



*All things are possible if you believe*

*Mark 9:23*

# *SEN Report*

## *2018-19*



Some children find learning more challenging than others and may need extra support to achieve their full potential.

### Intent

Our school is fully inclusive, valuing the abilities and achievements of all our pupils. We are committed to providing, for each pupil, the best possible environment for learning.

### Implementation (How will we achieve this?)

By ensuring that: -

Pupils have access to a broad and balanced curriculum.

A differentiated curriculum is implemented in response to the individual's needs and ability.

Pupils requiring SEND provision are identified as early as possible in their school career.

SEND pupils take as full a part as possible in all school activities.

Parents of SEND pupils are kept fully informed of their child's progress and attainment.

SEND pupils are involved in decisions affecting their future SEND provision.

### Impact

2018-19 validated data shows that SEN children (7 pupils) at KS2 achieving their SATs (combined) reading, writing and Maths at Mottam 28.6% above National at 21.8%.



Reading – At Mottarm children achieving their reading with identified SEN were 57.1% compared to 35.7% Nationally.

Writing - At Mottarm children achieving their writing with identified SEN were 42.9% compared to 33.6% Nationally.

Maths - At Mottarm children achieving their Maths with identified SEN were 57.1% compared to 40.3% Nationally.

Grammar, Punctuation and Spelling - At Mottarm children achieving their Grammar, Punctuation and Spelling with identified SEN were 57.1% compared to 36.2% Nationally.