

Crofton Junior School

Analysis of SEND Register 2021/2022

Background information:

		Male	Female
School Roll	222	108	114
		49%	51%
SEND Register	43	27	17
	= 19% (% of pupils on roll)	= 25% (% of SEND register)	= 15% (% of SEND register)

	Y3	Y4	Y5	Y6
No. of children on roll	51	56	58	57
No. of children on SEND register	8	15	10	11
	16%	27%	17%	19%

Breakdown of male and female on SEND Register:

	Male		Female	
SEN Support	12	11%	8	7%
My Support Plan	6	5%	1	<1%
EHCP	9	8%	7	6%

Breakdown of disadvantage children on SEND Register:

	Male		Female	
SEN Support	3	25%	0	0%
My Support Plan	2	33%	0	0%
EHCP	3	33%	3	43%

The following is a year-by-year breakdown of Category of Need. Having a full breakdown of the areas of need per year group enables SENCOs to reflect on where needs are within the school and deploy staff and resources appropriately.

Breakdown of Category of Need:

Year 3 8 children	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory/Physical/Medical
SEN Support	13%			25%
My Support Plan	13%		38%	
EHCP				

Year 4 15 children	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory/Physical/Medical
SEN Support	7%	7%	20%	1%
My Support Plan				
EHCP	7% - prime need	20% - prime need 14% - secondary need	20% - prime need	

Year 5 10 children	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory/Physical/Medical
SEN Support	20%	20%		10%
My Support Plan				
EHCP	10% - secondary need	40% - prime need		

Year 6 11 children	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory/Physical/Medical
SEN Support	9%	9%	27%	
My Support Plan				
EHCP		36% - prime need	9% - prime need	9% - secondary need

Analysis of trends:

School has 16 pupils (7.2%) with an EHCP, which is more than twice the national average. This has a major impact on staffing and school's capacity to support those children in other SEND categories as many of these children require very personalised curriculums. The majority of these children demonstrate a communication & interaction / ASD prime need. This is also reflected in those children with a My Support Plan or receiving school support. School needs to work carefully to support the children yet also develop their independent learning skills at the same time. School is experienced in meeting the needs of these children and does so well.

There is an increasing number of children with SEMH as a prime need. Whole staff training has been prioritised to ensure that school is able to meet these children's needs effectively.

6/16 (38%) of pupils with an EHCP are also categorised as disadvantaged. This is more than three times the school population (13%). As a result, school needs to prioritise pupil premium funding support for these children to ensure that they receive the same opportunities as all other pupils.

A focus of monitoring must be to ensure:

- School supports those children currently at MSP/school support level effectively.
- School is supporting those children with a SEMH prime need effectively.
- Interventions are well delivered, timetabled appropriately and monitored for their impact.