

SENCo's Annual report to Governors

Evaluation of SEN School Offer 2021-22

Name of School: Eastry Church of England Primary School

SENCo: Mrs K. Plant

Date of report : September 2022

SEN Governor: Mrs L Erasmus

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

- 25 pupils on our data base have SEN (13.7% of the school population)
- 7 pupils have EHC plans (3.9% of the school population)
- 18 pupils are at SEN Support (9.9% of the school population)

The national average of a school (all schools) population for SEN Support pupils is 13% . SEN support for Kent is 11.8%. National average for pupils with an EHCP is 2.3% and for Kent 2.4% (Jan 2022).

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

12% 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.

76% of those children on our SEN profile have needs linked to **Communication and Interaction** including speech, language and social communication and interaction disorders such as Autism.

8% of those children on our SEN profile have needs linked to **Social Emotional and Mental Health** difficulties that can include 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.

The main area of need across the school being C&I. This area of need will obviously impact on other areas such as cognition and learning.

We have 10/ 25 (40%) pupils on the SEN register with a diagnosis of ASD

7/ 25 (28%) 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.

4 new EHC Plans were applied for this year. 2 initiated by parents and 2 by school. All were granted successfully. Applications for 2 further EHCPs have been agreed with parents to apply next academic year.

Progress and Achievement of SEND pupils in the last 12 months

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

Term 6 Progress. SEN compared to no SEN

% expected progress or above	R		W		M	
	SEN	Not SEN	SEN	Not SEN	SEN	Not SEN
1	33	86	0	86	0	90
2	50	64	50	52	0	84
3	67	100	100	93	67	86
4	25	80	40	70	60	85
5	80	67	25	81	80	81
6	0	79	0	71	0	67

Across the school more children without SEN made expected or above progress than those with SEN. However, in Yr5 reading, and Maths, Year 3 writing and Year 2 maths children with SEN make better progress or on par progress with their peers.

% expected achievement or above	R		W		M	
	SEN	Not SEN	SEN	Not SEN	SEN	Not SEN
1	0	86	0	71	0	81
2	0	64	0	60	0	80
3	33	80	33	80	33	93
4	25	75	25	54	25	67
5	25	52	0	38	25	57
6	0	73	0	58	0	46

Across the school very few SEN pupils met the expected standard for their year group. At the end of Term 6, 2/25 children met the expected standard for Reading, 1/25 for writing and 2/25 for maths. However, all of these pupils continue to make at least small steps progress across the curriculum against their targets and many made expected progress within core subjects but failed to close the gap. 98% SEN Support children are on track to meet their SEN Outcomes. 6/7 children with an EHCP 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. A Record of Concern sheet is completed and in agreement with parents 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. Children with an EHCP have an Annual Review meeting attended by those professionals involved with them. 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

The reviewed Accessibility Plan is available on the school website. This is a 3 year plan and shows that many actions are completed or on track. The Accessibility Plan has been updated for 2021-22 to show current good practice and ensure we are continually moving forward with ensuring inclusion for all. We are pleased to note that this year we have been able to offer our training and support groups for parents and have started a SEN parent group. There has been positive feedback from these.

Our new school website is continually being updated and has continued to be invaluable in sharing information this year. We have had positive feedback from new and prospective parents and employees.

A questionnaire for parents of children with SEN was very positive and actions have been taken from this. SEN pupil voice has also been collected and actions agreed. This information is on our school website.

Our Equality Objectives are ongoing. 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. In school transition meetings between current and new teachers, and parents to ensure a smooth start to the September term were well attended. We have developed an SEN Passport for SEN children to summarise their information and to show successes. These also work as an aide memoire for staff helping with a smooth transition.

With agreement of parents and while working closely with the local authority we have supported 3 children who have required a part time timetable. These children have received a highly differentiated curriculum and there has been a risk assessment in place. By the end of this academic year 1/3 of these children has been able to access full time schooling.

Update on SEN Provision Arrangements (Curriculum and Interventions)

Wave 1 interventions are part of Quality First Teaching and include differentiated tasks and explanations.

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.
- 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/ sensory diet- body awareness, balance and core strength- all year groups
- Nessie reading and spelling- intensive teaching of sounds and sound chunks- Toe by Toe- focused reading phonics programme- available to all years
- 5 Minute box- focused phonics programme- available to all years
- Plus 1 and Toe by Toe- 1:1 programmes for reading and maths
- Friendship group

Wave 3 interventions are more intensive and individualised.

- Drawing and Talking- available all year groups
- Individual Speech and language interventions
- Nurture group
- Interventions designed to teach strategies for self regulation eg Volcano in my tummy, Seeing Red.

This year Kent published their Main Stream Core Standards, which outline what all mainstream schools are expected to do to meet the needs of all children and young people with SEND. Following training, these Core Standards have been embedded across the school and are part of our Record of Concern Form. Monitoring walks have observed the use of these recommendation in class to support our pupils. This will be an ongoing process.

We have had a very positive SEND provision review, carried out by the Local Authority Provisions Evaluation Officer (PEO).

'It was a pleasure to work with the SENCO at Eastry Church of England Primary School. The school is actively empowering all staff to be teachers of SEN and it was a pleasure to hear about the developments in SEN provision.

There are clear systems and processes in place to identify and support children with SEND and, where actions have been agreed, these have often been in place but, due to Covid, some of these systems have not been consistently followed in the last year and need to be revisiting. The SENCO can confidently talk about the systems and processes at a universal, targeted and specialist level and describe how they are embedded across the school. The school works well with outside agencies and with parents and carers.

Kate is an experienced, knowledgeable and reflective practitioner, who is constantly improving and developing SEN provision across the school.

It was a very positive meeting where she was able to evidence the robust systems in place to monitor the provision for children with SEND to enable them to meet their full potential.'

T. Dowling- PEO. Nov 21

SEN Budget Allocation for past 12 months.

This will be addressed by the Resources Committee.

The school has successfully claimed High Needs Funding for 11 SEN children this year at a total of approx. £72000. School's need to pay the first £6000 of the cost of supporting any High Needs Funding children before they can apply for HNF. This money has enabled us to fund extra adult support for those children with a high level of need. The school claims HNF on the interventions that we put in place to support the child, rather than an extra adult in school.

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

SEND Staffing Resources

The Assistant Head Teacher/ SENCo is employed 0.9 to oversee the leadership of SEND/Inclusion (including Pupil premium) and acts as line manager to the teaching assistants. The SENCo is also a deputy Designated Safe guarding Lead.

There are now 12 teaching assistants of whom 8 are full time and 4 part time. 3 children had 1:1 TAs to support their learning and social, emotional and behavioural needs.

Mrs Inglis our Family Liaison Officer and has continued to work closely with families in many ways. She has continued to be responsible for contacting families of children considered to be vulnerable, checking on wellbeing & signposting any support needed. She has supported many families, making referrals to outside agencies such as Early Help as well as monitoring attendance. Mrs Inglis has offered Drawing and Talking, Lego therapy, Starving the Anxiety Gremlin, My ideal Self, Volcano in My Tummy and other 1:1 support to vulnerable children. Procedures have been established to ensure that children can make direct contact with Mrs Inglis to arrange 1:1 meetings to air their concerns/worries.

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, as well as through our local SENCo network and the LIFT process.

Complaints relating to SEND in past 12 months

The school has received 1 official complaint 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 Main Stream Core Standards and Social and Emotional Learning. Staff development has continued online as well as face to face during this year. (see spreadsheet of staff training). Mrs Plant has accessed the Local Authority SEND updates throughout the year for local and national updates, information and good practice.
- DSLs have all updated their training this year
- 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.
- Mrs Inglis has trained a group of Year 5 children to be Playground Buddies. These children have used their training to help and support their peers during playtimes.
- The school have enrolled in the Nurture Schools Programme and have participated in the Education Endowment Fund (EEF) led SEND and learning behaviours project. These have been whole staff projects, leading to the development of an Eastry Good Neighbourhood project – where children suggest and participate in activities within the village. We have also trialled a Social and Emotional Learning project (SEL) across the school, teaching the children the vocabulary of emotions and thinking about how this relates to themselves.

This has received positive feedback from staff and children and will be developed into next year.

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 well attended. Staff continued to share 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 SEND questionnaires indicates that parental satisfaction with our SEN offer continues to be high- see results on school website, including actions.

Pupil voice indicates that SEN pupil satisfaction is high, but with some areas to work on- see school website for results and actions.

Transition of Pupils with SEN

Of Year 6 children with SEN 1/2 transferred to Sandwich Technology School and 1 transferred to Great Oaks Small School. We have supported the transition of our vulnerable children to their new schools through meetings with the school's SENCo and meetings with parents.

1 child from Year 5 with an EHCP has transferred to Ripple Vale school, an independent school for children with ASD.

Governors

Mrs Erasmus 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.

Feedback about the Nurture Schools project and the SEL project have been presented to governors as well as mainstream core standards input.

Mrs Erasmus gathered pupil voice around the school environment from a nurture school perspective. This will be a baseline for future targets.

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

- Continue to manage and apply for High Needs Funding and continue to use money for maximum impact and support of SEN children.
- Embed and continue to develop SEL within our school as part of our SDP
- Continue with our Nurture Schools accreditation, moving forward with targets to benefit all school stake holders
- Continue to ensure SEN section of new school website provides stakeholders with required information in a user friendly way.
- Continue to monitor Mainstream Core Standards across school and to support staff to ensure provision for SEND pupils is effective, resulting in improved progress data.