



Pembury Primary School

SEND (Special Educational Needs & Disability) Annual report 2022-23

The SENCo Mrs Rohana Wilson has now been appointed since September 2018.

The SEND Governors are Mr Beacom and Mrs Bowring.

The definition of SEN has remained unchanged in the new SEND Code of Practice (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>)

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

There is however, a category of SEN, which is known as SEN support. KCC defines this as an intensive and personalised intervention which is required to enable the child/young person (CYP) to be engaged in learning. It will usually involve significant amounts of resources from the educational setting (approaching or exceeding the nationally prescribed threshold for schools and colleges, and SCARF funding for EYFS). Each CYP identified as SEN support will have outcomes which have been agreed through a process of collaboration and discussion. A personalised programme of support will be devised and be reviewed and adjusted frequently (at least three times per year) with close CYP and/or parental involvement.

SEN register taken from October 2022 Census.

The National Average for SEN support is 13% and 4.3% of pupils with an EHC plan, as recorded by the Department of Education 2022-23 (an increase of 0.4% and 0.3% from the previous year)

	Number of pupils	Percentage of pupils on roll
Pupils on SEN register	33	8%
Pupils with Education Health Care Plan (EHCP)	3	0.7%
Pupils with High Needs Funding (HNF)	2	0.5%

Year group	Number of pupils with SEN Support	Number of pupils with EHC
Reception	0	0
1	3	2
2	2	0
3	5	1
4	8	0
5	6	0
6	6	0

Gender of pupils on SEN register: 20 boys 13 girls

Need type	Number of pupils
Communication and interaction	16
Cognition and learning	15
Social, emotional and mental health	5
Physical and/or sensory	1

Some pupils may be in more than one category.

Funding

At Pembury Primary School, we use the funding from the SEN notional budget to make provision for SEN support throughout the school and resources up to £6,000 per pupils with high needs funding. In addition to this, we successfully applied for additional High Needs Funding for 2 of our pupils. This is a small amount of funding paid annually with the amount depending on severity of need. This funding is used for making additional provision available for individually identified children and has to be re-applied for every year. This year the funding went towards the cost of two 1:1 TAs. The total High Needs Funding was approximately £29,800 for the financial year April 2022-March 23. Another 2 applications were submitted for fund a 2:1, for a child already receiving 1:1 support and another child in KS2. These applications were successful but the funding was only for part of the year.

Interventions

There are a range of intervention programmes running within our school lead by teachers and teaching assistants. All of our SEN pupils receive regular interventions to address their individual needs. These are outlined in a 'Provision Map' or an Individual education plan depending on the need type with SMART (Specific, Measurable, Achievable, Relevant and Time-bound) targets set. The intervention outcomes are

reviewed termly and exit data is produced, which in turn, informs planning and future provision.

Funding for the Emotional literacy support assistant (ELSA) supervision from KCC has continued. This has ensured one teaching assistant to practise and receive supervision over the year led by Kent Educational psychologists. As a school we identified the growing need for this Emotional support and this support is now available five afternoons a week. The pupils are identified by the class teacher and SENCO. Sixty-one pupils were able to access Emotional literacy support, some as a group and others 1:1 depending on the nature of the support needed. An additional 31 children received support through the Drawing and talking programme, some 1:1, others in small groups. Nine children also were given talk time with the Emotional literacy support assistant.

We were aware we needed to build capacity in this area Emotional wellbeing and have linked with the NHS to be able to offer support for children and families from an Emotional Wellbeing Practitioner, Josie Paul, works in school every Thursday and works with individuals, families and can also deliver workshops to both parents and pupils. The pupils in Key stage 2 had a 2-part friendship workshop and also a year 6 transition workshop. Parents were invited to attend a coffee morning to meet the Emotional Wellbeing Team and Josie offered a range of free parent workshops that were well attended.

Another area that was a focus for the year was behaviour linked with emotional wellbeing, we worked alongside The Happy Coach company, whom delivered staff meetings on Adverse Childhood experiences (ACE's) and how these impact behaviour. Susie Goode, our confidence coach, works in school two days a week with pupils that are presenting a range of needs, she has worked with over 15 children over the year.

Our linked Educational psychologist was able to offer school-based reviews which gave teaching staff the opportunity to gain some individualised support for pupils with whom they had identified in needing this. In addition to this The Educational psychologist delivered training on developing independent strategies for pupils for teaching assistants.

Pupil Outcomes

This data has been gathered from the Summer data.

Numbers of pupils vary from the above numbers as the SEN register gets revised and updated at least 3 times a year.

Whole school % Achieving the Expected progress Summer 2023	R,W & M combined	Reading	Writing	Maths
SEN support and pupils with an EHCP	32.4%	37.8%	48.6%	40.5%
Whole school % Achieving the Expected attainment Summer 2023	20.5%	34.1%	22.7%	40.9%
SEN support and pupils with an EHCP				

% Achieving the expected progress	R,W & M combined	Reading	Writing	Maths
KS1 SEN Support and pupils with an EHCP	25%	25%	50%	50%
KS2 SEN support and pupils with an EHCP	39%	71%	61%	64%

Attainment can be a misleading area when looking at SEND data, as children with additional needs will be making smaller steps of progress and their rate of attainment slows significantly, particularly for those with complex needs.

Exclusions

There have 10 exclusions in the last 12 months, days are noted as two sessions. 8 of the exclusions were for 1 pupil who has an EHCP and we are working with a range of agencies to ensure he receives the correct support and parents have requested a specialist setting.

Transition from nursery

We have a number of different feeder nurseries. To ensure a smooth transition to our Reception class for pupils with SEND, we attend the local transition event organised by the Specialist Teaching and Language Service where pupils of concern can be raised by nurseries and discussed, this was held face to face this year. Following these discussions, we may arrange additional transitional events for pupils which may include, but is not limited to observations in their nursery, meetings with parents, nursery staff or specialists, additional visits to the school. All pupils raised as SEND concerns by nurseries are given additional transitional paperwork to complete in relation to their SEND. This enables us to build a better picture of them and how we might best meet their needs. The SENDCO arranges meetings with parents to start building relationships and to understand the needs that will need supporting.

Transition to secondary

Pupils from our school apply to numerous secondary schools in the surrounding area. We completed transition forms for all pupils moving to year 7. Also, in the summer term pupils, year 6 teachers and the SENCO met with the head of year or SENCO/Inclusion manager for all of the secondary schools that pupils would be attending. This was held at SKA and meant that most discussions were held on the same afternoon and was very successful. SKA and Mascalls were able to come and visit the pupils that would be joining them which was a great support for those pupils. The year 6 teachers delivered transition sessions and also the EWO delivered a transition workshop to pupils and parents. Two pupils had additional transition visits to their secondary schools to support them.

Transition within school

All class teachers/Tas produced a transition booklet for the pupils giving information about their next class in order to support transition, this was sent home electronically. A meet the teacher day for the pupils was organised, new staff and pupils were able to spend the day in their new classroom and this will aid the transition into the next year.

Working with parents

The SENCO was able to support many parents through meetings and offering support, these meetings were held virtually and face to face. The ability to do virtual meetings seems to work well to fit in with people's calendars. Classdojo is also a well-used messaging tool to support communication between the SENCO and parents. The SENCO was also available during parent consultations.

Work with external agencies

Over the year, Pembury School has worked with several external agencies. The SENCO has attended Local Inclusion Forum Team meetings throughout the year to share good practice and gain expertise from other local SENCOs and specialists. Through these meetings, we have been able to access specialist teaching support for six pupils.

The West Kent KCC SEND Department have been very helpful supporting our high needs funding applications. They agreed funding for all re-applications submitted. Support was accessed from the Kent Educational psychologist team, several training sessions were delivered. Sixteen referrals to the Community paediatric team have been completed throughout the year, as well 1 speech and language referrals. Six new cases were discussed at the Local Inclusion forum team meetings (LIFT) and five reviews of cases.

The Beanstalk reading charity also worked with two pupils identified as needing additional support for reading once a week for the second part of the year. We were able to access the Mayor's toy appeal for six vulnerable families.

Here are the external agencies that we work alongside:

- Speech and language therapists
- Educational psychologists
- Occupational therapists

- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services

For further information please look on our website or contact the SENCO via the school office. Here are some websites that may be able to support or answer your questions :

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

<https://space2beme.org.uk/>

<https://sendfs.co.uk/>

<https://www.iask.org.uk/>