

Annual SEN Report
Academic Year 2019- 2020
Written by the SENCO

1. SEND register.

Year Group	SEND Support without HNF	SEND Support with HNF	EHCP without HNF	EHCP with HNF
EYFS	4		1	
Year 1	4			1
Year 2	3	1		
Year 3	2	1		1
Year 4	7			
Year 5	8			1
Year 6	9			
Total 43				
Total 43	Total SEND Support: 10% of roll (National average 13%) (Kent average 11.9%)		Total EHCP: 1% of roll (National average 1.4%)	
Total SEND	43 children 10% of roll			

2. Funding

The school's 2019/ 2020 SEND notional budget totals £51,239. This averaged £4,270 per month.

Five children received additional support funding totalling £67,466 per annum, or £5,622 per month.

3. SEND Need Type

This shows the primary need type only for each child on the SEND register (2019-2020). Many of the children have more than one need type.

Year Group	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	PD, Sensory and Medical
EYFS	5			
Year 1	3	1	1	
Year 2	2	1	1	
Year 3	2			2
Year 4	4	3		
Year 5	5	3		1
Year 6	2		6	1
Total	23 (53%)	8 (19%)	8 (19%)	4 (9%)

The range of SEND in the school includes the following: Speech and Language disorders, dyslexia, Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactive Disorder (ADHD), Attention Deficit Disorder (ADD), Asperger's, Obsessive Compulsive Disorder (OCD), Pressured Speech, mental health issues, cognitive learning delays and dyspraxia. Many children have more than one need type.

We have noticed an increased amount of children presenting with mental health difficulties and these are being supported by CHATs counselling and Young Healthy Minds. During the year, eleven children have accessed counselling services and nine have accessed the services within Early Help. Referrals to School Nursing also increased, with ten children referred for a variety of needs including medical, social, emotional and behavioural.

4. The SEND policy.

The SEND policy (updated January 2020) can be found on the school website. The policy is evidenced through our practice in the following ways:

- Provision of quality first teaching in class
- Links with parents – consultations, intervention group letters and meetings with the SENCO.
- Provision maps and tracking systems.
- Links with external agencies and services.
- Information on the school website.

5. The Correlation between SEND and Disadvantaged Children is:

Percentage SEND	Percentage Disadvantaged:	Percentage Both:
10%	12.5%	2.7%

6. Attendance:

For 2019-2020:	
SEND	93.6%
SEND – EHCP	94.6%
Non-SEND	94.3%
All Pupils	94.3%

7. SEND Outcomes (2019-2020) DATA not available

8. Quality of Teaching

The Mainstream Core Standards are promoted across the school to improve Quality First Teaching reducing the need for additional interventions. Staff awareness, understanding and effectiveness is also promoted through meetings with professionals such as the Specialist Teaching and Learning Service, to discuss strategies for the teaching and learning of individual children with SEND.

We endeavour to ensure that all our children achieve their full potential and our **Intervention Protocol** has been introduced to provide a clear, consistent approach to identifying, providing and evaluating further support for children's development where needed. This continues to be updated in line with Covid-19 safety requirements. Intent, Implementation and Impact statements have been developed for many of our frequently used interventions, to enhance the understanding of all staff in how best to use these interventions.

High Needs Funding is used to personalise the learning and to support the specific needs of these children. The High Needs Funding Provision reviews by the Local Authority have consistently stated that High Needs Funding provision at Sandgate School is exemplary.

Where appropriate, children on the SEND register **have Personalised Support Plans**, created and evaluated throughout the year, in consultation with parents. These are centred around the needs of the individual child and ensure that their progress is closely monitored in smaller steps. For example, although a child may not have reached Age Related Expectations in writing, they may have made significant progress/steps in the development of their independent writing skills or motivation to write. This progress is tracked individually and recognised and celebrated as a personal success.

The **Nurture Team** continues to provide opportunities for supported interactions, extended conversations and encouraging imaginative play, helping children to understand and respond appropriately to the feelings of others. The children are developing their listening, sharing and turn-taking skills, which can reduce or remove barriers to learning and friendships, enabling success back in their classroom. Recent Nurture Group activities have been amended in in line with Covid-19 safety requirements and have included film making, gardening and cooking and eating together activities within class bubbles.

The Nurture Team also plays a key role when supporting children's learning at home, their successful transition back to school during the year and their transition to the next academic year group.

Our sensory diet provision has been enhanced through the delivery of personalised **Sensory Circuits** with activity programmes that are designed to meet a child's specific sensory needs. We work closely with Occupational Therapists and Specialist Teaching and Learning Schools to ensure that our provision is effectively supporting children to reduce their anxieties and sensory overload and to improve their levels of attention and focus. This redirection of their energy helps facilitate engagement for learning and together with the use of in class sensory resource packs, provides an appropriate sensory diet for individual needs.

We are using developing our **use of technology** to support children with SEND and have introduced the use of 'Speech to Text' programmes and other recording devices, to support particular children, in line with specialist advice from Educational Psychologists and the Specialist Teaching and Learning Service. The Word Shark online programme is being introduced to support children with dyslexic traits in Key Stage 1 and 2. The Clicker 7 writing apps are used by particular children with dyslexic traits in Key Stage 2. These multi-sensory approaches support, challenge and motivate children, enabling them to develop word and sentence writing skills with more confidence and to see themselves as writers.

Our **Language Interventions** such as the Language Link programme have successfully improved the language comprehension skills of children across the school. This intensive intervention involves identifying the specific language needs of individual children and implementing personalised interventions. Rescreening evidence continues to show significant improvement in language skills after the intervention programme has finished. We work closely with the Speech and Language Therapy service and also provide Language Through Colour support and interventions where needed, to further develop children's language skills.

During lockdown, personalised learning packs in line with the particular needs and the targets of children with SEND were shared with parents where appropriate. These were built around the interests of the children to motivate and engage them. Regular contact was maintained with parents and meetings with parents and outside agencies continued to be held online. Learning at Home strategies and Returning to School resources were also shared where appropriate.

Our children with EHCPs attended school during the lockdown period. We ensured the continuity of provision for them in all areas of need, through liaison with specialist services, redesign, use of technology for virtual assessments and parental meetings etc. and risk assessments.

Our children with SEND that transferred to year 7 were discussed in personalised handover meetings with secondary school SENCOs and Pastoral Care staff. Parents also attended these meetings where appropriate. Year 7 transition

resources were shared with children and parents for those learning at home and those in school.

9. Training

Training has continued virtually throughout the year and teachers and teaching assistants have been offered and attended a variety of online training opportunities. These have included training offered by the Specialist Teaching and Learning Service, The Open University and the NHS.

Training has been completed in the following areas:

Speech and Language- individualised intervention training.

Sensory Circuits Support

Dyslexia understanding

Stimming and Managing Anxiety

ASD Awareness, Dyslexia in the Classroom

Clever Hands (Fine Motor Skills)

Fizzy

ASD and Sports

Understanding ADHD

Positive Behaviour Management

De-escalation Techniques.

Language Through Colour

Word Shark Training

Using Questioning

Diabetes training

Epilepsy Training