

BRIDGE & PATRIBOURNE CEP SCHOOL

SEN REPORT (DECEMBER 2021)



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'

CONTACT DETAILS OF SENCO AND SEN GOVERNOR:

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9 pupils receive High Needs funding – Sept 2021 - 2 of these have an Education Health Care Plan (EHCP)

2 EHCP applications to be made in 2022.

High Needs funding being applied for regarding 2 other children (term 4 - 2022)

408 children on role in school – September 2021

SEN AREAS OF NEED: SEN SUPPORT AND EHC PLANS(2) DECEMBER 2021

Year Group	Cognition & Learning (MLD)		Communication & Interaction		Emotional, Social and Mental Health		Physical, Sensory & complex Medical	
	B	G	B	G	B	G	B	G
Year R	0	0	1	3	0	0	0	0
Year 1	2	1	2	0	1	0	1	0
Year 2	6	1	5	2	0	0	1	0
Year 3	1	1	4	2	1	1	0	0
Year 4	2	3	2	2	2	0	1	0
Year 5	2	2	2	1	0	0	0	0
Year 6	3	1	1	0	3	0	0	1
Total	16	9	17	10	7	1	3	1
B/G percentages	25% of SEN	14% of SEN	26.5% of SEN	15.6% of SEN	11% of SEN	1.6% of SEN	4.6% of SEN	1.6% of SEN
212 girls 196 boys	8% of all boys in school	4% of all girls in school	8.7% of all boys	4.7% of all girls	3.5% of all boys	0.5% of all girls	1.5% of all boys	0.5% of all girls
Total percentages	39% of SEN 6% of school cohort		42% of SEN 6.6% of school cohort		12.5% of SEN 1.7% of school cohort		6% of SEN 1% of school cohort	
62 children at SEN Support 2 children with EHCs Total SEN across the school is 64 - 15% (2020 was - 12%)								

Need types follow guidance as set out in the Special Educational Needs **Mainstream Core Standards**:

The greatest area of need is Communication and Interaction which includes children with Speech, Language and Communication difficulties and children with Autism – **42%** of children on the SEN register.

Cognition and Learning, this includes children with complex, moderate or specific learning difficulties such as Dyslexia or Dyscalculia – **39%** of children on the SEN register.

Emotional, Social and Mental Health which includes children with diagnosed ADD (Attention Deficit Disorder) or ADHD– **12.5%** of children on the SEN register.

We currently have 4 children placed with Physical needs, not medical. We have separate Medical needs documentation.

The above table 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.

FUNDING PROVIDED TO THE SCHOOL FOR SEN

	SEN Notional	High Needs funding
April 2019 – April 2020		£33,050.40
April 2020 – April 2021		£40,289.00
April 2021 – April 2022		£59,050.00

HOW MUCH IS BEING SPENT DIRECTLY SUPPORTING CHILDREN WITH SEN?

In-class Support for identified children :	£68,847
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CURRENT PROGRESS DATA (DECEMBER 2021) FOR ALL PUPILS SHOWING % PUPILS ON TRACK TO MAKE EXPECTED PROGRESS OR MORE THAN EXPECTED PROGRESS ACROSS THE ACADEMIC YEAR

	Number of pupils		Reading		Writing		Maths	
	Cohort	SEN	Cohort	SEN	Cohort	SEN	Cohort	SEN
Year 1	60	7	76.7%	71.4%	70%	43.9%	66.7%	56.1%
Year 2	59	15	84.7%	93.3%	86.4%	93.3%	89.8%	100%
Year 3	58	10	87.9%	90%	86.2%	70%	89.7%	60%
Year 4	57	12	91.2%	75%	94.7%	91.7%	93%	83.3%
Year 5	58	7	100%	100%	98.3%	100%	98.3%	100%
Year 6	60	9	93.3%	100%	100%	100%	98.3%	100%

ATTENDANCE OF PUPILS WITH SEN (2020/21)

	% sessions missed due to overall absence		Number of Persistent absentees (absent 10% or more sessions)	
	School	National	School	
No SEN (359)	2.2%	4.1% (2020-21)	9	
SEN support (62)	2.8%	6.6% (2020-21)	3	
SEN with EHCP (2)	2.5%	9.4% (2020-21)	0	

Questions	Evidence	Actions
<p>Exclusions occurring in the last 12 months (0) Number fixed term incidents (% pupils with SEN / % pupils with no SEN).</p> <p>Number permanent exclusions (% pupils with SEN / % pupils with no SEN)</p>	None	-
Secondary destinations of pupils with SEN	<p>St Anselm’s Catholic School Canterbury Academy Archbishops Spires Academy Barton Court Girls Langton Grammar School Boys Langton Grammar School Dover Grammar Specialist provision within mainstream schools including Grammar schools.</p>	<p>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. Where possible secondary schools attended transition meetings but we also managed to continue to liaise virtually with secondary schools as well as hold several telephone discussions. Children with EHCPs have to make their secondary school choice earlier than other children and it can be a complicated process with a lack of support and accurate information available to parents from the Local Authority.</p>
<p>Result of last satisfaction survey of parents of pupils with SEN – will be collected at annual review of EHCPs and parents views are recorded as part of 3 x annual provision review meetings for more complex SEN support children.</p>	<p>In May 2021, 1 yr5 child had an early annual review as this was required to provide evidence for choice of year 7 placement.</p> <p>One child with an EHC plan (yr4) had an annual review in June 2021.</p> <p>All children in receipt of High Needs funding and children with more complex needs had Provision Reviews and transition meetings – 25 children</p> <p>Parents with a child with an EHCP have a LA caseworker.</p>	<p>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. Minutes of meetings kept and uploaded onto CPOMS as this provides important evidence of information shared or discussed.</p> <p>Professionals invited where relevant or at important transition time eg. Yr5, Yr6 Where questions can’t be answered or caseworkers change etc. support is given to parents to find out important information. Inclusion Leader will then contact the LA and act on behalf of the parent.</p>
An update of the improvements made to the school through the Accessibility Plan	This was reviewed in Term 4 - 2021 and a new plan was formulated for 2021 - 2024	ELSA continued to work effectively in the school although this became slightly restricted due to Covid bubbles. Where possible children within the class

		<p>bubble were supported by ELSA until restrictions were lifted.</p> <p>Our Dyslexia teacher Mrs McClean carried out assessments, met with parents, ran some TA training sessions and taught specific sessions for targeted children. This support was an invaluable addition to the SEN department and it has been decided that the school will invest in Specialist support in this area for another year. Mrs Mc Clean has left and Liz Ross will be taking on parts of her role.</p> <p>Due to the impact of the Covid Pandemic on children's language development and expanding on last year's plans we now a Speech Therapist working within school for half a day a week. She liaises with our Speech and Language TA, sets up and monitors intervention groups, whilst also running a couple of groups of her own. She has trained staff and this will continue next year when we are hoping her hours will extend to a day a week.</p> <p>Ensuring that effective Provision Mapping is in place - involving appropriate target setting, monitoring implementation and impact is an area of focus for this year and phase leaders will be supporting their phase teachers where required under guidance from the Inclusion Leader.</p> <p>All Information on the SEN section of the school website has been updated and will be ready to be added in term 1 2022. It includes several useful links for parents.</p> <p>A parent guide to SEN has also been updated and this will be made available to all existing parents and new parents whose children are due to start school in September 2022.</p>
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SEN TRAINING PROVIDED TO STAFF OVER THE LAST YEAR

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.

December 2020	SEN update training	Inclusion Lead
January 2021	TEACHH Approach - ASD -	TAs
February 2021	Delivering Language Link Interventions	Inclusion Lead

February 2021	Precision Teaching	Year 5 teacher
February 2021	Supporting children who are anxious	TAs
March 2021	Mainstream Minimum Standards	All teachers and SEN governor
March 2021	Fine and Gross Motor Skills Development	All TAs
<i>April – July 2021</i>	<i>Unable to have TA training sessions due to COVID</i>	
Terms 1 and 2 2021	Ongoing Speech and Language support/training	Year 1 TA
September/October/November	ELKLAN – Speech and Language training	Foundation Tas (2)
September 2021	Diabetes Training	All Tas and staff
September 2021	Mainstream Core Standards	TAs
October 2021	Effective strategies for additional needs - Differentiation	Year 3 Teacher
October 2021	SEN case study writing	TAs
November 2021	Blank Levels – questions – Speech and Language	Reception teachers
November 2021	The Spell Framework - ASD	TAs
November 2021	Dyscalculia training and update	Year 4 and 5 TAs
November 2021	Dyslexia – supporting children in the classroom	TAs
December 2021	The use of the Alphabet Arc	TAs

ACTIONS THAT ARE INCLUDED IN THE SCHOOL DEVELOPMENT PLAN TO IMPROVE PROVISION FURTHER FOR PUPILS WITH SEN

2) Ensure that the most vulnerable pupils continue to make progress relative to their starting points including

- a) those with a Special Educational Need (Writing);
- b) those eligible for the Pupil Premium (Maths);
- c) other pupils identified as adversely impacted by the pandemic.