

YEW TREE DATA

SEND Category	All pupils	All SEND pupils		SEND Support pupils		SEND EHCP pupils	
	Total	Total	As a % of all pupils	Total	As a % of all pupils	Total	As a % of all pupils
Year N	27	7	26%	7	26%	---	---
Year R	67	13	19%	9	13%	4	6%
Year 1	76	12	16%	8	11%	4	5%
Year 2	89	18	20%	17	19%	1	1%
Year 3	89	14	16%	12	13%	2	2%
Year 4	89	17	19%	16	18%	1	1%
Year 5	90	19	21%	17	19%	2	2%
Year 6	90	17	19%	12	13%	5	6%
Total	617	117	19%	98	15.9%	19	3%

DATA

	Yew Tree	Sandwell	National
SEN Support	16%	15%	15%
EHCP	3%	3%	3%



57% of SEND Support pupils are FSM.
53% of EHCP pupils are FSM



We are striving to become an inclusive school and we have a strived to ensure we identify pupils early so the right support are be put into place.

PRIORITIES



Build & strengthen our universal SEND offer so that there is evidence of exemplary provision, across the school, and that SEND pupils achieve as well as they can.

Provide the best start for school and ensure pupils achieve well at each stage of their development by developing and refining practice and provision.

Further demonstrate highly effective leadership & management by sustaining a high quality of education & provision despite any local or national changes/needs.



70% of SEND Support are boys.
30% of SEND Support are female.
74% pf EHCP are boys.
26% of EHCP are girls.



ATTENDANCE

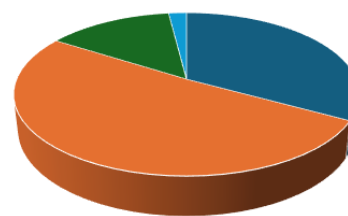


SEND Stage	%
Non-SEN	95.5%
SEN Support	93.6%
EHCP	93.3%

BROAD AREAS OF NEED

- Training this year:
- IEP—making our outcomes SMARTER
 - Ordinarily available provision
 - Inclusive practice in non-core lessons
 - Pupil well-being (pastoral support)
 - Pedagogical Development (Elm Tree staff)
 - Using ICT to support SEND pupils
 - Non-verbal communication / Makaton
 - Inclusive improvement update, SEND resources and The Hive.

Area of need	%
Cognition need	32%
Communication need	50%
SEMH need	16%
Sensory/Physical need	2%



• Cognition need • Communication need • SEMH need • Sensory/Physical need



At Yew Tree communication and interaction is our highest area of SEND need, followed by cognition and learning. This is a similar picture to National figures.