Date of report:

SENCO: SEND Governor:

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| **SEND profile for the last 12 months**• number of pupils on SEND register (or equivalent), including numbers with Education Health and Care Plans • number of pupils on SEND register as a percentage of pupil population • number of pupils according to primary need (as on census)/gender/other characteristics e.g. pupil premium • numbers of children joining the register and coming off the register this yearDon’t forget to include information about pupils taught within Resource Bases, Special needs units or being educated off-site in alternative provisions. |
| **Overall quality of provision for pupils with SEND**This should be **b**ased on the Ofsted descriptors: • outcomes for pupils with SEND (academic and wider outcomes) • effectiveness of leadership and management for SEND • quality of teaching, learning and assessment for pupils with SEND • personal development, behaviour and welfare of pupils with SEND |
| **Achievement of pupils with SEND:*** statutory assessment data
* school tracking data
* progress data, compared to other groups and pupils with SEND nationally
* wider outcomes (this may include attendance, exclusions, future destinations, participation, particular achievements, etc)
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| **SEND policy**When was this reviewed and have any changes been made? SEND information report on school website. When was this reviewed and does it meet statutory requirements?  |
| **SEND budget and spending**What was the budget allocation and how was it spent? Value for money?  |
| **Staffing for SEND**Any staff employed specifically to support pupils with SEND and their qualifications. Remember: The SENCo must be a qualified teacher. |
| **Interventions**What interventions have been used for pupils with SEND and how effective have these been?How do you measure the impact? |
| **CPD related to SEND** What CPD has taken place and what has been the impact of it for pupils with SEND?  |
| **Engagement with stakeholders**Pupil voice: How have pupils with SEND been involved in their provision? Parent/carer voice: How have parents or carers of pupils with SEND been involved? Multi-agency work: What external agencies have been involved and what impact has this had? How has the school contributed to SEND in the local authority/ MAT/ wider education community? |
| **Complaints**Have there been any? If so, provide details |
| **Any other developments regarding SEND?** This is an opportunity to share any other initiatives that the school has launched and what impact these have had or are hoped to have.  |
| **Are there any concerns regarding provision for pupils with SEND?** This is an opportunity to share any areas that the SENCO feels may become a concern in the next year unless action is taken; this could include staffing issues, issues relating to specific pupils (without names), support from external agencies, other resourcing issues etc  |