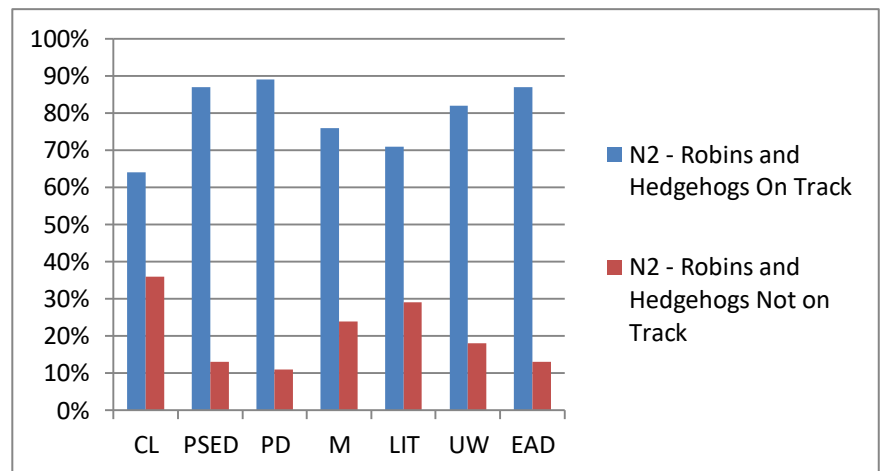




## Robins and Hedgehogs Class (N1)

N2 - Robins and Hedgehogs		
45 chn	On Track	Not on Track
CL	64%	36%
PSED	87%	13%
PD	89%	11%
M	76%	24%
LIT	71%	29%
UW	82%	18%
EAD	87%	13%



### Prime Areas of Learning

In Communication and Language there are 14 children (out of 45) who are not yet on track. Eight of these children are learning English as an Additional Language. These children have been identified to receive support from the EAL learning mentor next academic year. Three children are new to the setting and are being monitored. Four of these children have attendance below 50% and receive under attendance monitoring from the family workers.

In Personal Social and Emotional Development, there are six children who are not yet on track. Out of these children all of the children have attendance below 80%, however, four have attendance under 40%. All six of the children are learning English as an additional Language. They all explore the classroom, however, they tend to play alone.

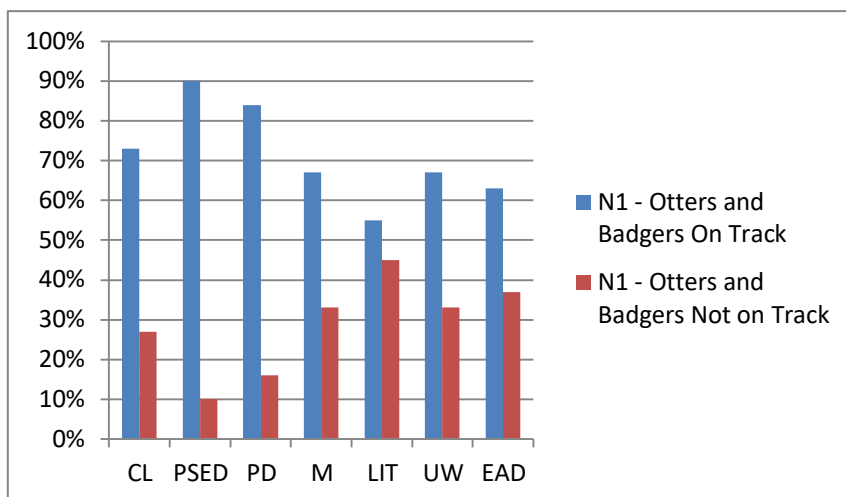
In Physical Education, there are five children who are not on track of which three are new to the setting and two have targets on their contracts of Education relating to Physical Development.

### Specific Areas of Learning

As with the prime areas of learning, the same children are not yet on track in the specific areas of learning (either some or all areas). There are two children who are on track in all of the Prime Areas, however, they are not on track in Literacy. These two children do not access the Reading Area independently and do not engage in group story times as fully as the rest of the class. These children have received targets around Literacy in their contracts of Education.

## Badgers and Otters Class (N2)

N1 - Otters and Badgers		
51 CHN	On Track	Not on Track
CL	73%	27%
PSED	90%	10%
PD	84%	16%
M	67%	33%
LIT	55%	45%
UW	67%	33%
EAD	63%	37%



### Prime Areas of Learning

In Communication and Language, there are 14 children (out of 51) who are not yet on track. Eight children are under Speech and language therapy and eight are learning English as an Additional Language.

In Personal Social and Emotional Development 5 children are not yet on track. This is a decrease from 23 in the Spring term, which is a great achievement for the school and children. It also shows that the confidence intervention groups led by the SEND team have made a positive impact. Of the 5 children, 3 are under Social Care and 2 are learning English as an additional language

In Physical Development 8 children are not on track. Five of these children's parents have received family worker support around independence and self-care, 1 child was away for 4 weeks in the Spring term, 1 child is developing their self-help skills around toileting and 1 child is developing their gross motor skills.

### Specific Areas of Learning

As with the prime areas of learning, the same children are not yet on track in the specific areas of learning (either some or all areas). Eleven additional children have been identified. Two of these children are new to the setting and are on track in the Prime Areas which will support them in their new schools. Three children low attendance and have under attendance monitoring with the family worker. There are 6 remaining children. The goal posts in the assessment have changed each and this assessment was much more language based which has effected the score of our EAL children

Next year we are removing the baseline assessment at the beginning of the year and are instead assessing children on the same assessment sheet at the beginning of the term and at the end of the term so that we can monitor children's progress.

## Squirrel Class

Significantly Not on Track (Resourced)					
17 chn	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Cognition and Learning	41%	29%	6%	24%	
Communication and Interaction	0	29%	35%	18%	18%
Social, Emotional and Mental Health	18%	59%	0	24%	0
Sensory and Physical Needs	53%	47%	0		

This chart shows us the percentage of children working at each stage and will give us data to compare term to term, rather than the progress data shown previously. This brings it in line with the rest of the school. Our sensory and Physical percentage is causing us the most concern, however, we are aware that our sensory offer is quite tokenistic. The SEND team have been in sensory story training and are looking at a sensory diet instead of sensory interventions so that these needs are met in the day. This is in next year's school development plan.