2020/21 there were 72 pupils on the SEND register
* 8 pupils had an EHCP (11%)
* 45 boys and 27 girls

7% SEN pupils are EAL and receive additional support from EMTAS (Ethnic Minority and Traveller Achievement Service) including additional resources, intervention in English and relevant visual aids.

* 6 pupils were on the Speech and Language caseload and received additional support

4 pupils were on the Language and Communication caseload and received additional support

* 5 SEN pupils were referred to and reviewed by the Educational Psychologist to support learning strategies in school and/or support with statutory paperwork for submission for statutory assessment.
* 2 SEN pupils were referred to Silverdale ARP
* 32 pupils on the SEN register were SMEH, (Social, Emotional, Mental Health)
* 27 pupils on the SEN register were Speech or Language and Communication
* 18 pupils on the register were for ‘other’ needs.

**EYFS**

Within EYFS 0 SEN pupil (out of 3) achieved a Good Level of Development (GLD)

**Phonics**

The 2020/21 Phonics assessment did not take place due to COVID.

**Statutory Data**

The data tables below present the last set of statutory data. Due to COVID19 there were no SATS in the Spring 2021. Current SEN figures indicate an increase in pupil SEN from 18/19 to 19/20 (65 v 80) with a high proportion of this increase being pupils in Year 2 and 6. Using internal school data and teacher assessment the attainment figures for 2021 are lower than 2019. These are reflected in the blue brackets.

**End of KS1 SEND. EHCP and K-Send Support 7 SEND children Year 2**

New York Primary School **2018/2019** compared to National and Local Authority performance. 2020/2021 teacher assessment as at 20th March 2020 is in blue brackets.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| IMD - decile 3 Idaci - decile2 | **Reading%** | **Writing%** | **Maths%** | **Science** | **RWM%** |
| **New York** | **60 (29)** | **60 (14)** | **60 (29)** | **70**  | **60** |
| **L.A** | **36** | **29** | **41** | **50** | **27** |
| **National**  | **30** | **22** | **33** | **41** | **19** |
| **New York year 2018** | **50** | **0** | **50** | **50** | **0** |

**End of KS2 SEND. EHCP and K-Send Support 17 SEND children Year 6**

New York Primary School **2018/2019** compared to National and Local Authority performance.

2020/2021 teacher assessment as at 20th March 2020 is in blue brackets.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| IMD - decile 3 Idaci - decile2 | **Reading%** | **Writing%** | **Maths%** | **RWM%** |
| **New York** | **50 (24)** | **38 (18)** | **38 (53)** | **38 (18)** |
| **L.A** | **40** | **36** | **45** | **26** |
| **National**  | **36** | **34** | **40** | **22** |
| **New York previous year 2018** | **38** | **38** | **38** | **38** |

**Actions to impact upon gaps across phases as a result of lost learning from COVID19.**

* Scheduled interventions targeting specific gaps in learning
* Differentiated learning to focus upon basic skills needed to underpin future learning
* Adaptive learning with shorter lessons and adjusted pace to suit the need of learners
* Additional teacher appointed to work with SEN to support gaps in learning
* Wellbeing focus to promote resilience positive mental health among SEN pupils
* Specific SMEH intervention programs
* Project work to complete as homework tasks to engage families in learning together
* Celebration events to promote the positives in pupil achievement