



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 the link for more information [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 2022-2023. 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 and Post Graduate Certificate in SEN)



Miss P. Mones - SENCo Assistant.

MSc Psychology of Education.



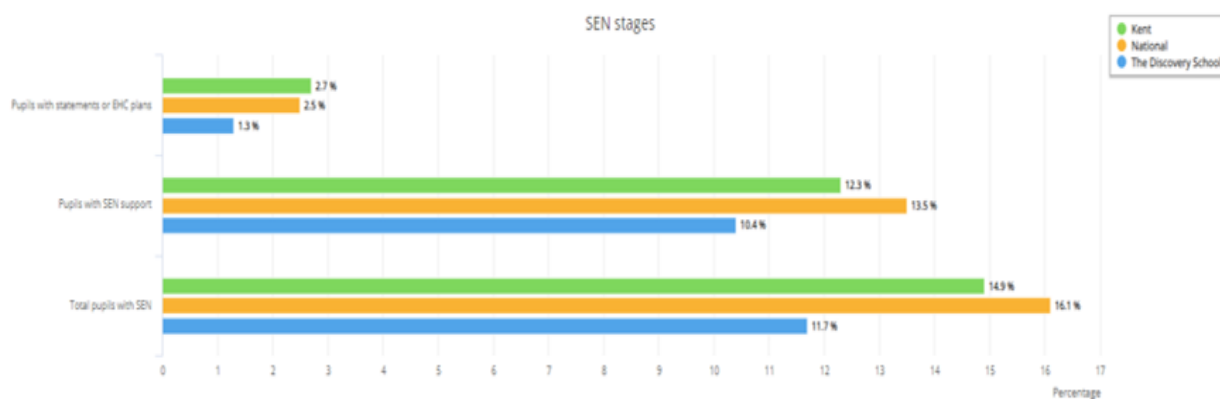
Mrs A. Lihou - Mental Health and Wellbeing Manager (Post Graduate Certificate in Therapeutic Play, Diploma in Child Counselling).



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

1. School Profile

For the 2022-23 Academic year, the school identified 74 children on the SEND Register. This represents 11.7% of the school population (the national average stands at 16.1%). Of these 74 children, 8 have Education, Health and Care Plans, representing 1.3% of the school population (national average 2.5%). 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>	0	1	18	0	0	2	0	0	1
<i>Communication and Interaction</i>	2	11	11	1	0	3	0	1	1
<i>Physical and/or Sensory (includ. Medical needs)</i>	0	0	0	0	0	1	0	0	1
<i>Social Emotional and Mental Health</i>	1	5	8	0	0	0	0	1	4
<i>Complex Needs</i>	0	0	0	1	0	0	0	0	0
<i>Total</i>	57			8			9		

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 2022-23 academic year, the school made claims for High Needs Funding to Kent County Council for 7 children with EHCPs and 9 children 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 (11).

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 2022-2023</i>	<i>Reading</i>	<i>Writing</i>	<i>Spag</i>	<i>Maths</i>	<i>RWM Combined</i>
	<i>AE Scaled Scores</i>	<i>AE Scaled Scores</i>	<i>AE Scaled Scores</i>	<i>AE Scaled Scores</i>	<i>AE Percentages</i>
<i>National Average (All children)</i>	<i>104.6</i>	<i>104.1</i>	<i>105.1</i>	<i>104.3</i>	<i>61%</i>
<i>School Non-SEND (78)</i>	<i>106.1</i>	<i>105.7</i>	<i>107.2</i>	<i>106.1</i>	<i>76%</i>
<i>School SEND Support (11)</i>	<i>97.8</i>	<i>97.3</i>	<i>95.8</i>	<i>97.8</i>	<i>18%</i>
<i>School SEND EHCP (3)</i>	<i>91.5</i>	<i>91.0</i>	<i>89.7</i>	<i>87.0</i>	<i>0%</i>

4. Progress of Pupils with SEND for the 2022-23 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.

Pupil Need Type	SEND Level	Pupils Per SEN level	Key Stage	Pupils per Key Stage	On track to achieve individual outcomes
Cognition and Learning (C&L)	/K/ SEN Support <i>(Including children in receipt of High Needs Funding without EHCP)</i>	20	EYFS	0	0
			KS1	1	100%
			KS2	19	72%
	/E/ EHCP	2	EYFS	0	0
			KS1	0	0
			KS2	2	100%
Communication and Interaction (C&I)	/K/ SEN Support <i>(Including children in receipt of High Needs Funding without EHCP)</i>	26	EYFS	2	100%
			KS1	12	80%
			KS2	12	100%
	/E/ EHCP	4	EYFS	0	0
			KS1	0	0
			KS2	4	75%
Social Emotional and Mental Health (SEMH)	/K/ SEN Support <i>(Including children in receipt of High Needs Funding without EHCP)</i>	19	EYFS	1	0% <i>(late arrival exceptional need)</i>
			KS1	6	75%
			KS2	12	75%
	/E/ EHCP	0	EYFS	0	0
			KS1	0	0
			KS2	0	0
Physical and/or Sensory <i>(including medical needs)</i>	/K/ SEN Support <i>(Including children in receipt of High Needs Funding without EHCP)</i>	1	EYFS	0	0
			KS1	0	0
			KS2	1	80%
	/E/ EHCP	1	EYFS	0	0
			KS1	0	0
			KS2	1	80%
Complex Needs	/K/ SEN Support <i>(Including children in receipt of High Needs Funding without EHCP)</i>	0	EYFS	0	0
			KS1	0	0
			KS2	0	0
	/E/ EHCP	1	EYFS	1	25%
			KS1	0	0
			KS2	0	0

5. Attendance of pupils with SEND.

	Attendance of non- SEND pupils	Attendance of pupils with EHC Plans	Attendance of SEN support pupils
2022-2023 Academic Year	95%	92.7%	93.9%

6. Exclusions.

There were no exclusions during the 2022-23 academic year.

7. Transition to secondary school for pupils with SEND

The SEN Co supported transitions for SEND pupils to secondary schools. Specialist teaching Services were accessed to support these children ASD Transition Support as well as SEMH. Other transitions were done virtually or by phone with secondary schools.

Destinations for Year 6 Leavers 2023:

Mainstream High School	Independent School	Selective High School	Specialist Resource Provision	Special School
10	2	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	Forest School site moved onto the school grounds so that the school has autonomy over accessibility. Site used to implement SEMH interventions. Work with parents and other outside agencies facilitates access.	Outdoor learning offers opportunity of enrichment activities for all children with SEND. Pupils are really benefitting from having access to the site SEMH sessions are carefully planned with specific SMART targets in mind and emotional progress is analysed against LEUVEN scales.

	<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>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>Site is also used for Nurture Club activities and children really enjoy this.</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.

Interventions by Area of need:

Cognition and Learning- Intervention outcomes

Category	Pupils	Average outcome
Cognition and Learning Needs	92	0.04 Progress as expected
Cognition and Learning Needs	92	0.04 Progress as expected
	92	0.04 Progress as expected
E		
Cognition and Learning Needs	3	-0.05 Progress as expected
Cognition and Learning Needs	3	-0.05 Progress as expected
	3	-0.05 Progress as expected
K		
Cognition and Learning Needs	47	0.13 Progress as expected
Cognition and Learning Needs	47	0.13 Progress as expected
	47	0.13 Progress as expected
Total	142	0.07 Progress as expected

Communication and Interaction - Intervention outcomes

Category	Pupils	Average outcome
Communication and Interaction Needs	27	0.19 Progress as expected
Communication and Interaction Needs	27	0.19 Progress as expected
	27	0.19 Progress as expected
E		
Communication and Interaction Needs	1	1.00 More progress than expected
Communication and Interaction Needs	1	1.00 More progress than expected
	1	1.00 More progress than expected
K		
Communication and Interaction Needs	21	0.06 Progress as expected
Communication and Interaction Needs	21	0.06 Progress as expected
	21	0.06 Progress as expected
Total	49	0.14 Progress as expected

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

Category	Pupils	Average outcome
Communication and interaction/ Social, Emotional and Mental Health Difficulties &	5	0.13 Progress as expected
Communication and interaction/ Social, Emotional and Mental Health Difficulties &	5	0.13 Progress as expected
	5	0.13 Progress as expected
K		
Communication and interaction/ Social, Emotional and Mental Health Difficulties &	4	0.20 Progress as expected
Communication and interaction/ Social, Emotional and Mental Health Difficulties &	4	0.20 Progress as expected
	4	0.20 Progress as expected
Total	9	0.15 Progress as expected





Social Emotional and Mental Health – Intervention outcomes

Category	Pupils	Average outcome
Social, Emotional and Mental Health Difficulties	9	0.44 Progress as expected
Social, Emotional and Mental Health Difficulties	9	0.44 Progress as expected
	9	0.44 Progress as expected
E		
Social, Emotional and Mental Health Difficulties	4	-0.80 Less progress than expected
Social, Emotional and Mental Health Difficulties	4	-0.80 Less progress than expected
	4	-0.80 Less progress than expected
K		
Social, Emotional and Mental Health Difficulties	7	0.31 Progress as expected
Social, Emotional and Mental Health Difficulties	7	0.31 Progress as expected
	7	0.31 Progress as expected
Total	20	0.15 Progress as expected

Physical and/or Sensory – Intervention outcomes

Category	Pupils	Average outcome
Sensory and/or Physical Needs	10	0.47 Progress as expected
Sensory and/or Physical Needs	10	0.47 Progress as expected
	10	0.47 Progress as expected
E		
Sensory and/or Physical Needs	1	0.00 Progress as expected
Sensory and/or Physical Needs	1	0.00 Progress as expected
	1	0.00 Progress as expected
K		
Sensory and/or Physical Needs	15	0.24 Progress as expected
Sensory and/or Physical Needs	15	0.24 Progress as expected
	15	0.24 Progress as expected
Total	26	0.30 Progress as expected

11. Actions arising from evaluation 2022-2023.

-  Increased levels of awareness of SEND processes for parents, involving more external agencies to provide school and parents with the best tools to support children's needs.
-  Introduce a more targeted level to Nurture club 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 2021-2023

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	Visuals - Communicate in Print/ Widgit	All staff
	Metacognition and Executive functioning	Mrs Fresneda Alcala
	Metacognition	All teaching 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
	Phonics for children with SEN	Mrs Campbell, Miss Gibb
	Supporting development of independent skills	Miss Ball.
	Delivering High Quality small group support	Mrs Divall, Mrs Austin.
Physical & Sensory Difficulties	Diabetes training	Miss Gibb, 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.
	Interoception	Miss Mones, Mrs Wiggins.
Communication and Interaction	Using Playtime for Social and Physical Development	Miss Mones.
	Pathological Demand Avoidance	Mrs Mitchell, Mrs Wiggins
Social Emotional and Mental Health	<i>Trauma and Attachment</i> Difficulties	All staff.
	De-escalation techniques	Miss Lee, Mrs Fresneda Alcala
	Anxiety Based school Avoidance training	Mrs Fresneda Alcala, Miss Randle.
Specific Training	SEND Updates	Mrs Fresneda Alcala
	SENCo Forums	Mrs Fresneda Alcala, Miss Mones, Miss Roe
	SEN support in EYFS	Mrs Fresneda Alcala
	PRO-ACT SCIP	Miss Gobell, Miss Baker, Mrs Fresneda Alcala, Mrs Wilce-Cordner, Miss Bennett, Mrs Wiggins, Mr Stannard, Mrs Hind
	Innovative strategies to address complex SEND	Mrs Iryna Pylypenko.