

SEND Annual Report Academic Year 2019-20 *Published Nov 2020*

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 2019-20**. It is produced every year by the Head of Inclusion and SENCo in collaboration with SEND governors, Annabel Cornall and Michelle Dewhurst.

**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, Post Graduate Certificate in SEN)

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

Miss D. Lee – Medical Lead.

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

1. **Background information**

For the 2019-20 Academic year, the school identified 48 children on the SEND Register. This represents 7.7% of the school population.

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| --- | --- | --- | --- |
| **Classification** | **Children** | **Percentage of School** | **National Average** |
| K – SEN Support | 41 | 6.6 % | 12.1% |
| E – EHC Plan | 7 | 1.1 % | 3.3% |

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:

|  |  |
| --- | --- |
|  | **Main Difficulty** |
| **Area of Need CoP** | SEN Supp. | EHCP  | HNF | total |
| Cognition and Learning |  |  |  |  |
| Specific Learning Difficulty | 11 | 1 | 0 | 12 |
| Severe Learning Difficulty | 0 | 2 | 2 | 2 |
| Other difficulty/disability | 2 | 0 | 1 | 2 |
| Communication and Interaction |  |  |  |  |
| Speech, Language & Communication Difficulty | 9 | 0 | 1 | 9 |
| Social, Emotional & Mental Health  |  |  |  |  |
| Autistic Spectrum Disorder | 4 | 1 | 0 | 5 |
| Attention Deficit and Hyperactivity Disorder | 7 | 0 | 0 | 7 |
| Other | 4 | 0 | 1 | 4 |
| Physical and/or Sensory |  |  |  |  |
| Physical Disability | 3 | 3 | 2 | 6 |
| Medical Disability | 1 | 0 | 1 | 1 |

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

1. **Additional funding**

The school receives **£89,587.56** 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 2019-20 academic year, the school made claims for High Needs Funding to Kent County Council for 4 children with EHCPs and 4 children at SEN Support, totalling £78,561 with a top up of £13,249**.**

1. **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 2020. However, due to the Coronavirus pandemic, there were no statutory assessments and therefore no published data for this academic year.*

1. **Progress of Pupils with SEND for the 2019-20 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 would also usually report upon the academic progress made by our pupils in years 1-5. Due to the full and partial closures of the school, this data is not available this academic year.*

1. **Attendance of Pupils with SEND**

*We would also usually report upon the attendance of our SEND pupils for the whole academic year. However, due to the full and partial closure of schools during the coronavirus pandemic, this data is not available.*

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| --- | --- | --- | --- |
|  | Attendance of all SEND pupils | Attendance of pupils with EHC Plans | Attendance of non-SEND Pupils |
| September 2019 – March 2020 | 94.52% | 89.47% | 96.24% |

With the reopening of the schools in June 2020, Risk Assessments were updated with COVID guidelines and 6 out of 8 children with an EHCP attended school from June to July (one declined to attend and one child’s year group was not opening). Attendance for some children was initially on a reduced hours basis, in accordance with their risk assessment. These risk assessments were reviewed regularly with parents and the sessions build up to full days when appropriate.

**6. Exclusions**

There were no fixed term or permanent exclusions for pupils with SEND in the 2019-20 academic year.

1. **Transition to secondary school for pupils with SEND**

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

The exact destination of those with SEND will not be disclosed to protect confidentiality. However, the following table shows the types of schools pupils with SEND moved onto.

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| --- | --- | --- | --- | --- |
|  | Special School | Special Resource Provision (unit) | Mainstream Secondary School | Selective Secondary School |
| Year 6 SEND Pupils | 1 | 1 | 8 | 2 |

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

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| --- | --- |
| Key Objective | Progress towards this objective |
| 1. Increase access to the outside curriculum for pupils with a disability | * Adaptations made to the Year 1 environment to allow access for a pupil, both physical environment and resources and equipment.
* Adaptations made for the EYFS environment for children with physical disabilities.
* Remedial works made to playground and field to improve accessibility.

In relation to COVID* SENCo and teaching teams provided individualised home learning curriculum for all children with disabilities during school closures.
* Risk Assessments made for all pupils to evaluate the appropriateness of their continued access to the school’s physical environment during Lockdown / school closures.
* Individual risk assessments created for all pupils with disability to endure access to the curriculum once schools opened partially and fully.
* Individual outside EYFS environment created for one pupil with physical disabilities to ensure access to the curriculum during COVID and beyond.
 |
| 2. SEND - Pupils with SEND will achieve exceptionally well against individualised targets | * Provision Mapping – online system for managing pupil interventions – introduced to whole school.
* Provision Mapping system evaluated and further strategy introduced for Sept 2020
* Individual pupil assessments enable provision to be tailored to individual pupil skill profile.
* Full range of targeted CDP for staff available from Sept – March in response to needs assessment at staff and pupil level.
* Regular SEND review meetings held with class teacher to closely monitor pupil progress, identify pupils that may have SEND, target resources and evaluate provision.
* Escalation of need through locally available resources: Specialist Teaching and Learning Service, LIFT, NHS Speech and Language Therapist, NHS Occupational Therapy, NHS Paediatric Service etc.
* Ensuring appropriate resources through High Needs Funding applications and appropriate staffing ratios.
* Regular provision reviews involving parents.
* Range of ongoing monitoring including triangulated monitoring against personal plans

In relation to COVID* Range of online CPD provided for staff to access during school closures, including targeted courses linked to the needs of their 2020/21 class to ensure that they can get ahead.
* SENCo and teaching teams provided individualised home learning curriculum for all children with disabilities during school closures.
* Risk Assessments made for all pupils to evaluate the appropriateness of their continued access to the school’s physical environment during Lockdown / school closures.
* Individual risk assessments created for all pupils with disability to endure access to the curriculum once schools opened partially and fully.
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1. **An evaluation of the Equality Objective (if it relates to SEN and disability)**

The School’s Equality Objectives are displayed on the website, one of which relates to SEND and disability:

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

Progress towards this target can be seen above.

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

*We would also usually report upon the progress of our SEND pupils for the whole academic year. However, due to the full and partial closure of schools during the coronavirus pandemic, the data is reflected on key points of the coronavirus pandemic. March/ July.*

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| **Area of Need** | **Specific Focus** | **Number of children with SEND receiving this type of intervention** | **Impact*****Due to covid 19 these interventions were evaluated in March 2020 for some of the Year group*** |
| Cognition and Learning | Phonics | 12 |  50% Target met |
| Spelling | 2 | 100% Target |
| Reading | 12 | Unable to measure due to covid 19 |
| Dyslexia | 4 | 100% Targets met |
| Language interventions designed by NHS or our own Speech and Language Therapist, | 3 | 100% Target Met |
| Speech Link | 1 | 100% Target met |
| Language for Thinking  | 2 | 90% Target met10% Target not met |
| Physical and Sensory | BEAM | 4 | 100% Target met |
| Clever Fingers | 5 | 90% Targets met10% Target not met |
| Handwriting | 12 | Unable to measure |
| Sensory Circuits | 10 | 70% Targets met |
| Specific Programmes designed by OT or Physios | 1 | 100% Targets met |
| Social, Emotional and mental health. | Zones of regulation | 3 | 100% Targets met |

To support children with SEN during the closure of the schools, individualised learning was planned and send to parents of children with High level of SEN.

Children were provided with technology devices, where appropriate, and Home learning was sent by post if needed.

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| Actions arising from evaluation for 2020/21: |
| How do we make sure e-learning is available and accessible for children with complex needs?How do we provide targeted support for families of children with Mental Health difficulties in limited times?How do we support children with anxiety during uncertain periods when schools are closed?How do we improve the nature of phonics interventions for SEND pupils – why are they successful for non-SEND pupils?How can we more effectively target the Sensory Circuit intervention? |

1. **SEN Training provided to staff over the academic period of 2019-2020**

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

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| **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 V. F. Alcala. |
| Developing Independent Learning Behaviours | Mrs Colegate. |
| Cognition and learning assessments and interventions | Mrs V. F. Alcala |
| Physical & Sensory Difficulties | Moving & handling children with physical disability | Mrs Steer, Miss Lee, Mrs Stiff, Miss P Brown, Mrs Baldwin, Mrs Sturge, Mrs Gray. |
| Developing Risk Assessments and Care Plans for those with Physical Disabilities | Miss Lee, Mrs V. F Alcala. |
| Disability Sports | Miss Lee, Mrs S Scott. |
| Sensory Difficulties | Mrs Pullen, Mrs Healy, Mrs Steer, Mrs Bridge. |
| Supporting Pupils with Physical Disabilities | Miss Lee. |
| Sensory Circuits | Mrs Steer, Mrs Bridge, Mrs Wiggins, Miss Wilcox |
| Beam | Miss Lee. |
| Clever Fingers | Miss Lee, Miss P Brown. |
| Boccia Training | Miss Lee. |
| Developmental co-ordination disorder (Dyspraxia) | Miss P Brown. |
| 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, Mrs Colegate, Mrs Brown, Mrs Bridge. |
| Using practical strategies to support social situations | Miss Campbell |
| Mental Health and wellbeing framework. | Mis Baker, Mrs V. F. Alcala |
| Positive relations and social development | Miss Aiston |
| Autism Awareness for Primary school  | Miss Meiners |
| Attention Deficit and Hyperactivity (ADHD) | All Teaching Staff. |
| 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 Alcala,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, Mrs Caplan, Mrs Price, Mrs Hook, Mrs Healy. |
| Mental Health First Aid | Mrs Pullen,  |
| 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  |
| Zones of Regulation | All teachers and TAs |
| Emotional Regulation | Mrs Pullen, Mrs Rose, Mrs Davies, Miss Lee, Miss Cook, Miss Miller, Miss Talbot, Mrs Dey, Mrs P Brown, Miss Roe, Mrs Coldwell, Mrs Ismail, Mrs Lawson, Mrs Ingles, Mrs S Scott, Mrs Hook, Miss Wilce, Mr Hipkiss, Mrs Latter. |
| Behaviour for Learning | Miss Cook, Mrs Serrantes McCormack. |
| 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 in Girls | Mrs Pullen, Miss Boulton. |
| Language for Learning | Mrs Smith, Mrs Hook, Mrs Latter, Mrs Coldwell, Mrs Boulton, Mrs Ismail, Mrs Bates, Mrs Healey, Mrs Ingles, Miss Stapley, Miss Wilce, Mrs Pullen, Miss Gobell, Mrs V.F Alcala. |
| Language Workshops (NHS) | Miss Crowe, Mrs V. F Alcala |
| 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 Augmentative Assisted Technology | Mrs Steer. |
| Developing Attention and Listening Skills | Mrs Catt. |
| Secondary Transfer for pupils with ASD | Mrs Stiff, Mrs V. F. Alcala |
| Earlybird (ASD) | Mrs S Scott, Mrs Bridge. |
| Speech Development | Mrs Steer, Mrs Catchpole, Mrs A Scott, Mrs Catt, Mrs Chapman, Miss Lee. |
| Early Specific Training | Assessment of Need  | Mrs Pullen, Mrs Bruce, Mrs McNab |
| Language for Learning SENCo survival | Mrs V. F. Alcala |
| Early identification of children with SEN | Miss Aiston |
| Downs Syndrome | Mrs Healy, Mrs Price, Mrs Pullen, Mrs Boulton, Mrs Baldwin, Mrs Long, Mrs Steer, Mrs Reed. |
| EY Signing and Visual support | Mrs Martin |
| NQT Training 1, 2, 3, 4 and 5 | Miss Marle, Miss Roe. |
| Epilepsy Awareness | Miss Marle |
| Supporting a named child | Mrs Baldwin |
| Post Graduate Certificate in Special Educational Needs (National Award for Special Needs) | Mrs V. F. Alcala |
| SEN Teaching Assistant Course | Mrs Colegate |
| Level 3 SEN Course | Mrs P Brown |
| Grief, loss & bereavement in school | Mrs Lihou |