

Firs Farm SEND profile overview Spring 2018

Total number of pupils on role **630** Key stage breakdown EYFS: **90** KS1: **180** KS2: **360**

Total number of pupils on the whole school SEND profile **55** pupils

EYFS: **7** pupils (**7.7%** of the EYFS population)

KS1: **20** pupils (**11.1%** of the KS 1 population)

KS2 pupils: **57** pupils (**15.8%** of the KS 2 population)

Totalling: **84** pupils (**13.3%** of the whole school population)

| | EHCP/Statement | | | | SEN support | | | |
|-----------|----------------|------|--------|------|-------------|------|--------|------|
| | Boys | | Girls | | Boys | | Girls | |
| | Number | % | number | % | number | % | Number | % |
| EYFS (90) | 1 | 1.1% | 0 | 0% | 5 | 5.5% | 1 | 1.1% |
| KS1 (180) | 2 | 1.1% | 0 | 0% | 12 | 6.6% | 6 | 3.3% |
| KS2 (360) | 6 | 1.6% | 2 | 0.6% | 32 | 8.8% | 17 | 4.7% |

| Category of need | Number of pupils EYFS | % of EYFS population | Number of pupils KS1 | % of KS1 population | Number of pupils KS2 | % of KS2 population | Total number pupils | % of whole school population |
|--|-----------------------|----------------------|----------------------|---------------------|----------------------|---------------------|---------------------|------------------------------|
| Cognition and Learning (C & L) | 3 | 3.3% | 9 | 5% | 28 | 7.7% | 40 | 6.3% |
| Communication & Interaction (C & I) | 3 | 3.3 % | 7 | 3.8% | 9 | 2.5% | 19 | 3% |
| Social Emotional & Mental Health (SEMH) | 1 | 1.1% | 4 | 2.2% | 20 | 5.5% | 25 | 4.0% |
| Sensory and or physical (P D) | 0 | 0% | 0 | 0% | 1 | 0.3% | 1 | 0.1% |

| Special Educational Need and or Disability: | Number of pupils EYFS | % of EYFS population | Number of pupils KS1 | % of KS1 population | Number of pupils KS2 | % of KS2 population | Whole school total of SEND pupils | % of whole school population |
|--|-----------------------|----------------------|----------------------|---------------------|----------------------|---------------------|-----------------------------------|------------------------------|
| Social Emotional and Mental Health (SEMH) | 1 | 1.1% | 4 | 2.2% | 19 | 5.1% | 24 | 3.8% |
| Autistic spectrum disorder (ASD) | 1 | 1.1% | 3 | 1.7% | 3 | 0.8% | 7 | 1.1% |
| Speech Language & Communication (SLCN) | 3 | 3.3% | 4 | 2.2% | 7 | 1.9% | 14 | 2.2% |
| Moderate Learning Disorder (MLD) | 2 | 2.2% | 8 | 4.4% | 21 | 5.7% | 31 | 4.9% |
| Specific Learning Disability (SpLD) | 0 | 0% | 0 | 0% | 6 | 1.7% | 6 | 0.95% |
| Physical Development (PD) | 0 | 0% | 0 | 0% | 1 | 0.3% | 1 | 0.16% |
| Attention deficit hyperactivity disorder (ADHD) | 0 | 0% | 0 | 0% | 1 | 0.3% | 1 | 0.16% |
| Visual Impairment (VI) | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Hearing Impairment (HI) | 0 | 0% | 0 | 0 | 0 | 0% | 0 | 0% |
| Total number of pupils | 7 | 7.7% | 19 | 11.1% | 70 | 15.8% | 84 | 13.3% |

Specific learning difficulties: SpLD affect the way information is learned and processed. They are neurological (rather than psychological) normally run in families and occur independently of intelligence. SpLD can have significant impact on education and learning and on the acquisition skills.

Pupils with this problem are usually performing at a significantly lower level than their peers in reading, writing, spelling and sometimes numeracy.

*A learner with **MLD** is likely to be struggling with both the content and the presentation of their work.*

SpLD is an umbrella term used to cover a range of frequently co-occurring difficulties, more commonly:

**Dyslexia* ASD/Autistic Spectrum Disorder *A.D.H.D/ Attention Deficit Hyperactivity Disorder*

Dyspraxia / DCD. Dyscalculia *A.D.D/ Attention Deficit Disorder **Please note: that any SpLD that affects a child for 12 months or more is classed as a disability (D)*