

## SENCo's Annual report to Governors

### Evaluation of SEN School Offer 2019-20

**Name of School: Eastry Church of England Primary School**  
**Date of report : September 2020**

**SENCo: Mrs K. Plant**  
**SEN Governor: Mrs R Smith**

#### **Special Educational Needs and Disability (SEND) Profile for past 12 months**

This report should be read alongside Eastry CE Primary School's SEND Policy and has been written in line with:

Section 69 (2) of the Children and Families Act 2014  
Schedule 1 regulation 51– Information to be included in the SEN information report

**The Code of Practice ( Section 6 of the Special educational needs and disability code of practice: 0 to 25 years) defines SEN as:**

**' A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:**

- **Have a significantly greater difficulty in learning than the majority of others of the same age: or**
- **Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school'.**

Currently a data-base is kept of pupils with additional needs. These are either deemed to be 'SEN Support', 'EHCP' (Education, Health and Care Plan).

- 23 pupils on our data base have SEN ( 12.9% of the school population)
- 2 pupils have EHC plans (1.1% of the school population)
- 21 pupils are at SEN Support (11.7% of the school population)

The national average of a school (all schools) population for SEN Support pupils is 14.9% and for pupils with an EHCP is 3.1%. (DoE Special Educational Needs in England Jan 2019).

The SEN profile of primary need at our school is made up of the following groups:

57% of those children on our SEN profile have needs linked to **Cognition and Learning**, including maths, reading, writing and a range of specific difficulties such as dyslexia and dyspraxia.

30% of those children on our SEN profile have needs linked to **Cognition and Interaction** including speech, language and social communication and interaction disorders such as Autism.

9% of those children on our SEN profile have needs linked to **Social Emotional and Mental Health** difficulties including ADHD (attention deficit hyperactivity disorder), ADD (Attention deficit disorder) and ODD (oppositional defiant disorder)

4% of those children on our SEN profile have needs linked to **Physical and / or Sensory** difficulties including disabilities affecting hearing, vision or mobility/ hypermobility.

10/23 (43.5%) children on the SEN register are Pupil Premium.

These percentages show the main area of need of the pupil. Many SEND pupils also have secondary areas of need which may also impact on learning.

10/ 23 children on the SEN register have a diagnosis of Autism.

5/23 have a medically recognised physical or sensory need that impacts on learning and requires support.

2 new EHC Plans were applied for this year.

### **Progress and Achievement of SEND pupils in the last 12 months**

	No of pupils
Reception	0
Year 1	1
Year 2	4
Year 3	6
Year 4	3
Year 5	4
Year 6	5

Although Year R had 0 children on the SEN register, there are 2 children who are being monitored who have particular needs.

Across the school very few SEN pupils met the expected standard for their year group. At the end of Term 3, 3/23 children met the expected standard for Reading, 2/23 for writing and 4/23 for maths. However, all of these pupils continue to make at least small steps progress across the curriculum and many made expected progress within core subjects but failed to close the gap. 12/23 children made expected or greater progress in Reading, 14/23 expected or greater progress in Writing and 18/23 expected or greater progress in Maths.

100% SEN Support children are on track to meet their SEN Outcomes. 2/2 SEN children with an EHC plan are on track to meet 50% or more of their Outcomes.

### **Arrangements for Identification and assessment of SEND pupils**

All pupils at Eastry Church of England Primary School are monitored closely. Pupil Progress meetings between the Head Teacher, SENCo and Class Teacher were to be held six times across the year. Where a learning issue is identified, strategies are put in place to address gaps in learning. The class teacher looks at their practice to see if small changes can be made in Quality First Teaching to provide extra classroom support in the first instance. Where these strategies are not successful further assessment is carried out and extra advice is sought. These pupils will be placed on our SEN register. This is the first response of a graduated response model and is recorded on the class provision plan.

Where a new child joins the school, the previous school will be contacted and information gathered to best support the child. If necessary this starts the process of plan, do, review.

Parents of all pupils at Eastry Church of England Primary School are offered 2 parent evenings a year to discuss the progress of their children. In addition, parents of SEND children and or children who are considered vulnerable are offered a transition meeting at the end of the year. Parents of SEN children are also offered meetings throughout the school year to keep them updated and informed; an open door policy is in place and parents can easily access the SENCo.

### **Update on Equalities & Accessibility Arrangements**

A review of the Accessibility Plan shows that apart from the development of an outdoor reflection area all short term activities have been successfully completed. The Accessibility Plan has been updated for 2020-21 to show current good practice and ensure we are continually moving forward with ensuring inclusion for all. Due to staff changes and the global pandemic our parent reading and maths groups did not take place this year. It is our intention to repeat these in the next academic year. Miss Leishman has updated the calculations policy, and is keen to support

parents in this area. Our new school website is continually being updated and has been invaluable in sharing information this year.

Our Equality Objectives are ongoing and will be reviewed in Term 1 (20-21). We continue to monitor and analyse pupil achievement and aim to raise the attainment in core subjects of our vulnerable learners. This is done through a triangulation of data, book scrutiny and teaching observations. Unfortunately, pupils in Year 6 were unable to attend the residential trip this year. Despite transition days being cancelled due to lockdown, staff liaised closely with colleagues in secondary schools to ensure children's safeguarding and educational needs were communicated.

#### **Update on SEN Provision Arrangements (Curriculum and Interventions)**

Wave 1 interventions are part of Quality First Teaching and include differentiated tasks and explanations. A particular focus this year has been on encouraging pupil ownership of their learning; for example using self-assessment of learning against the success criteria for that lesson/ task.

Wave 1 strategies are monitored through teaching observations, book monitoring and pupil progress meetings and show that teachers and teaching assistants are skilled in using a range of strategies to include and motivate children in lessons.

Wave 2 interventions are targeted at underachieving groups and individuals and include:

- Targeted interventions for literacy and numeracy skills from a teacher, which address specific needs identified by the class teacher -available to all year groups.
- Speech and language interventions for school identified targeted areas -available for all year groups.
- Reading volunteers for extra reading mileage and comprehension skills- all age groups.
- Bean Stalk Reading Volunteers- for literacy skills- available in Y3,4
- Lego therapy for building social skills- available for all years
- Pre-teaching (pentagon) – all year groups
- Use of appropriate resources e.g. individual visual timetables, social stories, work stations,
- Better Reading Partners- building reading mileage, fluency and comprehension- all year groups.
- Clever Hands/ Fizzy- gross and fine motor skills development- all year groups
- Sensory circuits- body awareness, balance and core strength- all year groups
- Sounds Training- intensive teaching of sounds and sound chunks- available to Y5
- Toe by Toe- focused reading phonics programme- available to all years
- 5 Minute box- focused phonics programme- available to all years

Wave 3 interventions are more intensive and individualised.

- Drawing and Talking- available all year groups
- Sound progress

#### **SEN Budget Allocation for past 12 months.**

This will be addressed by the Resources Committee.

The school has successfully claimed High Needs Funding for 9 SEN children this year at a total of £47,049.08. School's need to pay the first £6000 of the cost of supporting any High Needs Funding children before they can apply for HNF. To ensure that a school with a high number of HNF children can afford to support all SEN children, we also receive an additional 'top up' payment from the Local Authority. This money has enabled us to fund extra adult support for those children with a high level of need. We have successfully claimed HNF for 2 new Reception children who will be joining us in September. A member of staff has been employed with this funding to support these children.

For use of pupil premium money see figures published on the school website.

#### **SEND Staffing Resources**

The Assistant Head Teacher/ SENCo is employed full-time to oversee the leadership of SEND/Inclusion ( including Pupil premium) and acts as line manager to the teaching assistants. During this academic year the SENCo was also the Designated Safe guarding Lead.

There are now 11 teaching assistants of whom 8 are full time and 3 part time. (2 TAs left to find new posts during the year).

3 children had 1:1 TAs to support their learning and social, emotional and behavioural needs. Mrs Thomas our Family Liaison Officer has continued to work closely with families in many ways. She has supported 33 families, making referrals to outside agencies such as Early Help. Mrs Thomas has made 6 referrals to the School Nursing Team and has offered Drawing and Talking or other 1:1 support to 13 children.

We are supported by external professionals such as Speech and Language Therapists, Specialist Teaching and Learning Services, Out Reach advisory teachers for ASD, School's Counselling Service, School Nurse and Occupational Therapist and play therapist.

#### **Complaints relating to SEND in past 12 months**

The school has received no official complaints to governors during the last 12 months.

Parents have discussed any minor issues with the class teacher, Head Teacher, SENCo or FLO as appropriate.

#### **SEND School CPD arrangements in the past 12 months**

- Staff meetings across the year have SEN on the agenda and topics include ASD, writing provision maps. Staff development was continued online during lockdown. (see spreadsheet of staff training)
- An audit of teacher confidence in addressing ASD needs in the classroom has been undertaken and training needs provided as necessary.
- All staff have had Safer Internet training and Safeguarding training.
- Staff share ideas from the training sessions across the year, as well providing opportunities for sharing and observing good practice in the classroom.
- A Head Start action plan has been written. Staff training was booked for the INSET days, which were cancelled due to lockdown. Mrs Thomas has started to use some of the tools with good effect to support vulnerable children. Mrs Thomas and Mrs Plant trained a group of Year 5 children to be Play ground Buddies. Again, this was put on hold due to lockdown.

#### **SEND Parent Partnership activities in the past 12 months**

The SEN Policy (Information Report) has been reviewed and published on the school website.

The SENCo is available at parent's evenings to discuss pupil provision and progress alongside the class teacher. Parent's evenings are well attended. Transition meeting between parents and the next teacher were unable to occur, however 1:1 Zoom meetings and telephone calls between vulnerable children and their parents were organised successfully to help with transition back into school. Staff also shared social stories of the expectations for the new classes and video information was shared on class dojo..

Annual Review and midyear review meetings for children with EHC plans have been held and were attended by parents and professionals.

Many individual meetings have been undertaken with parents to discuss support for pupils throughout the year with positive impact.

Feedback from a parent questionnaires indicates that parental satisfaction with our SEN offer continues to be very high- 100% agree or strongly agree .

Pupil voice indicates that SEN pupil satisfaction is high.

#### **Transition of Pupils with SEN**

Of Year 6 children with SEN 2/5 will be transferring to Sandwich Technology School and 1 will be transferring to St Anselm's and 1 child will transfer to Aspen 2 and 1 child to Learning Opportunities.

We have supported the transition of our vulnerable children to their new schools through virtual meetings with the school's SENCo and telephone calls with parents.

**Governors**

Mrs Willis our SEN buddy governor meets termly with Mrs Plant to work through objectives from a rolling programme of school SEN areas. She produces a report to be presented at the Full Governing Body meetings. Mrs Willis stepped down from her governor role during the year and Mrs Smith took on the role of SEN governor.

**Priorities for improvement of the school's SEND provision for the next 12 months**

- Reapply for High Needs Funding and continue to use money for maximum impact and support of SEN children.
- As part of a whole school priority develop our understanding and ability to support Social , Emotional and Mental Health within our school. (including Head Start Plan)
- Ensure SEN section of new school website provides stakeholders with required information in a user friendly way.
- Ensure that outstanding behavioural attitudes to learning, including attendance, are consistent across the school- supporting independent learning. Teaching will be more innovative and standards across the school improve. Provision for SEND pupils will be effective, resulting in improved progress data.