



## SEND Annual Report Academic Year 2020-21 *Published September 2021*

There is lots of information about special educational needs and disabilities (SEND) that the school is required to publish, including how we identify and meet the needs of pupils with additional needs. This information can be found in our SEND Policy and SEND information report which are published on our school website and contains all the information parents should need about our SEND processes. If however, you need clarification or have any questions please contact the SENCo (Mrs V. Fresneda Alcala).

The purpose of this report is to **provide a snapshot of SEND at the school for 2020-21**. It is produced every year by the Head of Inclusion and SENCo in collaboration with the SEND governor, Annabel Cornall

### The SEND Team

Miss T. Gobell – **Head Teacher** (National Award for Special Educational Needs, Post Graduate Certificate in SEN and Diploma in SEN).

Mrs H. Pullen – **Head of Inclusion** (National Award for Special Educational Needs and Post Graduate Certificate in SEN).

Mrs V. Fresneda Alcala – **SENCo** (National Award for Special Educational Needs and Post Graduate Certificate in SEN)

Mrs A. Lihou – **Family Liaison Officer** (Post Graduate Certificate in Therapeutic Play, Diploma in Child Counselling).

Miss D. Lee – **Medical Lead**.

SEN Key Workers and Specialist Teaching Assistants - (Individual Pupil Support)

### 1. School Profile

For the 2020-21 Academic year, the school identified **55 children on the SEND Register**. This represents **8.5%** of the school population (the national average stands at 13%). Of these 55 children, **7 have Education, Health and Care Plans**, representing **1%** of the school population (national average 3%).

The school has a low proportion of children identified as SEND according to the definition in our policy. However, we do not believe that the school has a low amount of need and that instead our excellent core offer of support enables us to avoid identifying those children as needing additional and different provision. For example, a child with Dyslexic difficulties may not need to be identified on the SEND register as the high quality teaching, excellent in class strategies and widely available interventions that they are able to achieve their potential and make good progress without any highly specific or highly tailored adult support.

We group these children according to their main area of need (more information on what each area covers can be seen in the SEND Code of Practice). The spread is as follows:



Area of Need - Code of Practice	SEN Support			EHCP			High Needs Pupils		
	EYFS	KS1	KS2	EYFS	KS1	KS2	EYFS	KS1	KS2
Cognition and Learning	0	5	17	0	0	1	0	1	1
Communication & Interaction	3	3	9	0	1	2	1	2	2
Physical and/or Sensory (including medical needs.)	0	1	1	0	1	1	0	2	1
Social Emotional and Mental Health	1	2	6	0	0	0	0	0	2
Complex needs	0	0	0	0	1	0	0	1	0
<b>Total :</b>	48			7			13		

*\*High Needs Pupils indicates that pupils are in receipt of additional funding; they may be on the register at SEN Support or EHCP level.*

Identification of pupils with SEND is in line with our [SEND Policy](#). Following identification of SEND, the SENCO would work with class teacher, parents and other professionals to establish a programme of support for the child, detailed in a provision plan. This is reviewed regularly throughout the year.

## 2. Additional funding

The school receives **£110,602** of budget for Low cost-high incidence SEN from the government. This is funding for the school to meet the special educational needs of **all** pupils in the school. However, if a child is identified as needing support that exceeds £6000, we can claim for additional money to enable that support, called 'High Needs Funding'.

In 2020-21 academic year, the school made claims for High Needs Funding to Kent County Council for 5 children with EHCPs and 7 children at SEN Support and 1 not on the SEND Register, totalling **£107,454**. Therefore £78,000 of our notional SEND budget is utilised supporting these 13 high needs children.

The SEND department is not responsible for the management of the Pupil Premium budget but works alongside the Headteacher in managing the provision for those pupils with SEND that are also in receipt of the pupil premium grant (4 children).

## 3. Outcomes for Pupils with SEND.

*School data is compiled in a document called ASP, which is produced by the government every November and allows schools to compare their SATS data with other schools nationally. The Discovery School would normally report attainment outcomes for their Year 6 SEND pupils, who left the school in summer 2021. However, due to the Coronavirus pandemic, there were no statutory assessments and therefore no published data for this academic year.*



## 4. Progress of Pupils with SEND for the 2020-21 academic year

*In this section, we typically report on the progress our Year 6 pupils made during their time at the school. However, due to the Coronavirus pandemic, there were no statutory assessments and therefore no published data for this academic year.*

*We may also consider the academic progress of pupils with SEND and compare that to pupils without SEND, however the school feels that this information is not a helpful indicator of the progress of SEND pupils. Ofsted's latest research (May 2021) into SEND suggested that 'As some pupils with SEND may need longer to master particular areas of the curriculum, schools and parents have difficult decisions to make about how to enable learning while also working to ensure that the pupils are included in school life.' Therefore, the progress of SEND pupils here is identified as progress against individual targets highlighted on pupils' individual provision plans.*

Pupil Need Type	SEND Level		On Track to achieve outcomes	Individual targets achieved
<b>Cognition and Learning</b>	School Support	21	100%	95%
	High Needs Pupils	2	100%	100%
<b>Communication &amp; Interaction</b>	School Support	12	100%	67%
	High Needs Pupils	5	100%	75%
<b>Physical and/or Sensory (including medical needs.)</b>	School Support	1	100%	100%
	High Needs Pupils	3	100%	100%
<b>Social Emotional and Mental Health</b>	School Support	7	100%	86%
	High Needs Pupils	2	50%	80%
<b>Complex needs</b>	High Needs Pupil	1	0%	60%

## 5. Attendance of Pupils with SEND

	Attendance of all SEND pupils	Attendance of pupils with EHC Plans	Attendance of non-SEND Pupils
2020-21 Academic Year	97.43%	91.85%	95.47%

### Attendance during school closures January – March 2021

The school was quick to respond to the Government's decision to close schools and did an immediate needs based analysis to ensure that all of our vulnerable children could attend school. Where this was not possible due to parental preference, additional support was put in place to enable children with SEND to engage with home learning. The Head of Inclusion and SENCO were in constant liaison with parents and teachers to ensure that the provision available in school was replicated for the home environment.



Of those with EHCPs, to whom the school was obliged to provide places during school closures, 4/5 attended. Where children did not attend, this was the preference of the parents. Additional provision for pupils with high levels of SEND was made and the school offered places to 4 pupils under the 'vulnerable' category and 6 children's SEND needs were met in school through applications under the 'key worker' category.

## 6. Exclusions

There were no fixed term or permanent exclusions for pupils with SEND in the 2020-21 academic year.

## 7. Transition to secondary school for pupils with SEND

Transitions for SEND pupils to secondary schools were planned and delivered virtually with the SENCo/Head of Inclusion, parents and SENCos from the Secondary schools.

Destinations for Year 6 Leavers 2021

Mainstream High School	Independent School	Selective High School	Specialist Resource Provision	Special School
8	1	1 (2)	0	0

## 8. An update of the improvements made to the school through the Accessibility Plan

Accessibility Plan Target	Key Actions	Outcomes / Impact
Increase access to the outside curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>Additional staff recruited and deployed to meet the needs of pupils with acute medical and physical needs. High needs funding utilised to enable this.</li> <li>Flexibility in staffing means that all pupils with disabilities are able to access off-site curriculum activities (e.g. swimming)</li> <li>Robust risk assessments enable staff to plan for inclusion.</li> <li>Forest School site moved onto the school grounds so that the school has autonomy over accessibility.</li> </ul>	<p><i>Outside accessibility is improved as required</i></p> <p><i>Staff understand specific children's needs</i></p> <p><i>Pupils are provided with the specific resources to enable them to access the outside curriculum</i></p>



	<ul style="list-style-type: none"> <li>• Work with parents and other outside agencies facilitates access.</li> </ul>	
SEND - Pupils with SEND will achieve exceptionally well against individualised targets	<ul style="list-style-type: none"> <li>• Improved system for tracking achievement of children with SEND (EduKey Provision Mapping) is embedded</li> <li>• A range of high quality CPD provided for teaching and support staff</li> <li>• Multi—agency approach in school enables expertise to be utilised and needs to be quickly met.</li> <li>• SENCO and HOI quickly responded to school closures and provided bespoke support for those on the SEND register.</li> <li>• Regular SEND review and pupil progress meetings safeguarded during disruption to ensure that no pupil is missed.</li> <li>• Strategic and flexible deployment of staff to ensure the needs of the most vulnerable pupils are met.</li> <li>• Regular and systematic parent review meetings undertaken</li> <li>• SENCO and HOI moderation of assessment judgements and case studies explored.</li> </ul>	<i>The vast majority of children with SEND will make outstanding progress regardless of relative starting points.</i>

## 9. An evaluation of the Equality Objective (if it relates to SEN and disability)

*Objective 4: Pupils with SEND achieve exceptionally well against individualised targets*

The progress of children against their individualised targets can be seen in section 4, above. We believe that we set challenging and robust targets and that the outstanding provision enables children to make excellent progress.

Despite best endeavours, the impact of COVID can be felt in some of this progress, particularly for those with social communication or mental health difficulties. The school put significant support in place for these pupils and continues to utilise the assess-plan-do-review cycles to ensure the best possible support in in place for them to get them back on track.

For one pupil with severe and complex needs, it became clear that The Discovery School was no longer the most appropriate place to meet his needs. The SENCO and Head of Inclusion worked as part of a multi-agency approach to identify a more appropriate setting and the child moved to a Special School in July 2021.



## 10. An evaluation of the interventions used by the school to support pupils with SEN

The school uses specialist software to plan and track the additional provision put in place to support all its pupils. The impact of the interventions in each of the four areas of need can be seen below, separated into pupils with no identified SEND, identified on the register at SEN Support (K) and those with EHCPs (E) who were part of a group intervention. (High needs pupils' individualised interventions are not included in these calculations)

### Area of Need: Cognition and Learning

Category	Pupils	Cost		Average outcome
	192	18,411.80	0.09 Progress as expected	
E	5	884.27	0.14 Progress as expected	
K	39	8,920.74	0.04 Progress as expected	
Total	236	28,216.82	0.08 Progress as expected	

### Area of Need: Communication and Interaction

Category	Pupils	Cost		Average outcome
	38	3,425.38	0.12 Progress as expected	
E	1	279.00	0.00 Progress as expected	
K	8	1,404.27	0.06 Progress as expected	
Total	47	5,108.65	0.11 Progress as expected	

### Area of Need: Physical and/or Sensory



Category	Pupils	Cost	Average outcome
	2	0.00	0.00 Progress as expected
K	2	1,616.50	0.00 Progress as expected
<b>Total</b>	<b>4</b>	<b>1,616.50</b>	<b>0.00</b> Progress as expected

#### Area of Need: Social Emotional and Mental Health

Category	Pupils	Cost	Average outcome
	6	713.87	-0.33 Progress as expected
K	4	270.45	0.17 Progress as expected
<b>Total</b>	<b>10</b>	<b>984.32</b>	<b>-0.08</b> Progress as expected

*\*interventions for those with SEMH difficulties completed by the FLO are not included in this calculation.*

#### Actions arising from evaluation for 2021/22:

- Continued close monitoring of pupil progress to ensure gaps arising from COVID are addressed.
- Increased connection and communication with parents including through informal methods alongside the FLO.
- Increased access to the SENCO through termly surgeries in addition to SEND reviews.
- Continued high levels of wellbeing support during unsettled/ disruptive times.

### 11. SEN Training provided to staff in the last two years 2019-2021

We are very proud to offer a wide range of training to staff; the following training has been provided over the last two years, despite COVID restrictions



Broad Area of Need	Specific Training	Staff Trained
Cognition and Learning	Communicate in Print/ Widgit	Mrs Fresneda Alcala, Mrs Bridge
	Behaviour for Learning	Miss Cook
	Metacognition and Executive functioning	Mrs Fresneda Alcala
	Metacognition	Mrs Pullen
	Music, singing and the benefits to learning	Mrs Sturge
	Cognition and Learning, assessment and interventions.	Mrs Fresneda Alcala
	Dyslexia	Miss Charlton
	Nasen: Forming Assessments for Pupils with SEND on Return to School	Mrs Fresneda Alcala
Physical & Sensory Difficulties	Moving and Handling children with physical disability	Mrs Sturge, Mrs Gray, Miss Collison
	Developing Risk Assessments and Care Plans for those with Physical Disabilities	Miss Lee, Mrs Fresneda Alcala
	Sensory Circuits	Mrs Wiggins, Mrs Fresneda Alcala
Social Emotional and Mental Health	Trauma and Attachment Difficulties	Mrs Lihou, Mrs Wiggins.
	De-escalation techniques	Miss Lee
	Bereavement & Loss	Mrs Lihou
	Pathological Demand Avoidance	Mrs Brown
	Anxiety Based school Avoidance training	Mrs Lihou
	Autism in Girls	Mrs Boulton
Specific Training	Using Makaton with singing	Mrs Fresneda Alcala
	Mental Health First Aid	Mrs Pullen
	PGCE in SEND Coordination	Mrs Fresneda Alcala
	SEND Updates	Mrs Pullen, Mrs Fresneda Alcala
	SENCo Forums	Mrs Pullen, Mrs Fresneda Alcala
	SEN support in EYFS	Mrs Fresneda Alcala

*Ofsted Research – Research and Analysis – Supporting SEND (Updated May 2021)*

