S.Hodgson
September
2026

We have a higher than average number of pupils with SEND.

SEND Figures June 2021	% of pupils at Rowsley Sept 2026	National figures for primary schools 2024
EHCP Pupils	1.9%	3.3%
SEN Support	20.7%	12.9%
Overall % of SEND	22.6%	16.2%

SEND Key Priorities:

- Ensure children with SEND are happy in school and feel supported.
- Children with SEND make good or better than expected progress from their individual starting points.
- Support staff are effectively deployed and receive ongoing CPD to develop their skills.
- Differentiation or scaffolding is appropriate for all learners in lessons.
- Interventions are focused, evidence-based and reviewed for impact termly.

Staff Training and Qualifications

SENCO holds NASENCO
Staff have recently attended the following training:

- Drawing and Tallking therapy
- Regulation for Learning
- Little Wandle Phonics
- Positive Play
- Precision Teaching
- Autism Advocate
- Early Language Development

2025 SEND ATTAINMENT

On average SEND pupils made expected or better than expected progress in Reading, Writing, Maths & EGPS, based on our termly Cornerstones assessments.

We also assess children against their IEP targets and track progress in interventions. All children taking part in Toe by Toe, Phonics Catch-Up and Power of 2 made accelerated progress in the corresponding areas of the curriculum.



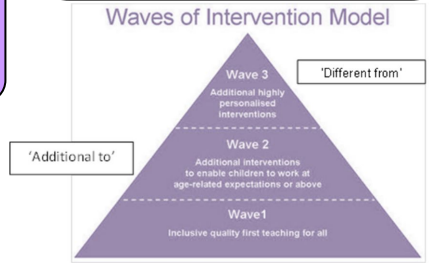
SEND IN A NUTSHELL Autumn 2026

Our SEND Provisions:

- 5 teaching assistants
- Family Support Worker
- Positive Play
- Toe by Toe
- Power of 2
- Lego Therapy
- Speech & Language Therapy
- Sensory Area
- Social Stories
- Alternative curricula

Attendance (25/26)

Whole school	95%
SEND	94%





Many of our pupils with SEND need support in more than one area of need. This pie chart is based on the pupil's most significant area of need.

SEND Pupils:
75% boys 25% girls

67% SEND + PP
vs.
33% SEND + Non PP

Number of children with SEND by class

	Y1/2	Y3/4	Y5/6	Total
SEN Support (K)4	Due to the very small size of our school, we redact some figures which may be identifying. Please contact the SENCO for more information.			11
EHCP (E)				1

We engage with specialist support from SALT, EPS and Inclusion Support Advisory Service.

Our largest area of need is **cognition and learning.**
Our second largest area of need is **communication and interaction.**

