

Good to Great

Guidance to support schools in analysing and judging the progress and attainment of pupils with SEN and making decisions about future provision.

Quantitative Outcomes



Assess - Review of quantitative outcomes through SEND Data collection and analysis

A	KEY QUESTION: Who are the potentially vulnerable groups within the school's SEND cohort? TOOL: SEND Record WHEN: Termly
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SEN Record		SEND Support												Statement / Education Health & Care Plan										
Identification Academic Year: 2017/2018	Non SEN	SEN Overall	Cognition & Learning					Communication & Interaction		Sensory &/or physical needs			Social, emotional & mental health difficulties	Cognition & Learning					Communication & Interaction		Sensory &/or physical needs			Social, emotional & mental health difficulties
			TOTAL*	MILD	PMLD	SLD	SpLD	ASD	SLCN	HI	VI	PD	SEMH	TOTAL	MILD	PMLD	SLD	SpLD	ASD	SLCN	HI	VI	PD	SEMH
Autumn 2017																								
Spring 2018																								
Summer 2018																								

***A number of pupils may have needs in more than one area, hence totals may not tally.**

SEND and other group Academic Year: 2017/2018	Number on Record	SEND and EAL	SEND and BME	SEND and LAC	SEND and Male	SEND and Female	SEND and Mobility	SEND and Pupil Premium	SEND and Vulnerable Pupil
EXAMPLE	42 (289)	3(21)	1 (7)	2 (6)	29 (150)	13 (139)	12 (18)	25 (127)	16 (83)

The number in the brackets denotes the number of pupils in the identified group within the whole school, i.e. 2(6) means that there are 6 LAC pupils within the whole school, 2 of whom are on the SEND record.

SEND by year group Academic Year:	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

SEND Movement Academic Year:	No of Pupils Placed on SEND Record	Pupils Moved from SEND Support to EHCP	No of Pupils Taken Off the SEND Record	Pupils Moved from EHCP to SEND Support
EXAMPLE: September 2016 to December 2016.	9	3 EHCPs pending	7	0

A: Suggested questions to facilitate analysis

Who are potentially vulnerable groups within our SEND cohort? Are they over represented as a proportion of the whole school?

Are there pupils who are appearing in more than one vulnerable group that may need even closer tracking?

Is there evidence of movement within the SEN record of particular pupils moved off the record or from SEN Support to EHCP, or EHCP to SEN Support? What is the trend in the area over 3 years?

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B	<p>KEY QUESTION: (1) How does the (i) attainment and (ii) progress of pupils with SEND KS1 / KS2 compare with <u>other groups across the school?</u> (2) How does the (i) attainment and (ii) progress of pupils with SEND KS1 / KS2 compare <u>nationally?</u></p> <p>TOOL: Raiseonline Key Stage 1 / 2 Attainment by Pupil Characteristic - Raiseonline Key Stage Progress by Pupil Characteristic</p> <p>WHEN: End of autumn term</p>
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Use your own Raiseonline data from www.raiseonline.org

Copy relevant Raiseonline pages

RAISEONLINE ANALYSIS:

- Key Stage 1

- Key Stage 2

- Phonics screen

B: Suggested questions to facilitate analysis

How are pupils with SEND attaining in relation to the national picture?

How are pupils with SEND attaining in relation to other groups across the school, in particular SEND Support with Statement/ECHP and SEND Support with non-SEND?

Is there a difference in attainment between core subjects?

How does this compare with previous years? Is there a trend?

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C	KEY QUESTION:	(1) How are groups of pupils with SEND attaining? (2) What progress have groups of pupils with SEND made this term/academic year?
	TOOL:	School's own live tracking data
	WHEN	Termly and end of academic year

Academic year: 2017/2018

(1) ATTAINMENT:

Autumn (2) 2017 data	Reading:			Writing:			Maths:			GPS:		
	Below age related expectations	On track to achieve age related expectations	Exceeded age related expectations	Below age related expectations	On track to achieve age related expectations	Exceeded age related expectations	Below age related expectations	On track to achieve age related expectations	Exceeded age related expectations	Below age related expectations	On track to achieve age related expectations	Exceeded age related expectations
Year 1:												
Year 2:												
Year 3:												
Year 4:												
Year 5:												
Year 6:												

This table allows you to input a group for deeper analysis e.g. year group; pupils with particular need (ASD, SEMH, SpLD); those involved in a specific intervention; boys, etc

Input %, number of pupils, or pupil initials, depending on the size of your cohort

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(2) PROGRESS:

Autumn (2) 2017 data	Reading:			Writing:			Maths:			GPS:		
	Below expected progress	Expected progress	Exceeded expected progress	Below expected progress	Expected progress	Exceeded expected progress	Below expected progress	Expected progress	Exceeded expected progress	Below expected progress	Expected progress	Exceeded expected progress
Year 1:												
Year 2:												
Year 3:												
Year 4:												
Year 5:												
Year 6:												

Spring (2) 2018 data	Reading:			Writing:			Maths:			GPS:		
	Below expected progress	Expected progress	Exceeded expected progress	Below expected progress	Expected progress	Exceeded expected progress	Below expected progress	Expected progress	Exceeded expected progress	Below expected progress	Expected progress	Exceeded expected progress
Year 1:												
Year 2:												
Year 3:												
Year 4:												
Year 5:												
Year 6:												

C: Suggested questions to facilitate analysis**How well are pupils progressing across year groups in core subjects?**

Reading -

Writing -

Maths -

GPS -

Consider any identified high priority years/ vulnerable groups; how are they progressing? Do they still remain a high priority?*Example:**Year groups of concern -**Pupil premium group -**Statement/EHCP -**Gender -***What is the average rate of progress of pupils with SEND, in all year groups?**

Is the average rate of progress at least in line with the average rate of progress for other groups? If not, why?

Highest in-school gap is for ...

Is there any evidence of enhanced progress and therefore the 'gap' narrowing?

Is the attainment gap between pupils on the SEND record and non-SEND narrowing?

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D	KEY QUESTION: How are <u>individual pupils</u> on the SEND record currently (i) attaining and (ii) progressing? Are they on track to achieve their end of key stage targets? TOOL: Use of school's own live individual pupil tracker for progress and attainment. WHEN: Termly and end of academic year
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Copy relevant O-Track / Eazmag / school devised tracking pages

D: Suggested questions to facilitate analysis

Are pupils currently making at least expected or enhanced progress in core subjects?

Are pupils on track to meet their end of year/key stage target?

Where pupils have been involved in targeted intervention, have pupils made enhanced progress? Where is your evidence? If not, why not?

E, F, G, H, Suggested questions to facilitate analysis

Does the attendance/persistent absence rate of pupils with SEND in the school meet expected levels?

Is there a significant difference between non SEND and SEND attendance/persistent absence?

Are there variations within the SEND record between significant groups e.g. by area of need; level/type of support?

Are there any links between low attendance and levels of progress and attainment as well as SEND?

Are pupils being given the appropriate amount of support and challenge to improve attendance and is this effective?

Where there is an issue with exclusions amongst some pupils in the school, are pupils on the SEND record (particularly within areas of need e.g. ASD, SEMH) overly represented in this group?

Are pupils on the SEND record fairly represented within school extra curricular clubs/activities, residential visits?

How is the school ensuring that pupils with disabilities (in its widest sense) fully participate in extra curricular and off-site activities?

