 **Deal Parochial Primary School**

 **Kindness, Trust, Friendship, Respect, Courage, Forgiveness**

**Vision statement**

**Our School is built on the teachings of the Bible and inspired by The Gospel Values of Faith, Hope and Love. Our Christian ethos is upheld by respecting humanity fostered through our community that is welcoming, inclusive and forgiving. Together we flourish through courageous learning, friendships and generosity.**

**TO BE THE BEST THAT I CAN BE – THE WAY GOD INTENDS**

**SEN Annual Report for Governors 2022-2023**

**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 Offer 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 or small step 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 and B-Squared. 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 or telephoned through the school office 01304 374464.

The SEN Governor is Mary Heard.

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| --- | --- | --- |
| 2022-2023 | **Total SEN Support: (give number and % of roll)****Kent Average = 13.6%** | **Total SSEN/EHCP: (give number and % of roll)****National Average = 2.8% (Kent = 2.9%)** |
| Total SEN | 45 children (22.5%) | 9 children (4.5%) |
| Total monitoring/AEN | 26 children (13%) |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year Group** | **SEN Support without HNF** | **SEN Support with HNF** | **SSEN / EHCP without HNF** | **SSEN / EHCP with HNF** |
| Reception | 4 | 0 | 0 | 5 |
| Yr 1 | 2 | 1 | 0 | 1 |
| Yr 2 | 4 | 2 | 0 | 0 |
| Yr 3 | 7 | 0 | 0 | 0 |
| Yr 4 | 3 | 2 | 0 | 1 |
| Yr 5 | 4 | 1 | 1 | 1 |
| Yr 6 | 5 | 1 | 0 | 0 |
| Total | 27 | 7 | 1 | 8 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Number of pupils in school** | **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 | 10 | 3 | 0 | 0 | 2 | 2 | 1 | 1 |
| Yr 1 | 4 | 4 | 2 | 0 | 0 | 0 | 1 | 1 |
| Yr 2 | 4 | 2 | 1 | 1 | 1 | 1 | 1 | 1 |
| Yr 3 | 4 | 4 | 3 | 1 | 0 | 0 | 1 | 1 |
| Yr 4 | 2 | 1 | 1 | 0 | 2 | 2 | 2 | 1 |
| Yr 5 | 4 | 3 | 3 | 3 | 5 | 3 | 1 | 0 |
| Yr 6 | 3 | 2 | 2 | 1 | 5 | 4 | 0 | 0 |
| **Total** | 31 | 19 | 12 | 6 | 15 | 12 | 7 | 5 |

**Funding 21/22**

Higher needs funding £**194,476**

Top up funding £**47,923**

The notional SEN budget for **£114,599.00**

**Year 1 Phonics assessment**

|  |  |  |
| --- | --- | --- |
| **School pass**  | **Local** | **National** |
| 83% | 77% | 79% |

**KS1 assessment results**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Reading** | **Writing**  | **Maths** |
| **School** | 53.3% | 43.3% | 46.7% |
| **Local** | 69% | 61% | 71% |
| **National** | 68% | 60% | 70% |

**KS2 assessment results**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Reading** | **Writing**  | **Maths** |
| **School** | 90% | 80% | 87% |
| **Local** | 73% | 73% | 70% |
| **National** | 73% | 71% | 73% |

|  |  |  |  |
| --- | --- | --- | --- |
| **SEN just at or above** **% pupils** | **Reading** | **Writing** | **Maths** |
| **Year R**  | 66.7% | 16.7% | 33.3% |
| **Year 1**  | 50% | 25% | 25% |
| **Year 2**  | 16.7% | 0% | 0% |
| **Year 3**  | 14.3% | 0% | 28.6% |
| **Year 4**  | 16.7% | 16.7% | 33.3% |
| **Year 5**  | 16.7% | 16.7% | 16.7% |
| **Year 6**  | 50% | 16.7% | 50% |

|  |  |
| --- | --- |
| **Attendance 2022-2023** | **Attendance %**  |
|  | **School** | **National** |
| **Whole school** | 94% |  |
| **SEN support** | 90% |  |
| **PP** | 92% |  |

**Secondary destination**

This year we had 1 pupil with SEND move to Sandwich Technology, 4 went to Goodwin Academy and 1 to Dover Grammar School for Girls.

**An evaluation of the interventions used at school**

|  |  |  |
| --- | --- | --- |
| **Intervention**  | **Focus** | **Implications for** **2023-2024** |
| Social SkillsSmall group | To encourage positive interaction with peers  | To continue with specific children and nurture lead |
| Nurture1:1 / small group | To support the children with SEMH needs | On-going, support nurture lead to identify small groups |
| Colour MonsterSmall group | To support children to name and tame their emotions  | Consider use across whole school as Colour Monsters to Colour Moods |
| Zones of Regulation1:1 / small group | To support children with difficulty managing their emotions | To continue with specific children  |
| Speechlink1:1 | To support children with sound pronunciation difficulties | Changing to WellComm to use across the school |
| NELISmall group | To encourage confident speaking  | Changing to WellComm to use across the school |
| Phonics: multisensorySmall group | To develop phonic skills using all senses | Little Wandle Rapid Catchup and SEN used for specific children  |
| Phonics – *Little Wandle*Small group | To improve phonic knowledge | To continue with specific children and whole class |
| Foxy Phonics | Led by SENCo for specific children | To continue, using Little Wandle Rapid Catchup |
| Reading Recovery1:1 | To raise reading attainment | To continue with children assessed appropriate |
| Building Reading Stamina1:1 | 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 Comprehension1:1 / 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 |
| Clever handsSmall group | To strengthen children’s fine motor skills to aid writing development | To continue when needed |
| Handwriting1:1 / small group | To improve children’s handwriting skills | To continue when needed |
| Fizzy1:1 / small group | To strengthen children’s gross motor skills to aid balance and control | To continue when needed |
| Sensory Circuit1:1 / 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 |

Staffing has caused difficulty this year across the school, close monitoring of the interventions as well as the provision maps is needed.

**Staff training**

|  |  |
| --- | --- |
| **SEN Training 2022-2023** | **Attendees (whole staff or individual)** |
| Whole school safeguarding, Prevent and Online Safety  | Whole school staff |
| ASD awareness | Whole school |
| Language Through Colour | Whole school |
| Revisit Mainstream Core Standards audit | TAs and LSAs  |
| Inclusion Leadership Programme  | SEND and SLT team |
| Nurture UK  | SENCo and Nurture lead |
| ASD and SEND supporting back to school | SENCo |
| Little Wandle – Rapid Catchup and SEND  | TAs – onlineTeachers – online |
| How to Teach Effective Problem-Solving Skills in Mathematics | Primary | TAs – online |
| Understanding and Managing the Behaviour of Pupils with SEND | Primary | LSAs – online |
| Improving Times Table Fluency | TAs – online |
| A Webinar for TAs: Strategies to Support Maths Lessons with Confidence | Primary | TAs – online |
| Maths Anxiety: Building Resilience and Confidence to Improve Learner Outcomes | Primary | TAs – online |
| **How Schools can Support Children with Autism – Dover STLS** | LSAs |
| DSL advanced safeguarding | All DSLs – online |
| Advanced certificate in the role of mental health leads | Started by SENCo – to be completed next academic year |

**SEN Action Plan**

**2022-2023 reflection**

This year has been yet again 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 amount of complex needs coming into the school cause regular need to reflect and tweak provision. 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. We have had visits from the local authority provision officer and High Needs Funding officer who were both impressed with our inclusive practice and creative provision for our children. Ofsted also visited us, they too reported upon the strong SEN inclusive practice. Our team have had to pull together and work effectively to support each other and the children. We have benefitted from sharing our practice and visiting other schools to observe and feedback upon their practise.

**2023-2024 The coming year.**

Who knows the interesting challenges that lie ahead.

We need to embed Nurture UK and Boxall across the school. We will be supporting and training the LSAs and TAs to use Widget for visual supports in the classroom. As well as providing regular morning training for TAs and LSAs relevant to our school and the needs we have.

Our behaviour policy is being reviewed and revisited, how this affects children with SEND – personalising consequences to meet their needs.

We will continue to embed our findings from Inclusion Leadership Programme. With our increased number of children with EAL, we will need to consider the use of augmented communications in the classroom.