



SEND Report

Updated April 2022

<p>SENCO: Hannah Day (4 days a week)</p> <p>Hannah has an overall awareness of the whole school</p>	<p>SEN Governor: Wendy Hampshire</p> <p><i>Our SEN Governor visited in November 2021 and February 2022.</i></p>
<p>Contact: 01474534544 inclusion@cecilroad.co.uk</p>	
<p>Local Offer Contribution: http://www.kent.gov.uk/education-and-children/special-educational-needs</p>	
<p>SEN Policy SEN Policy has just been updated, with change of names of SENCO support (April 2022)</p> <p>Our SEN policy is on the school website.</p> <p>The Kent Model policy we use complies with:</p> <ul style="list-style-type: none"> • section 69(2) of the Children and Families Act 2014 • regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014 • section 6 of the 'Special educational needs and disability code of practice: 0 to 25 years' 	
<p>The kinds of SEN that are provided At Cecil Road Primary and Nursery School we currently provide additional and/or different provision for a range of needs, including:</p> <ul style="list-style-type: none"> • Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties • Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia • Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxieties • Sensory and/or physical needs, for example, processing difficulties • Moderate and multiple learning difficulties 	
<p>Identifying pupils with SEN and assessing their needs</p>	

At Cecil Road School we will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

Progress and attainment is monitored formally three times a year in pupil progress meetings with the senior leadership team. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We also have a range of additional assessment tools which may be used to further investigate whether support in a specific area is needed, e.g. Language Link, Neurodiversity Profile. We will use this to determine what support is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and we will formally notify parents when it is decided that a pupil will receive SEN support.

Once a child has been formally placed on the SEN register the SENCO will meet with parents to decide the outcomes that will be set for the key stage. Class teachers then meet with parents to ensure they are involved in the plan, do, review cycle. This will be shared with pupils, and where appropriate, their suggestions will be included also.

Assessing and reviewing pupils' progress towards outcomes

At Cecil Road Primary and Nursery school we follow the graduated approach and the four-part cycle of assess, plan, do, review. The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. Progress and attainment is monitored formally three times a year in pupil progress meetings with the senior leadership team. Within this meeting, there is designated time to discuss the progress of SEND pupils' towards their personal outcomes and targets. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

At Cecil Road Primary and Nursery School, we understand that change can be particularly difficult for children with SEND.

At every stage of transition we will offer the following support:

- Share information with the next teacher, school or other setting. We will agree with parents and pupils which information will be shared as part of this.
- Offer/arrange additional visits to the next class or school as a chance to ask questions and meet key staff
- Creation of 'Pupil Passports' where necessary to share pupil views on concerns & strategies for support
- Creation of social story booklets where necessary

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Teachers are aware of every child's specific and individual needs and all staff have the highest possible expectations for all pupils in the class.

High quality teaching is our first step in responding to pupils who have SEN. Teaching is built on what the child already knows, can do and can understand. This will be differentiated for individual pupils. We use the mainstream core

standards published by KCC to develop our range of strategies to support differentiation within the classroom.

Specific Group Intervention: Most pupils are able to make good progress through high quality teaching in class. Some children will require additional help with their learning. This support may be carried out in the classroom as part of the timetabled day, or in an additional classroom or teaching area in the school. It may be taught by the class teacher, by an additional teacher in the school, or by a Teaching Assistant (TA). Some examples of this type of support in our school are 1:1 or small group tuition in phonics, speech intervention programmes, Lego therapy, Maths and Writing groups, nurture group support. These interventions are delivered based on the individual needs of pupils. For example:

Communication and interaction: Lego therapy, Speech and Language programmes, Alternative means of communication e.g. Makaton Language, Pre-teach language /vocabulary groups.

Cognition and learning: maths booster, phonics booster groups, precision teaching (maths, HFW), 5 minute box, 1:1 Readers, 1:1 Phonics, Onset and Rhyme, visual stress.

Social, emotional and mental health: DOG Therapy, forest school, Lego Therapy, Counselling, Play Therapy, Social Skills Group,

Sensory and/or physical needs: Sensory Circuits, Clever Fingers, sensory breaks, BEAM, Clever Fingers, Dough Disco, Squiggle.

Specialist support provided in school by outside agencies: In some cases a pupil has been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school e.g. Speech and Language therapy, Play therapy, specialist teacher. Parents will be asked to give permission for the school to refer to a specialist professional if it is felt that professional support is needed. This will help the school and parents to better understand the child's particular needs, and will allow the professional to recommend strategies or resources to support the child in school. The specialist professional will work with pupils to understand their needs, and will make recommendations about how these needs should be met. For example, a speech therapist will assess a child's speech and may then draw up a programme of support which focuses on specific sounds. Teachers/TAs will then deliver this programme in school as instructed, and the therapist will review the support after a certain amount of time.

Education, Health and Care Plan (EHCP):

Formerly known as a Statement of SEN: The majority of children with SEN will have their needs met through quality first teaching, intervention support or involvement from specialist professionals. There are some cases where the support the child needs cannot reasonably be provided from the resources normally available to a mainstream school. In such cases, the Local Authority may carry out an assessment of education, health and care needs, and prepare an

EHCP. The EHCP replaces the Statement, and is based on a thorough planning approach which has the child and family at the centre of all decision making.

The EHCP process:

- An EHCP needs assessment by the Local Authority, this can be requested by the school or by parents.
- A panel of professionals from the Local Authority SEN team will decide whether the child's needs seem complex enough to require a statutory assessment. They will take into account the views, wishes and feelings of the parents and the pupil, as well as evidence of progress in school and the impact of any support already in place.
- If the LA decides to conduct an assessment, it must ensure that parents are fully included from the start. They will ask parents, the school, and any other professionals involved to complete a report outlining the child's needs.
- Once the reports are all in, the panel will decide whether an EHCP is needed, or whether support can continue at the current level in school. The plan will outline the number of hours of 1:1/small group support pupil's will receive; this additional support might be needed in class or out of class.
- The whole EHCP process, from the point the assessment was requested to the final EHC plan being issued, must take no more than 20 weeks (there are some exceptional circumstances).

Adaptations to the curriculum and learning environment:

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson
- Adapting our resources and staffing, for example, different input, use of visual prompts, vocabulary lists, additional adult questioning
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, using alternative methods of recording

Additional support for learning:

Teaching assistants will support pupils on a 1:1 basis only when it is deemed that a pupil could not access the school curriculum without it. For example, when a pupil is significantly behind their peers academically or socially. In these cases a pupil will have a personalised plan to access the curriculum at a level appropriate to their need, Alongside the 1:1 support, the teacher will plan opportunities for whole class work and group work to support inclusion and communication. In addition, 1:1 support may also be provided when a pupil's needs pose a risk to their physical safety e.g. if a pupil needs a high level of adult support to maintain

their emotional regulation to reduce risk of a physical outburst that may risk themselves or others. In all of these cases, support will be short term, with a view to accelerate pupils' progress and increase their independence to a point when the 1:1 support is no longer needed.

Expertise and training of staff:

Hannah Day is a qualified teacher, she has worked as a specialist teacher for Inclusion in Gravesham. Hannah started the SENCo course in May 2021 and has completed the course, she will receive her results in June 2022.

Staff are encouraged to attend CPD courses to further develop their skills and expertise – training is listed below.

Evaluating the effectiveness of SEN provision:

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions at the end of each term
- Using pupil questionnaires/interviews
- Monitoring by the SENCOs
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN:

All pupils are encouraged to take part in sports day/school plays/special workshops with external visitors. We are aware that extra provision will often need to be put in place to make this successful and enjoyable for the child e.g. social story shared at home and school, informing parents so they can offer support at home, additional adults, smaller groups.

No pupil is ever excluded from taking part in these activities because of their SEN or disability but carefully planned risk assessments will be put in place, if necessary, and additional arrangements to be implemented.

Working with other agencies:

We work with the following agencies to provide support for pupils with SEN:

- Specialist Teaching and Learning Service (accessed via the LIFT process)
- Health services including: GPs, School Nurse CAMHS (Child and Adolescent Mental Health Service), clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists

- Children's Services including: Early Help locality teams, social workers; educational psychologists and specialist advisory teachers, Kent Young Carers
- NHS Speech Therapy
- School Counsellor

2021/22 SEN Register

67/441 children 15%

	Number of Children		% of Children		National % (2020/21)
EHCP (Educational Health Care Plan)	13 (4 pending)		2.9%		3.7%
EHCP (Educational Health Care Plan) EHCP's currently Pending not included in numbers	Boys 12	Girls 1	Boys 2.7%	Girls 0.2%	
SEN Support	54 (excluding EHCP)		12.2%		12.2%
	Boys	Girls	Boys	Girls	
Confirmed HNF	17		3.8%		
	Boys 13	Girls 4	Boys 2.9%	Girls 0.9%	
Confirmed SENIF	8				
	Boys 8	Girls	Boys 1.8%	Girls	

2021/22 – SEN Primary Need

These figures only relate to the primary needs of the EHCP & SEN support children.

<u>Need</u>	<u>Number</u>	<u>%</u>
Communication and Interaction	55	82%
Cognition and Learning	2	2.9%
SEMH	8	11.9%
Physical	2	2.9%
<u>Total</u>	67	

2021/2022 Funding

(April 2022 to March 2023 – Financial Year)

Notional Fund	£26,223
Higher Needs Funding	£105,507
SENIF Funding	£16,242
EY DAF	£1230
Total Funding	£149,202

Medical Health Care Plans

Healthcare/Medical Register as of April 2022

<u>Medical Needs</u>	<u>Medical</u>
Nursery	5
Year R	4
Year 1	6
Year 2	7
Year 3	3
Year 4	8
Year 5	4
Year 6	1
Total No in School	38

Outcomes achieved by Y6 pupils with SEN April 2022

	<u>School</u>		<u>National (2018/19)</u>	
	<u>SEN</u>	<u>Non SEN</u>	<u>SEN</u>	<u>Non SEN</u>
Reading SEN	0 out of 3 children are on track.	42 out of 51 children are on track.		
Writing SEN	0 out of 3 children are on track.	32 out of 51 children are on track.		
Maths SEN	0 out of 3 children are on track.	35 out of 51 children are on track.		
Combined	0 out of 3 children	30 out of 51 children 58.8%	22%	74%

April 2022 Attainment

% SEN/non-SEN on track for expected or better progress from their starting point	Reading	Writing	Maths
Year 1 9 SEN children 17.3%	3 out of 9 children are on track.	1 out of 9 children are on track.	3 out of 9 children are on track.
Year 2 10 SEN children 18.5%	1 out of 10 children are on track.	0 out of 10 children are on track.	1 out of 10 children are on track.
Year 3 13 SEN children 23.6%	4 out of 13 children are on track.	2 out of 13 children are on track.	4 out of 13 children are on track.
Year 4 9 SEN children 16.9%	0 out of 9 children are on track.	0 out of 9 children are on track.	1 out of 9 children are on track.
Year 5 9 SEN children 16.9%	2 out of 9 children are on track.	0 out of 9 children are on track.	4 out of 9 children are on track.
Year 6 3 SEN children 5.5%	0 out of 3 children are on track.	0 out of 3 children are on track.	0 out of 3 children are on track.

Attendance of pupils September 2021 – April 2022

	% Attendance			
	School	National (2020/21)		
Whole School	94.6%	92.3%		
SEN support and EHCP (Year 1 – Year 6)	94.5%			

Exclusions September 2021 – April 2022

	No of children	No of SEN children
Permanent Exclusions	0	0
Fixed Term Exclusions	0	6

Intervention Groups

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

Intervention Name	Accessible to Year Groups
Reading	
1:1 Readers	R,1,2,3,4,5,6
1:1 RWI Phonics	R,1,2,3,4
Onset and Rhyme	3,4,5,6
Precision Reading HFW	1,2,3,4,5,6
5 minute phonics box	2, 3, 4,
Writing	
Targeted group	2,3,4,5,6
Handwriting	1,2,3,4,5,6
Maths	
Small group support	1,2,3,4,5,6
Precision teaching	2,3,4,5,6
5 minute maths box	1,2,3,4,5,6
Well Being	
Lego Therapy	R,1,2,3,4,5,6
Counselling	2,3,4,5,6
Play Therapy	R,1,2,3,4,5,6
Social Skills Groups	N,R,1,2,3
Dog Therapy	1,2,3,4,5,6
Supported Forest School	1, 2, 3,4,5,6
Sensory Breaks and Sensory Circuits	R,1,2,3,4,5,6
Physical Development	
BEAM	N, R, 1, 2 and 3
Clever Fingers	N,R,1,2,3,4,5,6
Dough Disco	N,R,1,2
Squiggle	N,R,1,2
Speech and Language	
Speech programmes	N,R,1,2,3,4,5,6
Talk Boost	R,1
Early Talk Boost	N
Sliding in programme (for selective mute)	R,1,2

SEN Training provided to staff January 2022 – April 2022

Training	Uses in the school and impact
SENCO Update 20.1.22	HD to be aware of any updates in the local area regarding SEND.
Staff training on SEND assessment 2.2.22	All teaching staff are aware of how to assess children working below Pre keystage.
SENCO Forum 8.2.22	HD to be aware of any local updates.
Staff training on Dyslexia and Inprint software 2.3.22	Staff aware of how to use InPrint Staff aware of how to support children with Dyslexia/Dyselxia traits.

Actions that have been completed that are on the school development plan:

- Developed an 'SEN' learning room
- Received resilience and wellbeing award – practice is embedded in the school
- Held an information afternoon on 23.11.21, well received from parents and agencies (8 agencies and 30 – 40 parents).

Further actions for term 5 and 6

- Differentiation training to teachers
- Assessment training to teacher.
- Review colourful semantics
- Set up monitoring sheets to observe SEN in the school