



## **SEN Annual Report for Governors 2021-2022**

### **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 three 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, Boxall, SENCo toolkit, NELI, 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 provision monitoring.

The SENCo meets six 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 Fox, she can be best contacted via email at [senco@deal-parochial.kent.sch.uk](mailto:senco@deal-parochial.kent.sch.uk) or telephoned through the school office 01304 374464.

The SEN Governor is Mary Heard.



2021-2022	<b>Total SEN Support: (give number and % of roll) Kent Average = 13.6%</b>	<b>Total SSEN/EHCP: (give number and % of roll) National Average = 2.8% (Kent = 2.9%)</b>
Total SEN	40 children (20%)	6 children (3%)
Total monitoring/AEN	21 children (10%)	

Year Group	SEN Support without HNF	SEN Support with HNF	SSEN / EHCP without HNF	SSEN / EHCP with HNF
Reception	3	1	0	1
Yr 1	3	2	0	2
Yr 2	8	0	0	0
Yr 3	4	2	0	1
Yr 4	3	1	0	2
Yr 5	3	1	0	0
Yr 6	9	0	0	0
Total	33	7	0	6

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 Develop ment & Sensory Need	PD & SN and PP
R	4	3	0	0	0	0	1	1
Yr 1	5	2	0	0	1	1	1	1
Yr 2	3	1	3	1	1	0	1	0
Yr 3	3	1	2	0	0	0	1	1
Yr 4	3	2	2	2	0	0	1	0
Yr 5	2	2	1	1	1	1	0	0
Yr 6	3	1	2	1	2	0	2	1
<b>Total</b>	23	12	10	5	5	2	7	4

### **Funding 21/22**

Higher needs funding £123,264.71

Top up funding £33,094.08

The notional SEN budget for £112,164



## Year 1 Phonics assessment

School pass	Local	National
79%	74%	76%

## KS1 assessment results

	Reading	Writing	Maths
School	62%	55%	62%
Local	67%	58%	68%
National	67%	58%	68%

## KS2 assessment results

	Reading	Writing	Maths
School	70%	70%	53%
Local	74%	73%	70%
National	74%	69%	71%

SEN % of SEN pupils	Reading	Writing	Maths
Year R – 5 chn	66.7	66.7	66.7
Year 1 – 7 chn	40	20	0
Year 2 – 8 chn	40	20	40
Year 3 – 7 chn	28.6	28.6	28.6
Year 4 – 6 chn	0	0	0
Year 5 – 4 chn	75	50	50
Year 6 – 9 chn	50	25	25

Attendance 2021-2022	% sessions missed due to overall absence	
	School	National
Whole school	94.65%	



<b>SEN support</b>	89.83% All SEN 74.14% 'E' Code 91.87% 'K' Code	
<b>PP</b>	92.73%	

### **Secondary destination**

This year we had 2 pupils with SEND move to Sandwich Technology, 6 went to Goodwin Academy, 1 moved out of Kent and 1 to Dover Grammar School for Boys.

### **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
Nurture 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
Zones of Regulation 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
NELI 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 – <i>Little Wandle</i> 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



<b>SEN Training 2019-2020</b>	<b>Attendees (whole staff or individual)</b>
Whole school safeguarding	Whole school staff
SEMH champions CPD	SENCo
Mindfulness	SENCo
TA Mainstream Core Standards breakdown	TAs over the year
Mainstream core standards	Whole school
Trauma informed schools	SENCo and Thrive practitioner
Rainbow	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
Little Wandle	TAs – online Teachers – online
Dyslexia	TAs – online
Key skills for key workers	Specific TAs – online
DSL advanced safeguarding	SENCo – online
Advanced certificate in the role of mental health leads	Started by SENCo – to be completed next academic year

## **SEN Action Plan**



### **2021-2022 reflection**

This year has been another challenging year for the SENCo personally. It has thrown up regular challenges and difficulties for the team to work together to achieve the best. Staffing has been a challenge throughout the year with plans needing constant consideration, changes and recruitment. The school benefitted from a lot of advice and support from the Specialist Teaching and Learning service helping to be able to improve our provision for children with SEND

### **2022-2023 – The coming year.**

This year presents with some new challenges especially in the EYFS, with many children having complex needs.

The school are training all staff in ASC awareness and support as this is a key area of need within our school.

We need to continue embedding the interventions for Little Wandle to tackle phonics and reading as well as looking at ways to support children with gaps in their learning and struggling with mathematical fluency.

Ensuring all staff feel confident in the roles they have and are offered training opportunities to meet their expectations.

The SENCo will continue to meet termly with all teachers.

Regular meetings have been booked with TAs and with LSAs between the SENCo and the Headteacher.

The EYFS class teacher, Mrs Friend is carrying out accredited SENCO training in order to support in this expanding role.

Thank you to all the team and governors for your continued support.

Mrs Mel Fox. Inclusion lead and SENCo.