

BRIDGE & PATRIBOURNE CEP SCHOOL SEND REPORT (NOVEMBER 2019)

This report is in compliance with:

- section 69(2) of the Children and Families Act 2014
- regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014
- section 6 of the 'Special educational needs and disability code of practice: 0 to 25 years'

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SEN Areas of Need: SEN Support and EHCP

Total SEN across the school is 11.6% (National figure is 14.9%)

- Greatest area of need is Cognition and Learning, this includes children with complex, moderate or specific learning difficulties such as Dyslexia or Dyscalculia – 44% of children with SEN
- Communication and Interaction which includes children with Speech and Language difficulties – 23% of children with SEN
- Emotional, Social and Mental Health which includes children with diagnosed ASD(C) Autism spectrum continuum and ADD (Attention deficit disorder) – 23% of children with SEN
- We currently have 1 child with Physical and Sensory needs, 2 with Physical needs and 1 child with Sensory needs (Hearing)

The table below only reflects children placed at SEN Support requiring over and above provision in order to access the curriculum and/or make academic and/or social progress. Each class has children placed at a monitoring level who may also need support or have a specific diagnosis. Their needs are provided through Quality First Teaching strategies using the Mainstream Minimum Standards guidance from the Local Authority. We currently have 43 children at monitoring level.

Year Group	Cognition & Learning (MLD)		Communication & Interaction		Emotional ,Social and Mental Health		Physical * & Sensory	
	B	G	B	G	B	G	B	G
Year R	0	0	2	0	0	2	1	0
Year 1	0	0	4	0	1	0	0	0
Year 2	3	1	1	0	3	0	1	0
Year 3	2	1	0	1	1	0	0	0
Year 4	4	2	1	0	1	0	0	0
Year 5	2	2	1	1	1	0	1	0
Year 6	3	1	0	0	1	1	1	0
Total	14	7	9	2	8	3	4	0
B/G percentages	30% of SEN	15% of SEN	19% of SEN	4% of SEN	17% of SEN	6% of SEN	8% of SEN	

	7% of all boys in school	3% of all girls in school	4% of all boys	1% of all girls	4% of all boys	1% of all girls	2% of all boys	
Total percentages	44% of SEN 5% of school cohort		23% of SEN 3% of school cohort		23% of SEN 3% of school cohort		8% of SEN 1% of school cohort	

Funding provided to the school for SEN

Four pupils receive High Needs funding (Sept 2019) – three of these have an Education Health Care Plan (EHCP - previously known as Statements)

High Needs funding being applied for regarding 3 other children.

	SEN Notional	High Needs funding
April 2018– April 2019		£34,093.50
April 2019 – April 2020		£33,050.40

Primary Analysis of outcomes of pupils with EHC Plans in Key Stage 2

Cohort in Year 6 (2019 = 60)

Pupils with **statements or EHC plans** = 2

Analysis of outcomes of pupils with SEN Support at the end of Key Stage 2 (July 2019)

Cohort in Year 6 = 60

Pupils with SEN support = 5

Progress Score for pupils with SEN Support:

	Maths	Reading	Writing
SEN	-8.12	-3.06	-2.18
No SEN	-4.17	0.28	-0.41

Current progress data (July 2019) for all pupils showing % pupils on track to make expected progress or more than expected progress from their starting point

	Number of pupils		Reading		Writing		Maths	
	Cohort	SEN	Cohort	SEN	Cohort	SEN	Cohort	SEN
Year 1	58	5	96.6%	80%	77.6%	20%	87.9%	80%
Year 2	60	9	98.3%	88.9%	98.3%	100%	96.7%	88.9%
Year 3	61	5	95.1%	40%	93.4%	40%	95.1%	40%
Year 4	60	8	96.7%	87.5%	96.7%	87.5%	100%	100%
Year 5	60	8	100%	100%	96.7%	87.5%	96.7%	75%
Year 6	60	7	90%	100%	95%	83.3%	88.3%	83.3%

Attendance of pupils with SEN (2018/19)

	% sessions missed due to overall absence		Number of Persistent absentees (absent 10% or more sessions)	
	School	National	School	
No SEN (379)	2.28%	4.2% (2017/18)	12*	
SEN support (40)	3.85%		3	

SEN with EHCP (3)	3.99% ^a	7.5% (2017 -18)	0	21.9%
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* 3 children have medical needs which have impacted on their attendance through hospital appointments or illness. One child with an EHCP, has severe medical needs requiring weekly hospital visits.

Questions	Evidence	Actions
Exclusions occurring in the last 12 months (0) Number fixed term incidents (% pupils with SEN / % pupils with no SEN). Number permanent exclusions (% pupils with SEN / % pupils with no SEN)	None	-
Secondary destinations of pupils with SEN	St Anselms Canterbury High Archbishops Spires	Continue liaison with secondary school SENCOs and hand over of relevant information. Opportunities for transition events continued. Support for parents in choosing appropriate secondary school. Visits with parents and support during meetings with secondary SENCOs. Attendance by secondary schools at annual reviews for children with EHCPs or who are in receipt of high needs funding. Inclusion Leader attends secondary LIFT when possible.
Result of last satisfaction survey of parents of pupils with SEN – will be collected at annual review of EHCPs and could be collected by the school as part of the 3 formal meetings with parents of pupils with SEN Support	In June 2019 3 children had annual reviews and 1 complex child in receipt of HNF had a provision review. In October 2019 2 children had additional Transition Annual reviews (EHCP) All parents were happy with the SEN process and provision over the year and completed paperwork was sent to the LA(local authority)	Set dates ahead of time and send confirmation email to ensure parental engagement. Continue to engage with parents throughout the year via email, phone and during provision review meetings. Parents contacted following any SEN based assessments. Professionals invited where relevant or at important transition time e.g. Yr 5, Yr 6
An update of the improvements made to the school through the Accessibility Plan	See Accessibility Plan 2018 – 2021	Set fixed time for Jigsaw across the school. Introduction and weekly use of the Jigsaw Resilience Toolkit SLT to carry out brief class observations weekly. Updated mainstream minimum standards training for TAs from Specialist Teaching service.

		Precision teaching training for TAs to be arranged. TA booked to train as ELSA Applications to be made for 3 children for High Needs funding and 2 children for EHCPs.
An evaluation of the Equality Objective (if it relates to SEN and disability)	Reviewed in October 2019	Equality statement on the new school website

Intervention	Focus
Spelling – Alpha to Omega Schofield and Sims High Frequency words Sounds write Toe by Toe	Recommended spelling programme for Dyslexic children. This is a long-term intervention. Other spelling approaches are used dependent on the child. A specific reading programme suitable for children with Dyslexia.
Word Shark	Computer based spelling programme that consists of games and activities to teach spelling of selected words.
Precision Teaching	A specific learning approach based on speed, fluency and accuracy.
TEACCH	An extremely structured approach towards gaining an independent approach towards learning. Most commonly used with children who have ASD/C
Literacy – 5 minute box	Frequent, short, snappy activities to consolidate learning.
Maths – 5 minute box	As above
Dyscalculia Solution	Recommended practical programme for children with specific maths difficulties and Dyscalculia
Multi- Sensory Digits	Specific maths programme for children not yet ready for the Dyscalculia solution.
Handwriting	Teaches correct letter formation and orientation.
Dandelion Readers	A phonic based reading scheme that includes practical activities to reinforce the words and sounds used in each book.
Clever hands	A programme to develop strength and flexibility in fingers and hands through practical activities such as pegging, squeezing therapy putty, threading, cutting , Lego etc
Write Dance	A music and movement based programme to help develop fine motor skills and letter formation.
Social Skills/Speaking and listening	Structured session lasting 20 minutes involving games and discussion to promote positive social interaction skills such as turn taking and listening to others. These sessions can also develop self- confidence and encourage quiet children to speak out.
ELSA	A specifically trained Emotional Literacy Support Assistant – works with children needing support due to bereavement, anxiety, anger or worries due to family break up.
Relax Kids	Therapist works with children in groups of 6 or on an individual basis using techniques involving relaxation and mindfulness to enable children to manage their worry, stress and anxiety using practical tools. The sessions promote self- esteem, positive thinking and resilience and also helps children grow in confidence.

Drawing and Talking Therapy (Inclusion Leader)	Drawing and Talking is a serial drawing technique used with children who have suffered trauma or have underlying emotional difficulties affecting their mental health and well-being. Drawing and Talking therapy supports those who are not realising their full potential either socially or academically.
Jigsaw – Resilience Toolkit	A whole class programme with a wellbeing and positive mental health focus.
Speech and Language	A variety of programmes as recommended by Language Link covering areas such as Following Instructions, Verb Tenses, Understanding, Pronouns, Negatives, and Questions. We also provide support for children with Speech Articulation difficulties, Stammering and Selective Mutism (acting on recommended by a Speech Therapist)
Fizzy/Beam	An occupational therapy programme to help children develop balance and core strength.

SEN Training provided to staff over the last 2 years

Staff are trained as required to help support the children they are working with. Some training is used to develop specific skills and expertise within school.

Date provided	Training	Staff trained
31 st August 2018	Safeguarding	All staff
8 th January 18	Updated Epilepsy training	Relevant staff
13 th January 18	Sensory Circuits	Yr 2
23 rd January 18	Diabetes Training	Key staff
25 th January 18	AEN Update	Inclusion Manager
7 th February 18	ADHD Training	Yr 2
8 th February 18	Lego Therapy	Yr 2
20 th February 18	Supporting Maths in the classroom	All TAs
27 th April 2018	Selective Mutism	Yr 6 TA and Yr 4 teacher
9 th May 2018	Sensory Circuits	Yr3 TA
31 st August 2018	Safeguarding Training	All Staff
6 th September 2018	Epilepsy Training	All TAs
13 th September 2018	Diabetes Training	Key year 3 staff and TAs
11 th and 18 th September 2018	ASD and ADHD Training	All staff
3 rd October 2018	Speech, Language and communication needs	Yr 1 TA x 2
17 th October 2018	DSL Safeguarding Training	Inclusion Manager
27 th November 2018	Language through colour	Yr 3 TA
6 th December 2018	Selective Mutism	Year 5 TA
14 th , 15 th , 16 th January 2019	Implementing SEND strategies into mainstream classrooms	Yr 4 teacher(now Foundation Stage)
15 th January 2019	Supporting children with Dyslexia within the classroom	All TAs
22 nd January 2019	Hearing Impairment	All TAs
25 th January 2019	Supporting vocabulary development	Yr1 TA
29 th January 2019 -	SPAG – Spelling and Grammar	All TAs
6 th February 2019	Memory and Language	Inclusion manager
22 nd March 2019	Speech, Language and Communication Needs (SLCN)	Yr 4 and Yr 6 TA

7 th May 2019	Clicker 7 Training	All TAs
5 th June 2019	Developing Auditory Memory	All TAs
3 rd September 2019	Safeguarding Training	All Staff
3 rd September 2019	Language Through Colour Training	All staff
10 th September 2019	Incredible 5 Point Scale (emotional/behavioural support technique)	All staff
18 th September 2019	Medical care plans and Epi Pen training	All TAs
25 th September 2019	Sensory Circuits Training K&C Hospital	Yr 6 TA
25 th September 2019	Maths Calculations Policy	All TAs
2 nd October 2019	Supporting Behaviour/Behaviour policy review	All TAs
16 th October 2019	Epilepsy Training	All TAs
7 th November 2019	Mental Health and Wellbeing conference	Inclusion Lead
20 th November 2019	Clicker 7 update training	All TAs
11 th December 2019	Children who can speak but don't want to – Selective Mutism. KCHFT	Yr1 TA working with a child who is a reluctant speaker

Actions that are included in the school development plan to improve provision further for pupils with SEN

- Enable children identified as SEN support to have similar attainment profiles to their peers in specific subject areas.
- Encourage children to be resilient through taught curriculum, routines and environment.
- Pupils with 'low' resilience benefit from targeted intervention.