**SEND Report to Governors May 2023**

**Definition of Special Educational Needs**

*"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 him or her.*

*A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

*Has a significantly greater difficulty in learning than the majority of others of the same age, or*

*Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."*

*Special educational needs and disability code of practice: 0-25 years, (January 2015, p. 15-16)*

**Definition of Disability**

*Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘… a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’*

*SEN Code of Practice (2015, p16)*

The definition of what constitutes SEN Support is less clear. In order to help schools, colleges & Early Years settings accurately identify their SEN Support cohort, KCC provides the following clarification of what constitutes SEN Support:

"SEN support is intensive and personalised intervention which is required to enable the child/young person (CYP) to be engaged in learning. It will usually involve significant amounts of resource from the educational setting (approaching, or in a minority of cases exceeding, the nationally prescribed threshold for schools and colleges). Each CYP identified as SEN Support will have Outcomes which have been agreed through a process of collaboration and discussion. A personalised programme of support will be devised and be reviewed and adjusted frequently (at least three times per year) with close CYP and/or parental involvement."

*“Each and every educational setting should make provision for a CYP as and when they require it, irrespective of their Special Education Need. Additional teaching opportunities (e.g. small group catch up) or the filling of gaps in learning due to absence or not making the progress that is expected is not considered to meet the criteria for SEN support; it should be normal practice in schools.”*

*“However, all educational settings should take action through a graduated response to identify pupils with a Special Educational Need. Children or Young People who have been diagnosed with a condition (speech and language, dyslexia, autism etc.) may have a recognised Special Educational Need, but will not automatically be included on the SEN register unless they are in receipt of significant, additional and personalised support without which they could not access learning.”*

If a child fails to make progress at the SEN Support stage, a request can be made to the Local Authority, by either the parents or the child’s school, for them to carry out an Education, Health and Care needs assessment. The Local Authority will look at the evidence put forward in the request and decide whether or not it meets the criteria for an EHC needs assessment. If an EHC needs assessment is agreed, further assessment information is gathered about the child’s needs. A Local Authority panel will then look at this information to decide whether or not to issue an Education Health Care Plan (EHCP).

**1. Key SEN Personnel within the school**

* Special Educational Needs Coordinator (SENCO): Mrs Nikki Bridel
* Governor with responsibility for SEND: Mrs Doreen Jones
* School Home School Link Coordinator: Mrs Sarah Brooker
* Emotional Literacy Support Assistants (ELSAs)- Mrs Sarah Brooker & Mrs Josefine Follett

**2. The SEND Policy/Information Report**

This policy was last reviewed Jan 2023. It is due to be reviewed again by Jan 2024.

**3. School SEND profile**

At present, there are 29 pupils on the SEND register. 25 pupils at SEN Support. 4 pupils with Education Health Care Plans. (In addition, one pupil at SEN Support is currently undergoing an EHC needs assessment. We are also waiting to hear if another pupil will be offered an EHC needs assessment.)

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| School % SEND Trends |  | Jan 2017 | Jan 2018 | Jan 2019 | Jan 2020 | Jan 2021 | Jan 2022 | Jan 2023 | May 2023 |
| % of pupils with an EHCP |  | 0% | 0% | 0.5% | 1.1% | 1.7% | 2.9% | 2.4% | 2.4% |
| % of pupils with SEN Support |  | 5.7% | 4.9% | 6.5% | 6.0% | 9.3% | 10.5% | 14.1% | 14.9% |
| Total % of pupils with SEND |  | 5.7% | 4.9% | 7% | 7.1% | 11% | 13.4% | 16.5% | 17.4% |

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| --- | --- | --- | --- |
| Jan 2022 SEND Pupil Benchmarking Data | District | Kent | National |
| % of pupils with an EHCP |  | 2.5% | 2.3% |
| % of pupils with SEND support |  | 11.8% | 13.0% |
| Total % of pupils with SEND |  | 14.3% | 15.3% |

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| --- | --- | --- | --- |
| School SEND register by year group (May 2023) | SEN Support | EHCP | High Needs/Additional Funding |
| Reception | 3 |  |  |
| Year 1  | 3 | 1 | 1 |
| Year 2 (includes a child who is chronologically a Year 3 pupil) | 1 | 1 | 1 |
| Year 3  | 5 | 1 | 2 |
| Year 4 | 3 | 0 | 0 |
| Year 5 | 3 | 1 | 2 |
| Year 6 | 5 | 0 | 0 |

(One pupil at SEN Support in Year 3 is undergoing an EHC needs assessment. The SENCO is waiting to hear whether a request for an EHC needs assessment for another pupil at SEN Support in Year 5 will be agreed.)

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| School SEND register break down by need type (May 2023)Some children will have more than one area of need. Only the primary need is shown here |
| Communication & Interaction needs | Cognition & Learning needs | Social, Emotional & Mental Health needs | Sensory &/or Physical |
| 13 | 6 | 10 | 0 |

**4. Update regarding Speech & Language Therapy Service**

In Kent, schools are only able to access direct speech & language therapy from the Schools Speech & Language Therapy Service Team if they have an EHCP.

The SENCO received an email form the service lead on 02/09/2022 stating:

‘Due to increased caseload numbers and continuing challenges with recruitment, demands on the service have outstripped our capacity over the last 12 months, and so we have developed a backlog of children who are waiting for an initial assessment appointment*.  In order to address this issue, we have reviewed the support we can offer to children in mainstream schools, and have taken the decision to* ***pause Speech and Language therapy input for most children with EHCPs at the start of the Autumn term 2022-23****.  This pause in input will be temporary, and we are aiming to restart therapy blocks before Christmas, but we will be in touch to confirm this nearer the time.*

Therapy blocks resumed in January 2023.

Last year the school bought a package of, once a term assessment, observation & advice from a Speech & Language Therapist (6 sessions a year). This has prevented children from remaining on the SaLT service waiting list for many months to be assessed. The cost of this is increasing by 1.8%. The school will need to consider whether to continue this for the next academic year.

**5. Update on priorities for SEND improvement from previous year.**

Wellbeing /Personal Nurture Provision

The school continues to carry out reviews of children’s well-being across the school year. Staff use Leuvan Wellbeing Scales to assess where each pupil is on the scale. In addition, all pupils in KS2 also complete a self-assessment sheet called ‘My level of Well-being’ which includes a box entitled ‘Things I would like you to know about me & how I’m feeling.’ The SENCO & ELSA (Emotional Literacy Support Assistants) then meet to draw up an action plan depending on need. This may include daily well-being check-ins, liaison with parents, a short block of personalised 1:1 ELSA support (which can be extended as required) or a referral to the school health team or other agencies.

Several social skills groups continue to be run by our ELSAs, which help develop social communication and interaction skills which foster happier relationships with peers.

Our transition support for all pupils in Year 6 will be starting next term. In addition, our ELSAs also provide a small group or 1:1 transition programme for those pupils who are anxious about transition or are vulnerable. Additional transition visits to receiving schools can be arranged for vulnerable pupils accompanied by a support assistant to help them feel secure about their new setting. In the past we have also arranged joint meetings with the multi-agency team supporting a pupil with an EHCP and the receiving SENCO.

Counselling Service Fegans

3 pupils are currently receiving on-site counselling from a Fegans counsellor. Counselling is available throughout the second half of the Spring term and throughout the Summer terms. This is to support pupils with specific areas of need- such as bereavement, managing anxiety, and improving relationships. This is funded by Coombe Bank Trust through the Schools Partnership.

Attachment training / Increased awareness of the effect of Adverse Childhood Experiences (ACEs)

All teaching staff have attended cluster training on the effects of adverse childhood experiences & trauma provided by the school cluster earlier in the year. The next step for the school is for the SENCO to provide in-house training on attachment for the T.A.s, to further increase awareness of the effect of Adverse Childhood Experiences (ACEs) on children, of behaviour as a means of communication, and effective means to support children to settle to learn.

Upskilling staff working with pupils who have complex needs and require very high levels of personalised 1:1 support

During the Spring term and first part of the summer terms, school staff received and implemented advice from a clinical psychologist on ARFID- Avoidant, Restrictive Food Intake Disorder.

The Specialist Teacher for Communication & Interaction visited to support a pupil with complex needs who already has an EHCP. She was able to offer further advice to the 1:1 TA on next steps for this pupil.

During the Spring term we had another visit from a Specialist Outreach Autism Teacher from Milestone Academy who has been advising on provision for one pupil. She recommended we continue with the very comprehensive package of support already in place for this pupil. She has closed the case as she has nothing further to offer the school at this time.

Several TAs have been trained to use PORIC and Active Listening for Active Learning intervention programmes with pupils with severe language difficulties. In the case of one pupil who is undergoing an assessment of needs for an EHCP, this has resulted in significant improvement in his understanding of spoken language.

During the Spring term and the first half of the Summer term a Speech & Language Therapist has been providing blocks of five therapy sessions for our four pupils with EHCPs. Support staff have benefited from observing the therapy sessions and are then able to continue the recommended support.

The SENCO attended the Countywide SENCO conference in March.

Further training is planned for all TAs next term on supporting pupils with language difficulties.

Both of our ELSAs continue to receive supervision from an Educational Psychologist at times across the academic year to support their professional development.

Cognitive behaviour based programmes

One of our ELSAs has recently attended training on Cognitive Behaviour Approaches. The use of these specific approaches in now being introduced with identified pupils.

Increase the percentage of pupils with SEND who pass the Year 1 phonic check

79.3% of Year 1 pupils passed the Year 1 Phonic Check in June 2022. 91% of pupils in Year 1 are on track to pass the Year 1 Phonic check in June 2023. It is expected that one pupil out of the five in Year 2 who did not pass the Year 1 phonic check last year, will not meet the required standard this year. This pupil has SEND and although there has been improvement, this is not sufficient to reach the required standard.

**Attendance:**

Attendance of pupil with SEN for the year 2021-2022 was an average of 93.2%. Attendance overall for pupils with SEND remains good. However, the attendance of individual pupils is monitored closely.

**14. External Agencies**

This academic year:

* Early Help for Social, Emotional & Mental Health needs & to support the needs of the family.
* Imago Community (providing counselling for both a parent and a pupil). Another pupil has recently been referred.
* Specialist Teaching and Learning Service teachers for Social Communication needs, & for Cognition & Learning (including specialist teacher for Dyslexia)
* Specialist Outreach Autism Teacher
* Speech and Language Therapists
* Occupational therapist
* Physiotherapist
* Educational Psychologist- as part of EHC needs assessment.
* Fegans counselling service supporting 3 children.