

SEND Annual Report 2018-19

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 2018-19**. It is produced every year by the SEND governors, Annabel Cornall and Martine McCahon, in collaboration with the Head teacher and SENCo Miss Gobell and SENCo Vicenta Fresneda Alcala.

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)

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

Miss D. Lee – Medical Lead.

SEN Key Workers - (Individual Pupil Support)

1. Background information

For the 2018-19 Academic year, the school identified 37 children on the SEND Register. This represents 6% of the school population.

Classification	Children	Percentage of School	Kent Average	National Average	Local Comparison School
K – SEN Support	29	5.8 %	11 %	12.6 %	6.4 %
E – EHC Plan	8	1.3 %	1.7 %	1.6 %	2.4 %

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	Main Difficulty				Additional Difficulty				Total
	SEN Supp.	EHCP	HNF	total	SEN Supp.	EHCP	HNF	total	
Autistic Spectrum Disorder	4	2	2	6	0	0	0		6
Severe Learning Difficulty	0	3	3	3	0	0	0		2
Speech, Language & Communication Difficulty	8	2	2	9	0	3	3		12
Social, Emotional & Mental Health Difficulty	7	2	2	9	0	0	0		6
Specific Learning Difficulty	2	0	0	2	0	0	0		2
Physical Disability	0	1	0	1	3	2	2	5	6
Other	6	0	0	6	0	0	0		6

**HNF indicates that pupils are in receipt of additional funding, they may be on the register at SEN Support or EHCP level.*

2. Additional funding

The school receives **£94,058** 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 2018-19 academic year, the school made claims for High Needs Funding to Kent County Council for 6 children with EHCPs and 2 children at SEN Support, totalling **£61,705** with a top up of **£11,683**.

3. Outcomes for Pupils with SEND.

School data is compiled in a document called ASP, which is produced by the government every November. The Discovery School has the following outcomes for their Year 6 SEND pupils, who left the school in summer 2019. There were 7 pupils with identified SEND, 4 of whom had an EHCP.

KS2 Attainment 2019	Reading		Writing	SPaG		Maths		RWM Combined
National Average	105.6	85% AE	78% AE	106.3	78% AE	105	76% AE	74% AE
School Non-SEND (80)	110.2	95% AE	95% AE	110.2	95% AE	106.3	90% AE	81% AE
School SEND Support (7)	104.1	71% AE	86% AE	104.1	71% AE	99.7	57% AE	43% AE
School SEND EHCP (4)	98.5	25% AE	50% AE	98.5	25% AE	105	50% AE	0% AE

Where there is a percentage, this represents the number of children in this group achieving the expected standard for that subject. Decimal numbers represent the average scaled score for that group. Scaled scores are only available for externally marked assessments.

For the purpose of identifying trends, here is the data for the last two years:



KS2 Attainment 2018	Reading		Writing	SPaG		Maths		RWM Combined
National Average	105	75%	78% AE			104.4	76%	64% AE
School Non-SEND (86)	108.7	95% AE	100% AE	110.8	98% AE	108.3	94% AE	91% AE
School SEND Support (4)	92.0	33% AE	0% AE	93.7	0% AE	90.3	0% AE	0% AE
School SEND EHCP (1)	96.0	0% AE	0% AE	98.0	0% AE	98.0	0% AE	0% AE

Where there is a percentage, this represents the number of children in this group achieving the expected standard for that subject.

KS2 Attainment 2017	Reading	Writing	SPaG	Maths	RWM Combined
National Average	104.1	76% AE	77% AE	107.2	
School Non-SEND	107.6	98% AE	94% AE	107.3	83%
School SEND Support	105.5	67% AE	67% AE	105.0	67%
School SEND EHCP	109.0	100% AE	100% AE	105.7	100%

Decimal numbers represent the average scaled score for that group. Scaled scores are only available for externally marked assessments.

4. Progress of Pupils with SEND for the 2018-19 academic year

We are able to measure the progress of all children with SEND within the school. Here are the KS2 progress measures for those identified with SEND (those in Year 6, representing 7 pupils, 4 with an EHCP)

End of KS2 Progress	Reading		Writing		Maths	
	2018	2019	2018	2019	2018	2019
National Average	0.0	0.03	0.0	0.03	0.0	0.03
School Non-SEND (91)	2.01	-0.6	2.22	1.3	2.55	-0.14
School SEND Support (7)	-2.97	-2.47	-5.54	1.06	-4.36	-4.53
School SEND EHCP (4)	-1.55	-9.43	-3.19	-0.41	0.35	-3.68



The following table considers the progress of children from Years 1 – 5 for the 2018-19 academic year. It is important to remember here that the definition of a pupil having a special educational need includes a likelihood that they will not make progress in the same way as their peers who do not have an identified difficulty. Comparing them to children without SEND is not always a reliable measure of whether their needs are being met by the school, but it is a starting point. As our numbers of pupils with SEND are low, it is also worth noting that each child is worth a relatively high percentage. The percentages represent the children making good or better progress.

	Reading		Writing		Maths	
	SEND	Non-SEND	SEND	Non-SEND	SEND	Non-SEND
Year 1 <i>0 children with SEND</i>	0	100%	0	100%	0	100%
Year 2 <i>10 children with SEND – each worth 11%</i>	60%	91%	30%	87%	40%	90%
Year 3 <i>6 children with SEND – each worth 6.4%</i>	50%	99%	50%	99%	50%	99%
Year 4 <i>5 children with SEND – each worth 5.6 %</i>	67%	100%	67%	100%	67%	99%
Year 5 <i>10 children with SEND – each worth 12 %</i>	83%	99%	75%	98%	75%	99%

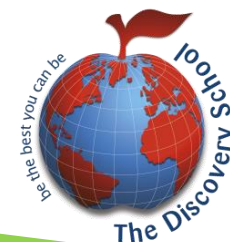
One of the measures of the effectiveness of the funding we receive is whether the high needs pupils are making expected progress from their relative starting points in the curriculum subjects.

This can be summarised as follows:

No. pupils in receipt of HNF	Making expected progress in Reading	Making expected progress in Writing	Making expected progress in Maths
8 Pupils in total for 2018-19	7/8	7/8	7/8

Our children with statements or EHC Plans have identified outcomes, these are things we would like them to achieve before the next stage in their education. Measuring whether they are on track to achieve their outcomes is an important way to identify if the provision we are providing is effective.

On track to achieve All Outcomes	On track to achieve > 50% of outcomes	On track to achieve <50% of outcomes	0% of outcomes
100%	0%	0%	0%



5. Attendance of Pupils with SEND

This table is taken from the school's published data and compares the attendance for pupils with SEND with their non-SEND peers. Attendance data is published with a one year delay so these are the figures for 2018/19

	% sessions missed due to absence		% persistent absentees – absent 10% or more sessions	
	School	National average	School	National average
No SEN	3.3%	4.1%*	3.4%	9.8%*
SEN support	4.2%	6.3%*	14.8%	24.3%*
SEN with EHCP	7%	8.6%*	10.8%	17.2%*

**Autumn 2018 to Spring 2019 Data from the DfE*

6. Exclusions

There were no fixed term or permanent exclusions for pupils with SEND in the 2018-19 academic year.

7. Transition to secondary school for pupils with SEND

Thorough transition programmes were put in place for those children with SEND upon their transition to secondary school. This included planning meetings, visits with Key Workers, additional transition days and specific preparation for secondary work with support staff. The destination of those with SEND will not be disclosed to protect confidentiality, of the four identified children, two moved to a specialist resourced provision, one to a mainstream setting and another moved to another country.

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

A new accessibility plan was written in September 2018 and is available on the school website and via the school office. There were no accessibility adjustments made to the school building in the 2018-19 academic year. Some minor adjustments were made to the EYFS environment and care suite to accommodate a child starting in Year R 2018.

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

Refer to Single Equality Scheme and objectives 2018 – 2019 (published on the school's website).



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

The school runs a vast number of interventions as part of its core offer to all children and the additional provision we provide for those with SEND. For the purpose of this report they have been grouped into each area of need and only those with an SEND focus or those that included SEND children have been analysed. This analysis does not include the specific interventions for high needs pupils, to protect confidentiality.

Broad Area of Need	Intervention and number of pupils who accessed this intervention this year	Focus	Impact % making progress / achieving targets
Cognition and Learning	Phonics		
	Blending Group EYFS - 7 pupils	Developing early blending skills	90% progress by the end of the intervention.
	Year 1 – 14 pupils	Developing phonic knowledge – reading	80% progress by the end of the intervention.
	Year 2 – 6 pupils	To segment words into their phonemes. To confidently read pseudo words.	90 % target achieved.
	Year 3 – 3 pupils	Recap Phase 5 To segment words into their phonemes. To confidently read pseudo words.	100% Phonic threshold outreach
	Mathematics		
	Early number recognition EYFS – 17 pupils	Familiarity with numbers to 10	70% of pupils meeting target by end of intervention
	Year 1- 4 pupils	To develop basic addition and subtraction skills.	100% of pupils meeting target by the end of intervention
	Year 1 - Big Maths 5 pupils	To be able to complete the Big Maths paper in a set time.	90% of pupils meeting target by the end of intervention



Number Fluency Year 2 - 7 pupils	To be able to count forwards and backwards in 1s and 10s from any number.	100% of pupils meeting target by the end of intervention
Maths Times Tables Booster Year 3 – 8 pupils Year 4 – 11 pupils.	To increase rapid recall of times table facts	90% target met.
Maths Whizz Year 6 – 7 pupils	To develop confidence in Maths concepts and ideas in lessons.	80% target achieved.
Handwriting focus		
Name writing EYFS - 17 pupils	To be able to write their name in a recognisable way	100% of pupils meeting target by end of intervention
Year 1 – 7 pupils	To be able to use correctly form the letters C, a, o, d, g, q. H, b, k, n, m, p, e, f, j, r, s, v, w, x, z.	60% of pupils meeting target by the end of the intervention.
Year 2 - 4 pupils	To be able to form pre-cursive letters ready to start joining. To have consistent ascenders and descenders.	100% of pupils meeting target by the end of the intervention.

	Year 6 – 11 pupils	To form lowercase letters correctly making sure that letter heights are distinct.	100 % of pupils meeting target by the end of the intervention.
Other cognition interventions			
Focus: Reading			
	Reading Booster Year 2 – 10 pupils	To be able to sound out and read simple CVC words. To develop confidence when reading.	80% of pupils made progress.
	Reading intervention 1:1 Year 3 – 10 pupils	To develop fluency in reading. To develop skim and scanning techniques. To use evidence from a text to answer simple questions	76% of pupils made sufficient progress.
	Reading for depth Year 5 – 7 pupils.	To increase the percentage of words recognised by sight. To be able to segment unknown words into phonemes. To be able to retrieve evidence to support comprehension answers.	100% of pupils meeting target by the end of the intervention.

Reading fluency Year 6 – 5 pupils	To develop the ability to discuss a text to raise knowledge of inference and retrieval comprehension questions.	100% of pupils meeting target by the end of the intervention.
Toe by Toe Year 4 – 1 pupil	Children to improve their inference skills.	100 % target achieved.
	For children to raise their fluency reading age	100 % target achieved.
Focus: Writing composition.		
IPad Intervention Year 5 – 12 pupils	To make sure that the children can check their work and release the pressure of writing and spelling. To support children moving forward to EE	100% of pupils meeting target by the end of the intervention.
Focus: Spelling		
Spelling support Year 2 – 9 pupils	To improve Spelling Recognition of sight words.	100% of pupils meeting target by the end of the intervention.
Year 4 – 2 pupils	To improve spelling.	100% Improvement observed in but target has not been achieved.
Year 5 – 3 pupils	To recognise spelling patterns and apply to own spelling.	100% of pupils meeting target by the end of the intervention.
Focus: Memory Strategies Year 5 – 2 pupils	To address gaps in knowledge of SPaG and provide strategies for applying to independent writing.	100% improvement shown.
Auditory memory Year 3 – 5 pupils	To develop short term and working memory.	100% improvement shown for targeted children.

	Year 4 – 6 pupils	To improve auditory memory and achieve 80% accuracy on set activities involving sentence memory.	71% of pupils meeting target by the end of the intervention.
Physical & Sensory Difficulties	Focus: Fine Motor skills		
	Clever Fingers Year 1- 7 pupils		100% improvement shown
	Scissor control Year 1 – 18 pupils	Developing fine motor control	100% improvement shown.
	BEAM Year 5 – pupils	Developing balance, co-ordination and core stability as well as ball skills.	All children achieved their targets.
	Sensory Circuits Year 1 – 1 pupil Year 2 – 2 pupils Year 3 – 1 pupil Year 4 – 2 pupils Year 5 – 2 pupils Year 6 – 1 pupil		Children have been grouped in different sessions and there has been an impact on 89% of pupils in this intervention. Children have been grouped in different sessions and there has been an impact on 89% of pupils in this intervention.
	Lego Therapy Year 4 – pupils	To improve learning resilience	Well-being and involvement scale showed positive impact
	Zones of Regulation Year 4 – 9 pupils	Developing sensory integration to improve attention and listening.	89% successful improvement.

Social, Emotional and Mental Health	Relax Kids Year 6 - 12 pupils	To develop turn taking skills, To improve collaborative working	83% great impact on Year 6 children during transition period.
	Language Link Interventions EYFS – 4 pupils	To develop self – regulation of emotions	Progress assessed for 100% of pupils.
	Colourful semantics Year 2 – 2 pupil	To learn how to relax and calm themselves to regulate emotions.	100% improvement in this intervention.
Speech, Language and Communication	Speech Interventions EYFS - pupils Year 2 – 2 pupils Year 6 – 1 pupil	To develop language concepts highlighted through the Language Link assessment programme.	Targets achieved by 100% children
	Language Intervention (designed by our therapist)	To use colourful semantics to understand the structure of basic sentences.	Progress assessed for 100% of pupils.
	Year 5 - 1 pupil	Developing specific speech sounds	Individual targets met.
	Year 6 – 1 pupil	Structured programme overseen by the school's speech and language therapist.	Individual targets met.

Actions arising from evaluation for 2019/20:

UKS2 Reading Fluency and stamina - Could we put more QFT strategies in place to cover this area?

UKS2 iPad Intervention – This has been very successful, so do we need more interventions of this kind to support children?

Auditory memory - To start using metacognition strategies through QFT strategies i.e. *“How did you remember that?”*

Colourful semantics - Could we introduce more of these strategies into the school's daily routine throughout the year for targeted groups?



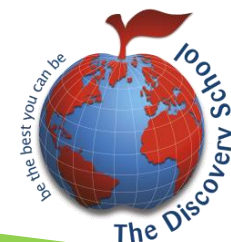
11. SEN Training provided to staff over the last 2 years.

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

Broad Area of Need	Specific Training	Staff Trained
Cognition and Learning	Dyslexia	All Staff
	Memory Difficulties	Mrs Pullen, Miss Stapley, Mrs Reed, Mrs Price, Mrs Brett.
	Dyscalculia	Mrs Boulton, Mrs Flint, Mrs Healy, Mrs Steer, Mrs Coldwell, Miss Talbot, Mrs Alcala.
	Using Clicker 6	All teaching Staff, Miss P Brown.
	Communicate in Print	Mrs Bridge, Miss P Brown, Mrs Alcala.
	Developing Independent Learning Behaviours	Mrs Colegate.
Physical & Sensory Difficulties	Moving and Handling	Mrs Steer, Miss Lee, Mrs Stiff, Mrs Lunn, Miss P Brown, Mrs Baldwin, Mrs Sturge, Mrs Gray.
	Developing Risk Assessments and Care Plans for those with Physical Disabilities	Miss Lee, Mrs Alcala.
	Disability Sports	Miss Lee, Mrs S Scott.
	Sensory Difficulties	Mrs Pullen, Mrs Healy, Mrs Steer, Mrs Bridge, Mrs Macnab
	Supporting Pupils with Physical Disabilities	Miss Lee.
	Sensory Circuits	Mrs Steer, Mrs Bridge, Mrs MacNab.
	Clever Fingers	Miss Lee, Miss Stewart, Miss P Brown.
	Boccia Training	Miss Lee.
	Developmental co-ordination disorder (Dyspraxia)	Miss P Brown.
	Braille	Mrs MacNab.
Social, Emotional & Mental Health Difficulties	Anxiety	Mrs Pullen, Mrs Hook, Miss G Harris, Mrs M Smith, Mrs Ismail, Mrs Coldwell, Mrs Latter, Mrs Chapman, Miss Baker, Mrs Boulton, Mrs Healey, Mr Hipkiss, Mrs Ingles, Miss Meiners, Miss Stapley, Miss Miller, Miss Talbot, Miss Wilce, Mrs Beard, Miss Stewart, Mrs Colegate, Mrs Brown, Mrs Bridge.
	Attention Deficit and Hyperactivity (ADHD)	All Teaching Staff, Mrs Colegate.
	Attachment Difficulties	Mrs Pullen, Mrs S Scott, Mrs Stiff, Mrs Alcala, Miss Campbell.
	Growth Mindset Training	Mrs Colegate
	Emotional Blocks for Learning	Mrs Colegate
	Social Skills Programme	Mrs Colegate



	Drawing and Talking	Mrs Price.
	De-escalation techniques	Mrs Mason, Miss Talbot, Mrs Alcalá, Mrs MacNab, All lunchtime supervisors, Miss Gobell, Mrs Patel, Mrs Brown, Mrs Scott, Mrs Chapman, Mrs Lee, Miss Miller, Mrs Coppard, Mrs Latter, Miss Meiners, Mrs Steer, Mrs Stiff.
	Bereavement & Loss	Mrs Pullen, Miss Gobbett, Mrs Price, Mrs Hook, Mrs Healy.
	Lego Therapy	Mrs Healy, Mrs A Scott, Miss P Brown.
	The Incredible 5 Point Scale	Mrs Healy, Miss P Brown.
	Mental Health First Aid	Mrs Pullen, Mrs MacNab.
	Building Resilience and CBT Techniques	Mrs Pullen, Miss Stapley.
	Resilience and Self Esteem	Mrs Pullen, Miss Stapley
	Social Emotional & Mental Health awareness	All teaching staff, all teaching assistants, Lunch-time Supervisors
	Social Stories	Mrs A Scott, Miss Stapley, Mrs Coldwell, Mrs Catchpole, Mrs McNab, Miss Gobell
	Zones of Regulation	All teachers and TAs
	Challenging Behaviour	Mrs Alcalá, Mrs Colegate.
	Well-being Toolkit	Mrs Pullen, Mrs Alcalá
	Emotional Regulation	Mrs Pullen, Mrs Alcalá, Mrs Rose, Mrs Davies, Miss Lee, Mrs Cook-Allen, Miss Miller, Miss Talbot, Mrs Dey, Mrs P Brown, Miss Roe, Mrs Serantes McCormack, Mrs Coldwell, Mrs Ismail, Mrs Lawson, Mrs Ingles, Mrs S Scott, Mrs Hook, Miss Wilce, Mr Hipkiss, Mrs Latter.
Speech, Language and Communication	Signalong	Mrs Pullen, Mrs Healey, Mrs Price
	Selective Mutism:	Mrs Catt, Mrs Madden, Mrs Catchpole, Mrs Pullen, Miss G Harris, Mrs MacNab, Mrs Stiff, Mrs Flint.
	Autism (ASD) Awareness	All Staff.
	Team Teach	Mrs Colegate
	Stage One Autism Certificate	Mrs Pullen, Mrs MacNab, Mrs Steer, Mrs Healy, Mrs Coldwell, Mrs S Scott, Mrs Ingles, Mrs Bates, Miss Gobell
	Autism in Girls	Mrs Pullen, Mrs MacNab
	Early Language Development	Mrs Hook, Mrs Smith, Miss Harris.
	Language/Narrative Development	Mrs Steer, Mrs A Scott, Mrs Madden, Mrs Catt, Mrs S Scott,
	Language for Learning	Mrs Smith, Mrs Hook, Mrs Latter, Mrs Coldwell, Mrs Boulton, Ms Murphy, Mrs Ismail, Mrs Bates, Mrs Healey, Mrs Ingles, Miss Stapley, Miss Wilce, Mrs Pullen, Miss Gobell, Mrs Alcalá.
	Developing Verbal Reasoning	Mrs Flint, Mrs Madden,
	Language Workshops	Mrs S Scott, Mrs Flint, Mrs Madden, Mrs A Scott, Mrs Catt,
	Cued Articulation	Mrs Steer, Mrs Stiff.
	Introduction to Augmentive Assisted Technology	Mrs Long, Mrs Steer.
	Developing Attention and Listening Skills	Mrs Catt.
	Secondary Transfer for pupils with ASD	Mrs Stiff, Mrs MacNab



	Earlybird (ASD)	Mrs S Scott, Mrs Bridge.
	Colourful Semantics	Mrs S Scott.
	Speech Development	Mrs Steer, Mrs Catchpole, Mrs A Scott, Mrs Catt, Mrs Chapman, Miss Lee.
Specific Training	Assessment of Need	Mrs Pullen, Mrs Bruce, Mrs McNab
	Downs Syndrome	Mrs Healy, Mrs Price, Mrs Pullen, Mrs Boulton, Mrs Baldwin, Mrs Long, Mrs Steer, Mrs Reed.
	Enabling Learning (National Award for SEN Coordination)	Mrs Pullen, Miss Gobell, Mrs Alcalá.
	PGCE in SEND Coordination	Mrs Pullen, Miss Gobell.
	Post Graduate Certificate in Special Educational Needs	Miss Gobell
	SEN Teaching Assistant Course	Mrs Colegate
	Level 3 SEN Course	Mrs P Brown

