

Bridge & Patrixbourne CEP School

SEN Report (December 2023)

This report is following:

- 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 Status Statistics

Of the 415 children currently on roll (December 2023), 64 children are on the SEN register (15.4%); this is in line with the national average.

- Twelve pupils receive High Needs Funding.
- Three children have an EHCP; one EHCP application was made in 2023
- There are two further EHCP applications to be made in 2024.

SEN Status	No. of Students	% of SEN Students with this Status	% of Students with this Status
SEN Support	61	95.3%	14.7%
Education, Health and Care Plan	3	4.7%	0.7%
High Needs Funding	12	18.5%	2.9%

SEN Need Statistics

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

The greatest area of need is now **Communication and Interaction**, which includes children with Speech, Language and Communication difficulties and children with **Autism**, with **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, accounts for **34%** of children on the SEN register although some children with Communication and Interaction needs and/or Emotional, Social and Mental Health Needs may also have Cognition and Learning needs in addition to their primary need but won't be included in these figures.

Emotional, Social and Mental Health which includes children with diagnosed **ADHD**– **18%** of children on the SEN register.

We currently have 3 children placed with **Physical** needs. We have separate medical needs documentation.

SEND Primary Need	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Cognition & Learning			3	5	5	6	3	22
Communication & Interaction		6	4	2	7	6	2	27
Emotional, Social and Mental Health		3	1	1	2		5	12
Physical, Sensory & Complex Medical				1	1		1	3
Year Group Totals		9	8	9	15	12	11	64

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 Core Standards guidance from the Local Authority. They will not be reflected in the data.

Also, not included are children who have been referred and are currently awaiting diagnosis. Throughout the school we have **12** children on waiting lists for assessments. Their needs lie within Communication and Interaction (Autism) or Social Emotional and Mental Health (ADHD)

Funding provided to the school for SEN

	SEN Notional	High Needs Funding
April 2020 – April 2021	£49,593	£40,289
April 2021 – April 2022	£39,224	£59,050
April 2022 – April 2023	£33,907	£59,556
April 2023 – April 2024	£70,915	£87,467

How much is being spent directly supporting children with SEN?

In-class support for identified children :	£130,893.29
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Progress data (2022/2023)

Pupils making expected progress across the 2022/2023 academic year.

	Number of pupils		Reading		Writing		Maths	
	Cohort	SEN	Cohort	SEN	Cohort	SEN	Cohort	SEN
Year 1	55	8	84%	25%	85%	37.5%	84%	50%
Year 2	60	9	95%	100%	77%	89%	92%	100%
Year 3	60	17	80%	82%	87%	82%	77%	71%
Year 4	60	13	82%	85%	78%	85%	85%	77%
Year 5	59	11	92%	82%	95%	91%	88%	73%
Year 6	61	9	93%	100%	98%	89%	82%	100%

Attendance of pupils with SEN (2022/23)

Student Group	Present	Authorised Absence	Unauthorised Absence
All students	95.85%	3.15%	1%
EHCP/SEN	94.89%	3.49%	1.63%
No SEN	97.23%	2.15%	0.62%

Other Updates

Questions	Evidence/Actions
<p>Exclusions occurring in the last 12 months (0)</p> <p><i>Number fixed term incidents (% pupils with SEN / % pupils with no SEN).</i></p> <p><i>Number permanent exclusions (% pupils with SEN / % pupils with no SEN)</i></p>	<p>We have not had any exclusions but we have a child displaying extremely challenging behaviour. Many staff have had Team Teach training. There is a Positive Behaviour Plan in place, as well as an Individual Provision Plan and this child is in receipt of High Needs Funding. An EHCP is being applied for.</p>
<p>Secondary destinations of pupils with SEN</p> <p><i>St Anselm's Catholic School</i> <i>Canterbury Academy</i> <i>Archbishops</i> <i>Spires Academy</i> <i>Barton Court</i> <i>Barton Manor</i> <i>Girls Langton Grammar School</i> <i>Boys Langton Grammar School</i> <i>Dover Grammar</i> <i>Specialist provision within mainstream schools, including Grammar schools.</i></p> <p><i>Even if a school is named on a child's EHCP as a preferred placement it does not mean they will definitely get a place at that school. It is dependent on the availability of places.</i></p>	<p>Continue liaison with secondary school SENCOs and hand over of relevant information. Main transition event organised for information handover which is done verbally along with forms outlining details of needs. Significant reports and records are sent electronically. All paper files are also handed over to receiving secondary schools.</p> <p>Support for parents in choosing appropriate secondary school where possible. Additional visits arranged. Some secondary schools with specialist provisions offer very robust packages for transition. One pupil had a very successful experience over the course of several sessions during term 6. Additional transition arrangements for vulnerable pupils are also organised during the summer.</p> <p>Where possible secondary schools attend Annual review during Term 5 or 6 if a child has an EHCP. We are finding that particularly where the use of technology is concerned that some secondary schools are not as flexible as we would expect. We are giving our pupils access via IT but not all schools are prepared to continue to do so. This is an area where parents may need to put their child's case forward or even purchase their own equipment.</p> <p>Children with EHCPs are given 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 – this has not changed. Many children with EHCPs do not have a named case worker.</p>
<p>Parental Satisfaction</p> <p><i>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.</i></p>	<p>Parent Survey</p> <p>At the request of governors, additional questions were asked of parents who identified their child as having an SEN whilst completing the parent survey. Mean parental satisfaction was in-line with all respondents (1.63 v 1.66).</p> <p>Ofsted</p>

	<p>Three parents raised concerns around SEN provision during the recent Ofsted inspection; the inspector reviewed these and determined that he was not concerned.</p> <p>Provision Reviews</p> <p>All children in receipt of High Needs funding and children with more complex needs receive Provision Reviews and transition meetings – 34 children (an increase of 10 from 2022)</p> <p>Parent given guidance regarding secondary school but due to specialist needs of the child, choice is limited.</p> <p>Set dates ahead of time for review meetings and send confirmation email to ensure parental engagement. We have decided that for the next round of meetings parents will be able to book via Arbor as this should make the process easier. We had a few parents not turn up resulting in lost time and needing to re book .</p> <p>Continue to engage with parents throughout the year via email, phone and during provision review meetings.</p> <p>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>
<p>An update of the improvements made to the school through the Accessibility Plan</p> <p><i>Current plan will need to be reviewed at the end of 2024.</i></p>	<p>Our ELSA is leaving the school and we have now booked another TA onto the training in order to continue to offer this support.</p> <p>10 more children have been supported over the last year. Recent increase in emotional need has required us to employ a Play Therapist(Emma)who has worked with a group during terms 1 and 2 (2023) This has been highly successful giving the children involved the opportunity to develop and express their experiences and emotions in a play based environment.</p> <p>Due to the employment of a play therapist we have slightly reduced the amount of sessions we can offer with our Relax Kids Therapist Angela. She now runs 3 blocks per year, supporting 12 children during that time. Children have been encouraged to use their relaxation techniques to help reduce their levels of anxiety both in class and at home.</p> <p>Our specialist Cognition and Learning Teacher, Liz Ross, who had been overseeing the support and progress of specifically identified children in receipt of HNF, including providing TA and staff training on Dyslexia and Dyscalculia and working alongside teachers to ensure that they understand and developed the strategies provided within class – is no longer with us as of from September 2023 due to funding cuts. A successful workshop was delivered in July to parents related to how children's Memory is affected by poor Verbal Memory.</p>

Amy Kirk is employed as our Speech and Language therapist working a day a week (increased from half a day) She liaises with our Speech and Language TA, carries out assessments, sets up and monitors intervention groups, whilst also running groups of her own. Weekly meetings with the Inclusion manager ensure that information is continually shared and updated. When required, Amy meets with parents and/or teachers to discuss their children's needs and plans for support. She has run TA training during the last year as well as parent workshops. All children were screened in reception and less children were identified with Receptive Language difficulties. We have more children with expressive Language difficulties and problems with their Speech production. Expressive language and bespoke Speech packages have been set up and all intervention groups are all up and running in Key Stage 1.

Shelly Usher continues to work as an assistant SENCO although now reduced to 2.5 days per week. Her role has included pupil observations and feedback, preparation of resources and liaising with TA s and teachers. During the last 6 months the majority of her time has been taken up with referrals as this is a major piece of administrative work and services are continually changing their referral systems. Shelly continues to build on her experience of working with families and has supported several through Early Help and School Health referrals.

Having additional staff such as Amy Kirk, Shelly Usher Angela and Emma has greatly strengthened the SEN team and the provision we can make for families and children.

Targets on provision maps have been more specific and measurable this year and all year groups have met deadlines for completing paperwork.

Phase leaders continue to be involved in ensuring that interventions are timetabled, carried out and monitored and that quality first teaching is place. We are continuing to develop impactful adaptive learning.

The parent guide to SEN is included on all SEN provision letters and is on the SEN section of the school website. Parents are now also sent a copy of their child's provision plan with new targets at the start of the term along with the reviewed provision plan from the previous term. This ensures that they are involved in supporting their children where they can with their targets.

The Neuro-divergent parent group, set up for parents with children who are on an ASD/ADHD pathway or with a diagnosis, have met to discuss topics such as Reducing Anxiety, Supporting Referrals (Outside agencies) One parent has decided to set up a monthly coffee meet up group in order to give SEN parents the chance to meet away from school in order to support each other.

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.

January 2023	Positive Behaviour Training	3 TAs
January 2023	Sensory Circuits	All TAs
January 2023	Dyslexia	Teachers and TAs
January 2023	The 5 a day principle – what works for children with SEND part 1	TAs
January 2023	Word Wizard – for children with literacy difficulties	TAs
February 2023	Supporting Low attainers in Maths	Maths Lead, Year 3 Teacher
February 2023	Speech and Language Training	TAs
February 2023	Language for Behaviour and Emotion part 1	TAs
February 2023	Wordshark	TAs
February 2023	Language for Behaviour and Emotion part 2	TAs
March 2023	The 5 a day principle – what works for children with SEND part 2	TAs
March 2023	Countrywide SENCO Forum	Inclusion Lead
March 2023	Strategies to support the struggling reader	Reading Lead
March 2023	Trauma informed schools training	Inclusion Lead
March 2023	Memory and Processing	TAs
March 2023	SENCO Conference– The Education People	Inclusion Lead
March 2023	Support for Children with ADHD and ASD/C	TAs
March 2023	The 5 a day principle – what works for children with SEND part 3	TAs
April 2023	Vipers Guided reading Training	TAs
May 2023	Russian Writing Technique	TAs
May 2023	Use of technology to support learning	TAs
May 2023	Irlens update training	Inclusion Lead
May 2023	Countrywide SENCO Forum	Inclusion Lead
May 2023	Cued Articulation Training	TAs
May 2023	Language for Behaviour and Emotion part 3	TA s
May 2023	Positive Behaviour Training (Team Teach)	10 staff members
May 2023	Language for Behaviour and Emotion part 3	TAs
June 2023	White Rose Calculations	TAs
June 2023	Transition discussion	TAs
July 2023	Transition sheets and booklet formulation	TAs
July 2023	Verbal Memory - workshop	Parents
September 2023	Intervention questions and guidance	TAs
September 2023	ADHD – what do we notice? How can we help?	TAs
September 2023	Vocabulary support in the classroom	TAs
October 2023	Primary SENCO Forum	Inclusion Lead
October 2023	Autism – what do we notice? How can we help?	TAs
October 2023	Soundswrite – demo lesson / the basic principles	TAs
October 2023	Referral systems and processes	TAs
October 2023	ELSA supervision	ELSA

November 2023	Monitoring Intervention – time to discuss progress	TAs
November 2023	An Introduction to the Boxall profile	Early Years teacher
November/December 2023	Nurture UK Training	Early Years Teacher, Inclusion Lead