

Annual Report on the Implementation of the Special Educational Needs Policy and Disability (SEND) Equality Scheme

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Penshurst CE Primary School is committed to removing barriers to achievement for children who may require additional provision and resources to support their learning.

The Special Educational Needs Code of Practice lies at the heart of our school's SEND policy and sets out the processes and procedures that all organisations should follow to meet the needs of children. The Code describes a graduated approach that recognises that children learn in different ways and can have different kinds of SEND.

Key Points

At the end of the academic year 2021/22:

- There were 88 children on roll
- There were 16 children on the SEND register
- The percentage of children on the SEND register (receiving SEND support) was 18.2% of the school roll - this is above national average of 12.2%
- The percentage of children on the SEND register with an EHCP was 19%
- The percentage of children on the school roll with an EHCP is 3.4% - this is slightly lower than the national average of 3.7%
- There is currently 1 EHCP application in process that we are yet to hear of the decision

SEND register year ending 2020/21

<u>Year Group</u>	<u>SEND support %</u>	<u>High Needs Funding %</u>	<u>Education Health Care Plan (EHCP) %</u>
Reception	8.3	0	0
Year 1	25	7.7	0
Year 2	7.7	0	0
Year 3	25	0	17
Year 4	22.2	0	0
Year 5	12.5	0*	6.3
Year 6	28.6	0	0
Total % of whole school	19	1.1	3.4

*1 HNF paused whilst shielding.

Primary SEND Need

<u>Year Group</u>	<u>Communication and interaction %</u>	<u>Cognition and Learning %</u>	<u>Social, Emotional and Mental Health %</u>	<u>Physical, Sensory and/or Medical %</u>
Reception	8.3	0	0	0
Year 1	25	0	0	0
Year 2	0	7.7	0	0
Year 3	16.7	8.3	0	0
Year 4	0	22.2	0	0
Year 5	0	6.3	6.3	0
Year 6	0	28.6	0	0
Total % of total SEN	6.8	10.2	1.1	0

Year Group	SEND Support without HNF %	SEND Support with HNF %	EHCP Without HNF %	EHCP with HNF %
Reception	8.3	0	0	0
Year 1	17.3	7.7	0	0
Year 2	7.7	0	0	0
Year 3	25	0	17	0
Year 4	22.2	0	0	0
Year 5	12.5	0	0*	0
Year 6	28.6	0	0	0
Total % of total SEN		5.9	18	0

*1 HNF paused whilst shielding.

Funding

We currently have 5.9% of our SEND support children in receipt of higher needs funding. This is a small amount of additional funding ranging from £200 to £4000 annually per child depending on the category and severity of need. The first £6000 of any pupil's entitlement is funded through the delegated school budget.

Pupil Premium information will be available in a separate report on our school website.

Exam Concessions for KS2 SATs

The last year that data was recorded (2019) 41% of pupils received exam concessions in their KS2 SATs. These concessions included additional time, a reader and a scribe.

There were no formal assessments (SATs) during 2019-20 and 2020-21 academic years due to Covid19 pandemic.

Assessments resumed in 2021-22; however, no data will be reported for these tests.

28.6% of our Y6 cohort received exam concessions in the 2021-22 KS2 Statutory Assessment Tests.

Vulnerable Children

We currently have 0 children on the Looked After register.

Vulnerable groups transition to Secondary School

It is important that year 6 children and their families on our SEND Support register have additional support to aid a smooth transition to secondary school. Students Passports that contain SEND information and SEND files are sent to the ongoing secondary schools, these are discussed with parents and relevant information from home also included. In previous years, we have supported children by arranging additional taster sessions with secondary schools where needed. We have also provided a transition meeting between secondary school liaison staff and the Year 6 teacher and SENDCo if appropriate. It is our intention to continue with this support, tailoring it where necessary to meet the needs of our most vulnerable children.

Academic Progress of SEND Children 2021/22

SEND Pupils	Term 1			Term 2			Term 4			Term 6		
	R	W	M	R	W	M	R	W	M	R	W	M
R	Emerging						Emerging			WTS	WTS	EXS
1a	PRE	PRE	WTS				PRE	PRE	PRE	WTS	WTS	WTS
1b HNF	PRE	PRE	WTS				PRE	PRE	PRE	PRE	PRE	PRE
1c	WTS	WTS	WTS				EXS	WTS	EXS	EXS	EXS	EXS
2a	WTS	WTS	WTS				WTS	WTS	WTS	WTS	WTS	WTS
3a												
3b												
3c	PRE	PRE	WTS	PRE	PRE	EXS	EXS	BLW	EXS	EXS	BLW	EXS
4a	PRE	PRE	WTS	WTS	BLW	BLW	WTS	BLW	BLW	WTS	BLW	WTS
4b	PRE	PRE	WTS	BLW	BLW	WTS	BLW	BLW	WTS	BLW	BLW	WTS
5a												
5b	BLW	BLW	BLW	WTS	BLW	WTS	WTS	WTS	WTS	BLW	BLW	BLW
6a	WTS	BLW	BLW	WTS	WTS	WTS	EXS	WTS	WTS	EXS	WTS	WTS
6b	WTS	WTS	BLW	WTS	WTS	WTS	EXS	WTS	WTS	EXS	WTS	WTS
6c	BLW	WTS	BLW	WTS	WTS	WTS	EXS	WTS	WTS	EXS	WTS	WTS
6d	BLW	BLW	BLW	WTS	BLW	WTS	WTS	WTS	WTS	WTS	WTS	WTS

* 3a, 3b, 5a - COVID related absence.

Many children with SEND make smaller steps of progress, which are appropriate to them. We are investigating how these smaller steps of progress can be measured and recorded.

Attendance of SEND Children 2021/22

SEND Pupils	HNF	Attendance as of End of T6 2022 (%)	Class attendance average as of End of T6 (%)
R		92.3	94.2
1a	HNF	99.2	94.1
1b HNF		92.3	
1c		98.7	
2a		94.9	94.0
3a		0	93.2
3b		0	
3c		99.5	
4a		95.3	95.1
4b		95.7	
5a		0	92.5
5b		81.3	
6a		85.5	92.8
6b		89.7	
6c		89.9	
6d		87.3	
17	1	SEND Attendance Average 87.5%	Whole School Attendance Average 93.6%

*The school has been working with the family of student 5b to improve attendance.

* 3a, 3b, 5a - COVID related absence.

Exclusions

In the year 2020-21, we have had no fixed term exclusion.

Review of interventions currently used

Socially speaking / Lego therapy	Used to improve children's social skills and reduce behaviour incidences.	This intervention will be used in our nurture sessions for children experiencing social skill difficulties.
Read write Inc Ditties	A phonics intervention for KS1.	This is used for children in KS1 who are struggling to retain the phonic pure sounds.
Read write inc	A phonic based intervention for KS1 and KS2.	This programme is currently used across the school with good progress.
Code X	A reading intervention for KS2 reluctant readers.	This intervention has worked well with children and will be used throughout the school where required.
Speech and language link	An intervention to improve receptive and expressive language skills.	All children in reception are screened using the language link screener. Interventions are put in place for all identified children.
Time to talk	An intervention to encourage turn taking in conversation.	This intervention is currently being used in Reception.
Nurture time	Offered for children with a variety of specific need.	This is a new intervention for children with an identified need.
Sensory Circuits	To provide regular and consistent sensory motor input to develop the skills need for self-regulation.	Sensory circuits provision, varies depending on the children's needs. We have run 4 morning sessions a week for a group of identified children and run regular 1:1 sessions throughout the day for others.
Maths support group	To provide a better understanding of basic maths concepts and number.	This intervention consists of several groups at present of identified children across KS1 and KS2.
Comprehension support group	This intervention provides children with a better understanding of the text, unpicking the text slowly and understanding how to answer a variety of question styles.	This intervention is currently being used in KS1 and KS2.
Reading support group	Volunteers come in twice a week (when allowed) to hear children read. Each class also accommodates extra reading.	At present year 1-4 volunteer sessions have been suspended and class teachers are adding extra sessions to boost children's reading.

Phonics groups	This intervention groups children together with a similar phonic need.	Currently running in KS1 with some children in KS2 also revisiting their phonic understanding and fill the gaps.
Write Dance	An intervention used in reception to aid fine motor skills.	Used in reception.
Clever fingers	Each classroom has access to a clever fingers box to improve fine motor skills and subsequently handwriting.	This intervention is currently being used in years R-4 successfully.
Clicker 6	Reading and Writing tool for the computer and iPad.	This programme is installed throughout the school and is used regularly in both KS1 and KS2.
BEAM/Jump ahead	To improve fine and gross motor skills.	This intervention is used in reception.
Nessy spelling	Nessy is a spelling intervention aimed at KS2 children.	We currently have Nessy programme installed on several computers to support children's individual spelling needs.
Reading Doctor	Reading Doctor is an app for the class I-pad to help children with early reading and spelling.	Currently 3 children are using this app across KS1 and 2.
Play therapy	Fegans visit the school once a week for an 18 week block, per year, and provide play therapy for up to three children.	Currently used for children in all key stages.
Sliding in technique for selective mutism	Two members of staff have used this technique	Available for children in any key stage
Dyslexia intervention	A dyslexia intervention recommended by specialist teacher Jo Johnson and designed for our children by a member of staff	Currently used for children in all key stages

Whole class and diagnostic testing.

All children at Penshurst CE primary School are assessed regularly throughout their time with us. Teachers make formative assessments continuously and use summative assessments three times a year to help assess the children's progress. Judgements are made at the end of each term to decide whether the children are on track to meet age related expectations. This assessment data is tracked, term by term, by staff, to ensure that all children are making expected progress. Pupils who do not make the expected progress during that term are discussed during Pupil Progress Meetings. Interventions are then targeted to aid the progress of these pupils.

Reception children are screened in the autumn term to create a baseline assessment.

Within the school, we have a range of diagnostic tests to try and identify a specific educational need.

We also seek advice from several outside agencies in order to support all children to the best of our abilities.

- Access for support from specialist teaching and learning services (STLS) is gained via LIFT (Local Inclusion Forum Team) through which approval may be given to receive support from specialist teachers for specific support. This can be for; social, emotional and mental health, communication and interaction, cognition and learning, visual, hearing and physical difficulties.
- LIFT also provide a forum where the expertise of SENDCOs, best practice in schools and the knowledge and advice of specialist support teachers can be shared.
- The SENDCo attends local SENDCo forums and/or Kent County Council Additional Educational Needs Updates three times each year where the latest government updates are delivered.

Once a child has been identified as having a special educational need, they are added to the SEND support register for monitoring, assessment may be needed, a passport and provision plan may be created dependent on need. Teachers assess the SEND children termly and review their targets a minimum of three times per year.

The SENDCo has an open-door policy and strives to be approachable, working together with parents to find solutions to problems. A drop-in event was held to meet the new SENDCo where parents could ask for advice or share concerns. SENDCo meetings will be available to be booked where possible during parent consultation evenings. It is being reviewed how to engage with harder to reach parents.

Whole school professional development training in SEND

<u>Training</u>	<u>Uses in school</u>	<u>Date</u>
Understanding Dyslexia	How to identify and support children with dyslexia	2020
The effects on children's education of premature birth	The challenges faced by children within education who were premature.	2020
Cognition, metacognition and high quality questioning	How to use scaffolding and effective questioning in class.	2020
Emotional coaching	To help children achieve more and encourage emotional stability.	2020
Selective mutism	A speech intervention to help children overcome the anxiety of speaking.	2021
Anxiety in the classroom	An intervention to help children deal with anxiety	2021
Dyscalculia	An intervention to help children overcome the barriers presented by dyscalculia	2021
Anxiety Based School Avoidance (ABSA) general awareness	Help staff understand the push and pull factors that influence children and young people in driving increasing anxiety and becoming more avoidant of school.	2021

Mental Health First Aid	Develop knowledge and skills in order to support with mental health.	2022
Bringing neuroscience into practice	Higher level of understanding of how the brain works and what its learning processes are to improve both pedagogical practice and children's learning experiences.	2022