

Annual Report on the Implementation of the Special Educational Needs Policy and Disability (SEND) Equality Scheme 2022-23

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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 2022/23:

- There were 86 children on roll
- There were 17 children on the SEND register
- The percentage of children on the SEND register (receiving SEND support) was 19.8% of the school roll – this was above national average of 13%
- In the previous academic year, the percentage of children on the SEND register was 18.2%
- The percentage of children on the SEND register with an EHCP (Education, Health and Care Plan) was 17.6%
- The percentage of children on the school roll with an EHCP was 3.5% - this was lower than the national average of 4.3%
- The percentage of pupils with an EHCP, and percentage of pupils with SEN but no EHCP (SEND support), both continued a national trend of increase since 2016
- Nationally, the most common type of need for those with an EHCP is Autistic Spectrum Condition (ASC) and for those with SEN support it is speech, language and communication needs
- There is currently 1 EHCP application that is being taken to a tribunal hearing in November

SEND register

<u>Year Group</u>	<u>SEND support %</u>	<u>High Needs Funding %</u>	<u>Education Health Care Plan (EHCP) %</u>
Reception	0.0	0.0	0.0
Year 1	16.7	8.3	0.0
Year 2	27.3	9.1	0.0
Year 3	21.4	0.0	0.0
Year 4	27.3	18.2	18.2
Year 5	37.5	0.0	0.0*
Year 6	20.0	6.7	6.7
Total % of whole school	19.8	5.8	3.5

* 1 EHCP application being appealed

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	0.0	0.0	0.0	0.0
Year 1	0.0	8.3	0.0	8.3
Year 2	27.3	0.0	0.0	0.0
Year 3	0.0	21.4	0.0	0.0

Year 4	18.2	9.1	0.0	0.0
Year 5	0.0	12.5	25.0	0.0
Year 6	0.0	6.7	13.3	0.0
Totals:	29.4	41.2	23.5	5.9

Funding

We currently have 29.4% of our SEND support children in receipt of higher needs funding (HNF). This is an amount of additional funding received 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.

Year Group	SEND Support without HNF %	SEND Support with HNF %	EHCP Without HNF %	EHCP with HNF %
Reception	0	0	0	0
Year 1	8.3	8.3	0	0
Year 2	18.2	9.1	0	0
Year 3	21.4	0.0	0	0
Year 4	9.1	18.2	0	100
Year 5	37.5	0.0	0	0
Year 6	13.3	6.7	0	100

Exam Concessions for KS2 SATs 2023

20% of our Y6 cohort received exam concessions in the July 2023 End of KS2 Statutory Assessment Tests (SATs). These concessions included additional time, a reader and a scribe.

Vulnerable Children

We currently have 0 children on the Looked After register.

In the academic year 2022-23 we had 3 children who were Post Looked After Children. (Post LAC)

Transition Support

To support the transition into reception we carry out a nursery visit (if attending) and home visit for all pupils. This allows us to see the children in their nursery setting, liaise with staff and to also meet the families in their home. This builds the foundation for a positive relationship between families and the school and has been well received.

As a small school, it is particularly important that year 6 children and their families, especially those on our SEND Support register, have support to aid a smooth transition to secondary school. SEND files are sent to the ongoing secondary schools, these include all relevant SEND information, are discussed with parents, and relevant information from home is also included.

In previous years, we have supported children by arranging additional taster sessions with secondary schools and time to talk sessions to go through what secondary school will be like and any worries they have. We have also provided transition meetings 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.

Attendance of SEND Children

SEND Pupils	HNF	T1 & T2	T3 & T4	T5 & T6	Attendance average at end of academic year (%)	Class attendance average at end of academic year (%)
1a	HNF	79.85	73.28	76.61	76.74	93.29
1b		77.61	76.86	89.52	81.02	
2a		98.51	100	100	99.47	94.31
2b		94.78	96.55	99.19	96.79	
2c	HNF	97.01	96.55	92.74	95.45	
3a		98.51	98.28	92.74	96.52	94.31
3b		98.51	94.83	96.77	96.79	
3c		100	100	91.94	97.33	
4a	HNF	2.99	15.52	54.84	24.06	83.94
4b	HNF	2.99	18.1	93.55	37.7	
4c		100	100	90.32	96.79	
5a		82.84	68.1	84.68	78.88	93.74
5b		100	99.14	96.77	98.66	
5c		97.76	99.14	92.74	96.52	
6a	HNF	2.99	18.97	91.94	37.43	90
6b		96.27	91.38	98.39	95.45	
6c		88.06	91.38	95.16	91.44	
17	5				SEND Attendance Average 82.18	Whole School Attendance Average 92.04

*The school has been working with the family of pupils 1b and 5a to improve attendance.

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

Exclusions

In the year 2022-23, there were no fixed term exclusions.

Review of interventions currently used

These are in addition to quality first teaching and in class support.

Speech and language link	A screening tool and 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.
Reading support group	Volunteers come in twice a week (when allowed) to hear children read. Each class also accommodates extra 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.
Jump ahead	To improve fine and gross motor skills. This intervention is used with identified pupils.
Counselling/Play therapy	Fegans/Spurgeons visit the school once a week for an 18-week block, per year, and provide play therapy for up to three children.
Dyslexia Gold	An intervention recommended by specialist teacher Jo Johnson. Currently used for children in all key stages.
Relax Kids	Relax Kids aims to give children access to a variety of simple, yet effective techniques for relaxation, mindfulness and stress management that are developed and delivered in a fun and creative way. We believe that relaxation, mindfulness and a positive outlook are the keys to good mental health, self-esteem and emotional resilience. Accessed throughout the year by all pupils. Identified pupils will have access to more than one block.

Whole class and diagnostic testing.

All children at Penshurst CE Primary School are assessed regularly during 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 and support in class is 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 and a personalised plan and passport 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. SENDCO meetings will be available to be booked where possible during parent consultation evenings.

Staff Professional Development

<u>Training</u>	<u>Uses in school</u>
Anxiety in the classroom	An intervention to help children deal with anxiety
Dyscalculia Support and Understanding	An understanding of how to help children overcome the barriers presented by dyscalculia
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.
Mental Health First Aid	Developing knowledge and skills in order to support with mental health.
Senior Mental Health Lead Training (Anna Freud)	Senior Leadership support for staff and pupils to deal with mental health issues.
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.
Cognitive Load Theory	Engage with research evidence to support pupils and teachers in delivery the school's curriculum
Autism and ADHD Awareness	Understanding about autism, how other conditions are connected and around a dual diagnosis. Encouraged to challenge definitions and perceptions of autism and ADHD. Looking at several key themes around both autism and ADHD in order to obtain skills to help children and young people and ensure the right support and resources are in place.
Kent Inclusion Leadership Programme	To understand the meaning of inclusion and how that applies in different contexts. To explore in partnerships areas, development and how the questions within the Kent Inclusion Framework will support self-evaluation and inform peer review.