



Schools are required to publish different information, including how we identify and meet the needs of pupils with additional needs. This information can be found in our SEND Policy, which is published on our school website and contains all the information parents should need about our SEND processes, click for more information here [SEND Policy](#). However, if you need clarification or have any questions, please contact the SENCo (Mrs V. Fresneda Alcala) via email on senco@discovery.kent.sch.uk.

The purpose of this report is to provide a snapshot of SEND at the school for the Academic Year 2023-2024. The SENCo produces this report every year.

The SEND Team at the Discovery School

 **Miss T. Gobell - Head Teacher**

National Award for Special Educational Needs, Post Graduate Certificate in SEN and Diploma in SEN.


 **Mrs V. Fresneda Alcala – SENCo**

National Award for Special Educational Needs.

 **Miss P. Mones - SENCo Assistant.** MSc Psychology of Education.

 **Miss E. Roe – SENCo** National Award for Special Educational Needs.

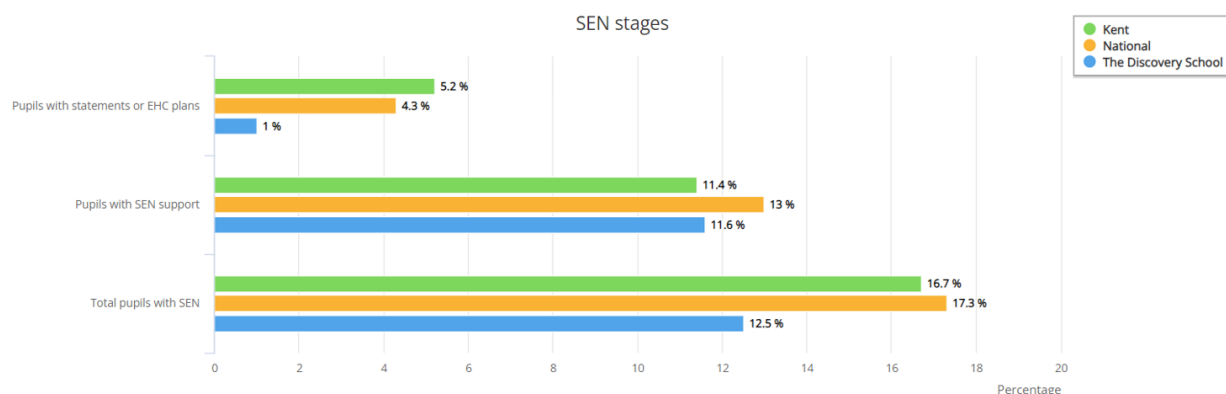
 **Mrs E. Randle - Mental Health Lead & Drawing and Talking Practitioner** (including Play Therapy on the continuum)

 **SEN Key Workers and Specialist Teaching Assistants** - Individual Pupil Support.

1. School Profile

For the 2023-24 Academic year, the school identified 79 children on the SEND Register. This represents 12.5% of the school population (the national average stands at 17.3%). Of these 79 children, 6 have Education, Health and Care Plans, representing 1% of the school population (national average 4.3%). Find below a comparison of the percentage of SEN stages and SEN needs in The Discovery School to Kent and National average.

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 | <i>SEN Support</i> | | | <i>EHCP</i> | | | <i>High Needs Pupils</i> <i>(in receipt of High Needs Funding without EHCP)</i> | | |
|-------------------------------------------------------------------------|--------------------|-----|-----|-------------|-----|-----|------------------------------------------------------------------------------------|-----|-----|
| | EYFS | KS1 | KS2 | EYFS | KS1 | KS2 | EYFS | KS1 | KS2 |
| <i>Cognition and Learning</i> (20) | 0 | 1 | 19 | 0 | 0 | 0 | 0 | 0 | 0 |
| <i>Communication and Interaction</i> (29) | 1 | 7 | 14 | 1 | 0 | 2 | 0 | 2 | 2 |
| <i>Physical and/or Sensory</i> <i>(includ. Medical needs)</i> (7) | 0 | 2 | 3 | 0 | 0 | 1 | 0 | 0 | 1 |
| <i>Social Emotional and Mental Health</i> (22) | 1 | 2 | 12 | 0 | 0 | 1 | 0 | 2 | 4 |
| <i>Complex Needs</i> (1) | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| <i>Total</i> | 62 | | | 6 | | | 11 | | |

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

In 2023-24 academic year, the school made claims for High Needs Funding to Kent County Council for 5 pupils with EHCPs and 13 pupils at SEN support level.

The SEND department is not responsible for the management of the Pupil Premium budget but works alongside the Head teacher in managing the provision for those pupils with SEND that are also in receipt of the pupil premium grant (16).

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.

| <i>KS2 Attainment 2023-2024</i> | <i>Reading</i> | | <i>Writing</i> | | <i>GPS</i> | | <i>Maths</i> | | <i>RWM Combined</i> | |
|-------------------------------------------------------------------------|----------------|-----------|----------------|-----------|------------|-----------|--------------|-----------|-------------------------|-----------|
| | <i>AE+</i> | <i>GD</i> | <i>AE+</i> | <i>GD</i> | <i>AE+</i> | <i>GD</i> | <i>AE+</i> | <i>GD</i> | <i>AE+</i> | <i>GD</i> |
| <i>National Average (All children)</i> | 74% | 28% | 72% | 13% | 72% | 32% | 73% | 24% | 61% | 8% |
| <i>All children (91)</i> | 88% | 41% | 85% | 16% | 92% | 55% | 85% | 30% | 76% | 9% |
| <i>SEND SEN Support (17) EHCP (1) Including PP children</i> | 76% | 29% | 65% | 6% | 76% | 29% | 53% | 24% | 47% | 0% |

4. Progress of Pupils with SEND for the 2023-24 academic year

In this section, we 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 research from 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.

| <i>Pupil Need Type</i> | <i>SEND Level</i> | <i>Pupils Per SEN level</i> | <i>Key Stage</i> | <i>Pupils per Key Stage</i> | <i>On track to achieve individual outcomes</i> |
|---------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------|------------------|---------------------------------|------------------------------------------------------------|
| <i>Cognition and Learning (C&L)</i> | <i>/K/ SEN Support (Including children in receipt of High Needs Funding without EHCP)</i> | 20 | EYFS | 0 | - |
| | | | KS1 | 1 | 0% |
| | | | KS2 | 19 | 95% |
| | <i>/E/ EHCP</i> | 0 | EYFS | 0 | - |
| | | | KS1 | 0 | - |
| | | | KS2 | 0 | - |
| <i>Communication and Interaction (C&I)</i> | <i>/K/ SEN Support (Including children in receipt of High Needs Funding without EHCP)</i> | 26 | EYFS | 1 | 100% |
| | | | KS1 | 9 | 100% |
| | | | KS2 | 16 | 70% |
| | <i>/E/ EHCP</i> | 3 | EYFS | 1 | 100% |
| | | | KS1 | 0 | - |
| | | | KS2 | 2 | 50% |
| <i>Social Emotional and Mental Health (SEMH)</i> | <i>/K/ SEN Support (Including children in receipt of High Needs Funding without EHCP)</i> | 21 | EYFS | 1 | 100% |
| | | | KS1 | 4 | 75% |
| | | | KS2 | 16 | 60% |
| | <i>/E/ EHCP</i> | 1 | EYFS | 0 | - |
| | | | KS1 | 0 | - |
| | | | KS2 | 1 | 100% |
| <i>Physical and/or Sensory (including medical needs)</i> | <i>/K/ SEN Support (Including children in receipt of High Needs Funding without EHCP)</i> | 6 | EYFS | 0 | - |
| | | | KS1 | 2 | 50% |
| | | | KS2 | 4 | 67% |
| | <i>/E/ EHCP</i> | 1 | EYFS | 0 | - |
| | | | KS1 | 0 | - |
| | | | KS2 | 1 | 100% |
| <i>Complex Needs</i> | <i>/K/ SEN Support (Including children in receipt of High Needs Funding without EHCP)</i> | 0 | EYFS | 0 | - |
| | | | KS1 | 0 | - |
| | | | KS2 | 0 | - |
| | <i>/E/ EHCP</i> | 1 | EYFS | 1 | 100% |
| | | | KS1 | 0 | - |
| | | | KS2 | 0 | - |

5. Attendance of pupils with SEND.

| 2023-2024 Academic Year | Attendance of non- SEND pupils | Attendance of pupils with EHC Plans | Attendance of SEN support pupils |
|----------------------------|-----------------------------------|----------------------------------------|-------------------------------------|
| School | 95.2% | 88.3% | 92.3% |
| National | 94.5% | 94.5% | 94.5% |
| Local Authority | 94.1% | 94.1% | 94.1% |

6. Exclusions.

There were no exclusions during the 2023-24 academic year.

7. Transition to secondary school for pupils with SEND

The SENCo supported transitions for SEND pupils to secondary schools. Specialist teaching Services were accessed to support these children. Transition Support was provided to identified children with SEMH as well as ASD difficulties. Other transitions were done virtually as well as face-to-face with secondary schools.

Destinations for Year 6 Leavers 2023:

| Mainstream High School | | Independent School | | Selective High School | | Specialist Resource Provision | | Special School | |
|---------------------------|------|-----------------------|------|--------------------------|------|----------------------------------|------|----------------|------|
| SEN Support | EHCP | SEN Support | EHCP | SEN Support | EHCP | SEN Support | EHCP | SEN Support | EHCP |
| 12 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 1 |

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 | <p>Forest School site used to implement SEMH interventions.</p> <p>Work with parents and other outside agencies facilitates access.</p> <p>Robust risk assessments enable staff to plan for inclusion.</p> <p>Additional staff recruited and deployed to meet the needs of pupils with acute medical and physical needs. High needs funding utilised to enable this.</p> | <p>Outdoor learning offers opportunity of enrichment activities for all children with SEND.</p> <p>Pupils are really benefitting from having access to the site</p> <p>SEMh sessions are carefully planned with specific SMART targets in mind.</p> <p>Site is also used for Nurture Club activities and children really enjoy this.</p> |

| | | |
|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| | <p>Flexibility in staffing as well as tailored training means that all pupils with disabilities are able to access off-site curriculum activities (e.g. swimming, school trips).</p> <p>Continuous meetings with medical staff to review processes.</p> | <p>Pupils are provided with the specific resources to enable them to access the outside curriculum</p> |
| <p>SEND - Pupils with SEND will achieve exceptionally well against individualised targets</p> | <p>Robust SEND processes, Tracking as well as monitoring systems. SENCO surgeries to support tailored provision.</p> <p>SENCo attending medical appointments and/or TAC meetings to be able to set robust personalised plans for children with SEND.</p> <p>Multi-agency approach in school supports early intervention.</p> | <p>The majority of the children with SEND make excellent progress and this is continuously reviewed.</p> |

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.

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

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. All individualised High Needs Pupils' interventions are not included in this summary.

Summary of interventions:

| | | | |
|------------------------------------------------------|-----|-------------------------------|--|
| K | | | |
| Cognition and Learning Needs | 43 | 0.05 Progress as expected | |
| Communication and Interaction Needs | 3 | 0.00 Progress as expected | |
| Communication and Interaction/Cognition and Learning | 2 | 0.00 Progress as expected | |
| Sensory and/or Physical Needs | 14 | 0.07 Progress as expected | |
| Social, Emotional and Mental Health Difficulties | 6 | -0.17 Progress as expected | |
| | 48 | 0.05 Progress as expected | |
| Total | 184 | 0.08 Progress as expected | |

Interventions by Area of need:

Cognition and Learning- Intervention outcomes

| Category | Pupils | Average outcome |
|------------------------------|--------|------------------------------|
| Cognition and Learning Needs | 109 | 0.11 Progress as expected |
| Targeted Intervention | 109 | 0.11 Progress as expected |
| | 109 | 0.11 Progress as expected |
| K | | |
| Cognition and Learning Needs | 43 | 0.05 Progress as expected |
| Targeted Intervention | 43 | 0.05 Progress as expected |
| | 43 | 0.05 Progress as expected |
| Total | 152 | 0.09 Progress as expected |

Communication and interaction & Social Emotional and Mental Health – Intervention outcomes

| Category | Pupils | Average outcome |
|-----------------------------------------------------------------------------------|--------|-------------------------------------|
| Communication and Interaction Needs | 10 | 0.00 Progress as expected |
| Communication and Interaction/ Social, Emotional and Mental Health Difficulties & | 2 | 0.67 More progress than expected |
| Communication and Interaction/Cognition and Learning | 5 | 0.00 Progress as expected |
| Language and Cognition | 12 | 0.00 Progress as expected |
| | 23 | 0.07 Progress as expected |
| K | | |
| Communication and Interaction Needs | 3 | 0.00 Progress as expected |
| Communication and Interaction/Cognition and Learning | 2 | 0.00 Progress as expected |
| | 5 | 0.00 Progress as expected |
| Total | 28 | 0.06 Progress as expected |

Physical and/or Sensory – Intervention outcomes

| Category | Pupils | Average outcome | |
|-------------------------------------|--------|------------------------------|--|
| Communication and Interaction Needs | 10 | 0.00 Progress as expected | |
| Sensory and/or Physical Needs | 22 | 0.12 Progress as expected | |
| | 32 | 0.09 Progress as expected | |
| K | | | |
| Communication and Interaction Needs | 3 | 0.00 Progress as expected | |
| Sensory and/or Physical Needs | 14 | 0.07 Progress as expected | |
| | 17 | 0.06 Progress as expected | |
| Total | 49 | 0.08 Progress as expected | |

11. Actions arising from evaluation 2023-2024.

- Targeted Speech and Language interventions as a whole school approach delivered by specialist staff.
- Investigation of assessments to identify Cognition and Learning difficulties as well as targeted support.
- To increase parental engagement involving more external agencies to provide parents with the best tools to support their children's needs.
- Introduce a more targeted level of Nurture during lunchtimes in liaison with Health and Wellbeing Manager.
- Tailored training provided to each class team depending on children's specific needs.
- Outreach to different agencies, services to provide support for exceptional needs.

12. SEN Training provided to staff in the last two years 2022-2024

We are very proud to offer a wide range of training to staff. The training accessed is mainly provided by the Specialist Teaching Service, however we have access to The Education People and The National College when necessary. We also offer in-house training.

| <i>Area of Need</i> | <i>Specific Training</i> | <i>Staff Trained</i> |
|------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------|
| Cognition and Learning (C&L) | Working Collaboratively to Enhance Adaptive Teaching. | Miss Bennett, Mrs Austin, Miss Lee, |
| | Visuals - Communicate in Print/ Widgit | All staff |
| | Metacognition and Executive functioning | Mrs Fresneda Alcala |
| | Metacognition | All staff. |
| | Cognition and Learning, assessment and interventions. | Mrs V Fresneda Alcala |
| | Dyslexia | All staff. |
| | Nasen: Forming Assessments for Pupils with SEND on Return to School | Mrs Fresneda Alcala |
| | Supporting development of independent skills | Miss Ball. |
| | Supporting SEND learners | Miss Riches, Mrs Whiting, Mrs Cox. |
| | Delivering High Quality small group support | Mrs Austin, Miss Lee. |
| Physical & Sensory Difficulties | Diabetes training | Miss Lee, Mrs Fresneda Alcala, Mrs Stiff, Mrs Caplan. |
| | Moving and Handling children with physical disability | Miss Lee, Mrs Tobin. |
| | Developing Risk Assessments and Care Plans for those with Physical Disabilities | Miss Lee, Mrs Fresneda Alcala |
| | Foetal Alcohol Syndrome (FASD) | Mrs Fresneda Alcala. |
| | Sensory Circuits | Mrs Fresneda Alcala. |
| Communication and Interaction | Using Playtime for Social and Physical Development | Dr Wilce-Cordner |
| | Pathological Demand Avoidance | Miss Garwood, Miss Parrington, Mrs Shoker |
| Social Emotional and Mental Health | Trauma and Attachment Difficulties | All staff. |
| | De-escalation techniques | Miss Lee, Mrs Fresneda Alcala |
| | Anxiety Based school Avoidance training | Mrs Fresneda Alcala, Miss Randle. |

| | | |
|--------------------------|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| | Understanding & Helping Overcome Exam Anxiety | Miss Bennett |
| | Understanding Anxiety & creating a supportive environment. | Miss Marle, Miss Riches |
| <i>Specific Training</i> | SEND Updates | Mrs Fresneda Alcala |
| | SENCo Forums | Mrs Fresneda Alcala, Miss Roe |
| | SEN support in EYFS | Mrs Fresneda Alcala |
| | Supporting children with SEND at the start of their journey | Mrs Ismail, Miss Baker. |
| | PRO-ACT SCIPr | Miss Gobell, Miss Baker, Mrs Fresneda Alcala, Mrs Wilce-Cordner, Miss Bennett, Mr Stannard, Mrs Moore. |
| | Innovative strategies to address complex SEND | Mrs Pylypenko. |
| | Foundation to Drawing and Talking Therapy | Miss Randle |