

SEN Annual Report for Governors 2020-2021

Deal Parochial Church of England (Aided) Primary School

Our hope is that each child at Deal Parochial Primary School will develop an appetite for learning that will endure throughout their lives. To achieve this, the curriculum will need to motivate and excite children so that they engage fully in learning, cultivate positive attitudes and relationships, make good progress and fulfil their true potential – being the best that they can be.



We value all of our children and what makes each of them special.

Please also refer to our SEN Policy reviewed this academic year.

Further information about Local Support for SEN is available at:

<https://local.kent.gov.uk/kb5/kent/directory/results.action?localofferchannel=0&sr=0&nh=10>

Assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked six times per year. In addition to this, pupils with special educational needs may have more frequent assessments. The assessments we use at Deal Parochial are Language for Learning, Leuven scale, Thrive, SENCo toolkit, NELLI, Speechlink and Language Link, Dyslexia identification screening. Using these it will be possible to see if pupils are increasing their level of skills in key areas. All interventions are reviewed for impact during termly Pupil Progress meetings.

The SENCo meets four times an academic year with each class teacher to discuss children with SEN, concerns, provision and strategies.

SEN information

The SENCo at school is Mel Hogben, she can be best contacted via email at senco@deal-parochial.kent.sch.uk or telephoned through the school office 01304 374464.

The SEN Governor is Mary Heard.

2020-2021	Total SEN Support: (give number and % of roll) National Average = 11.9% (Kent = 9.9%)	Total SSEN/EHCP: (give number and % of roll) National Average = 2.8% (Kent = 2.9%)
Total SEN	43 children (21.1%)	6 children (2.9%)
Total monitoring/AEN	22 children (10.8%)	

Year Group	SEN Support without HNF	SEN Support with HNF	SSEN / EHCP without HNF	SSEN / EHCP with HNF
Reception	3	2		2
Yr 1	3			
Yr 2	3	3		
Yr 3	4		1	1
Yr 4	3	1		
Yr 5	9			
Yr 6	6			2
Total	31	6	1	5

Number of pupils	C & I Communication & Interaction	C & I and PP	C & L Cognition & Learning	C & L and PP	SEMH Social, Emotional & Mental Health	SEMH and PP	PD & SN Physical Development & Sensory Need	PD & SN and PP
R	4	2						1
Yr 1	1		2					
Yr 2	1	1	2	1			1	
Yr 3	1	3		1		1		
Yr 4		1	1	1		1		
Yr 5	3	1	2		1		1	1
Yr 6	3	1		2		1	1	
Total	13	9	7	5	1	3	3	2

Funding 19/20

Higher needs funding £

Top up funding £

The notional SEN budget for

Due to another Covid19 Lockdown there was no statutory assessment carried out, however, the school did carryout teacher assessments.

Year 1 Phonics assessment

School pass	Local	National

KS1 assessment results

	Reading	Writing	Maths
School			
Local			
National			

KS2 assessment results

	Reading	Writing	Maths
School			
Local			
National			

% non-SEN/SEN	Reading	Writing	Maths
Year R			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

% all pupils with SEN on track to achieve All Outcomes	> 50%	<50%	None
	75	18.1	6.9

Attendance 2020-2021	% sessions missed due to overall absence	
	School	National
Non SEN	Difficult to measure because of children being in lockdown	
SEN support		
SEN with statement or EHCP		

Secondary destination

This year we have 5 pupils with SEN moved to Goodwin Academy, 1 went to specialist provision at Portal House, 1 moved out of Kent and 1 to Sir Roger Manwoods.

An evaluation of the interventions used at school

Intervention	Focus	Implications for 2020-2021
Social Skills Small group	To encourage positive interaction with peers	To continue with specific children
Thrive 1:1 / small group	To support the children with SEMH needs	Greatly impacted by the need for bubbles and not crossing bubbles
Self-esteem Small group	To support children with poor self-esteem	To continue for specific children
Colour Monster Small group	To support children to name and tame their emotions	To continue for specific children
Draw and Talk 1:1	To support children processing life incidents	To continue for specific children
Incredible 5-point scale 1:1 / small group	To support children with difficulty managing their emotions	To continue with specific children
Speechlink 1:1	To support children with sound pronunciation difficulties	To continue following assessment
NELLI Small group	To encourage confident speaking	To take place rigorously with identified groups
Phonics: multisensory Small group	To develop phonic skills using all senses	To continue within EYFS and KS1
Phonics Small group	To improve phonic knowledge	To continue with specific children struggling with literacy
Reading Recovery 1:1	To raise reading attainment	To continue with children assessed appropriate
Building Reading Stamina 1:1	To improve reading attainment	To continue with children deemed appropriate
1:1 Reading	To improve reading attainment, particularly KS1 and children that do not read often out of school	To continue
Reading Comprehension 1:1 / small group	To improve children's comprehension of texts	To continue when appropriate
Inference 1:1	To improve children's ability to infer meaning from text	To continue when appropriate

Beat Dyslexia 1:1 / small group	Specific programme for children identified with Dyslexic tendencies	To continue when appropriate
Clever hands Small group	To strengthen children's fine motor skills to aid writing development	To continue when needed
Handwriting 1:1 / small group	To improve children's handwriting skills	To continue when needed
Fizzy 1:1 / small group	To strengthen children's gross motor skills to aid balance and control	To continue when needed
Sensory Circuit 1:1 / small group	To improve levels of attention and focus, helping to reduce imbalances and redirect positively those with lots of energy.	To continue with specific children
Reading Recovery writing	To raise children's writing attainment	To continue with specific children
Writing focus	To improve children's writing progress	To continue with specific children
Touch Typing	To improve children's speed and stamina using a computer keyboard, supporting the use of technology for extended writing tasks	To continue with specific children
Clicker 7	To develop literacy skills	To continue with specific children/whole class
Maths club	To raise children's attainment in numeracy	To continue with specific children

The academic year has been a challenge for interventions with the pandemic causing lockdowns, the need for bubbles and reduced afterschool clubs taking place. Our teaching and support staff have still managed to tackle some elements as much as possible and acting as soon as possible

Staff training

SEN Training 2019-2020	Attendees (whole staff or individual)
Whole school safeguarding	Whole school staff
SEMH champions CPD	SENCo
Mindfulness	SENCo
Team Teach training	Staff that needed to have new or refreshed
TA revisiting standards and safeguarding	TAs over three sessions
Resilience group meetings	SENCo, Thrive practitioner, Sports TA, LSA, TA and breakfast club manager
Building resilience	SENCo
Improving family involvement	SENCo
SEMH Mainstream core standards working group	SENCo
Head Start event	SENCo and Thrive practitioner
Bereavement	SENCo, Thrive practitioner, one teacher and one TA - online
Language for Learning: memory and language	SENCo, one teacher – fed back in staff meeting
ASD and SEND supporting back to school	SENCo
Phonics	TAs – online Teachers – online
Dyslexia	TAs – online
Key skills for key workers	Specific TAs – online
NSPCC SEN safeguarding	SENCo – online

SEN Action Plan

2019-2020 reflection

This year has obviously been different to every other year because of the Covid 19 lockdown situation. Throughout the whole time our vulnerable and SEN children remained at the front of our concerns. We maintained quality and regular communication with the children and their families. Monitoring their learning access through Purple Mash and making weekly contact with our most vulnerable families as well as daily hot meal deliveries for our Pupil Premium children.

During the Lockdown period, staff not working were directed to relevant training and encouraged to access further CPD of interest.

The SENCo worked closely with the SENCo from Sholden to support and deliver training to Teaching Assistants from both schools around TA Standards, safeguarding and positive behaviour support.

SENCO has now completed and been awarded the National Award for SEN Co-ordinator.

SENCO has been the chair for Dover, Deal and Sandwich forum meetings, involved with arranging dates, guest speakers and setting the agenda as well as then ensuring runs to schedule – because of the recent and future situation this role will continue next academic year.

2020-2021 – The coming year.

The SENCo is hoping to continue moving forward with the Head Start programme and develop further implementation of Provision Map.

The SENCo will be working closely with the Head teacher to further develop the use of Teaching Assistants and Learning Support Assistants across the school.