

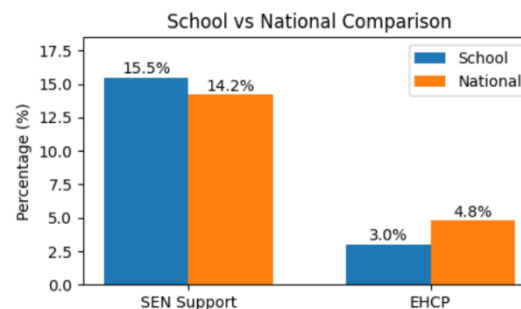
Stoborough SEND on a page: Summer 2026

Strengths of SEND in school...

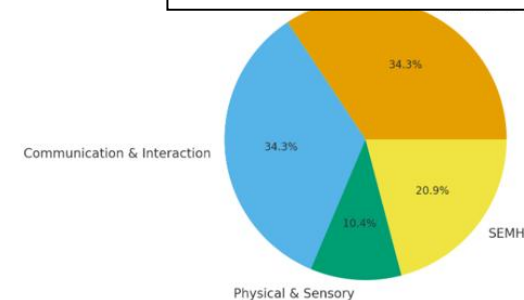
- ✓ All children have Personal Support Plans (PSPs) which are now recorded on Provision Map (online).
- ✓ PSPs are reviewed termly with clear evidence of progress made (entry and exit data).
- ✓ Targets are SMART and relate to children's SEND area(s) of need.
- ✓ Children are accessing a rich, broad and balanced curriculum whilst working on their individual targets.
- ✓ Children's books and ongoing assessments exemplify good evidence of progress from starting points.
- ✓ Increased training and support for staff has ensured that children's needs are met within the classroom, through inclusive, quality-first teaching.

Class Breakdown

YR	2
Y1	3
Y2	5 (2 EHCP)
Y3	4 (1 EHCP)
Y4	6
Y5	7 (1 EHCP)
Y6	9 (1EHCP)



SEN Prime Areas of Need



The SEND Register

School	PP	EAL	Boys	Girls
36	6	0	21	15

Attendance

School	SEND
95.2%	93.2% (1 child on part-time timetable)

EYFS GLD

	School	National (2025)
All pupils	76%	68.3%
SEND	33.3%	20.6%

Year 4 Multiplication Check

	School /25	School APS	National /25	National APS
All pupils	45%	23.4	37%	21
SEND (incl EHCP)	29%	22.9	14 % (inc EHCP)	16.5 (inc EHCP)

To improve SEND our KEY priorities are ...

- Use new system 'Insight' to capture provision maps and write PSPs
- To further improve all staff members' awareness and understanding of high and complex needs children, ensuring consistency in approach.
- To continue to work with parents/carers to collaboratively monitor the impact of PSPs and provisions.
- To continue to ensure that children with SEND make accelerated progress as a result of our curriculum.

Y1 PSC Data

	School	National (2025)
All pupils	86.7%	80%
SEND	50%	43%

KS2 Data

	School				National (2024-25)			
	RWM	R	W	M	RWM	R	W	M
All pupils	56%	67%	67%	67%	62%	75%	72%	74%
SEND	22.2%	44.4%	44.4%	44.4%	23.8%	42.5%	32.1%	39.7%