

BARHAM CE PRIMARY SCHOOL

SEN and Vulnerable children Annual report 2020-21

Abbreviations used in this report:

SEN – Special Educational Need

EHCP – Education Health Care Plan (a statutory document outlining the special needs and support required for a pupil with high levels of need)

HNF – High Needs Funding (additional money available to schools to pay for the provision in place for pupils with high levels of need)

SENCO – Special Educational Needs Co-ordinator

SATS – Statutory Attainment Tests (taken in Year 2 and Year 6)

CAT – Cognitive Abilities Test

EAL – English as an Additional Language

TA – Teaching Assistant

HLTA – Higher Level Teaching Assistant

EYFS, KS1 and KS2 – Early Years Foundation Stage (Reception Year at our school), Key Stage 1 (Years 1 and 2) and Key Stage 2 (Years 3, 4, 5 and 6)

STLS – Specialist Teaching and Learning Service (a group of expert teachers in different types of SEN, based at St Nicholas Special School in Canterbury)

SEN register (June 2021)

Year Group	School Support	Education Health Care Plan
R	2	
1	1	
2	3	
3	4	
4	4	
5	3	2
6	5	1
Total Number of Pupils with SEN	25	
Total On Roll	210	

*National data for all schools in England based on 2020 figures.

The national trend for SEN support students is 12.2% of the school population*. In primary schools this figure is 12.6%. At Barham we have below this average at 10.5%. 3.7% of students nationally are in receipt of an EHCP*. In primary schools 2.1% of children have an EHCP. At Barham this is currently 3 pupils, which is 1.4%.

Pupil premium information will be available in a separate report on our school website.

Background information

In 2013 the Children's and Families Bill became law and has reformed the systems for adoption, looked after children, family justice and young people with SEN, including those who are disabled, so

that services consistently support the best outcomes for them. The Special Needs Code of Practice 2014 extended the SEN system from birth to 25, giving children and young people and their parents greater control and choice in decisions and ensuring needs are properly met. There is also statutory guidance for supporting pupils at school with medical conditions (September 2014).

Key points

- Replacing statements and learning difficulty assessments with a new Birth to 25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need.
- Improving cooperation between all the services that support children and their families.
- Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support. Within the 'local offer' schools have to produce their own 'school offer' on their website.

Funding

We had 9 children with additional High Needs Funding. No comparison data is currently available.

Attendance of pupils with SEN

Average attendance for pupils with SEN for 2020-21 was 95.30%, compared with 97.39% for those with no SEN. There were 3 pupils with SEN with persistent absence (under 85%). Almost all other pupils with SEN had very good attendance. Some pupils with SEN have regular medical appointments requiring absence from school, some are absent more often with illness or social, emotional and mental difficulties that impact on their attendance.

Exam concessions

This year Key Stage 2 SATS were cancelled so exam concessions were not required. Applications were successfully made for exam concessions for the Kent Test ready for the autumn 2021 round of testing. These concessions included adapted materials, additional time and supervised breaks. Pupils who need additional time or other concessions become used to this as they progress through the school.

Vulnerable children

There were no children on the Children in Care register. Other vulnerable groups identified during the year were children with social and emotional difficulties, particularly related to anxiety around the pandemic, pupils with social communication difficulties or autism and those with medical conditions particularly impacted by the pandemic.

Vulnerable groups transition to primary school, secondary school and other schools

This year the usual transition to secondary school was not possible due to the pandemic. However, the SENCO and/or year 6 teacher were in contact with each secondary school, and some secondary school teachers were able to visit groups of children at school. Additional transition work was

carried out through a transition plan for a pupil in Year 6 with an Education Health Care Plan. Each secondary school provided information for parents and online resources to ensure a virtual transition was able to take place. During term 6, the year 6 class carried out a transition project in school and the school adapted its usual end of school celebration events to provide closure for the children as they left.

The transition for children starting the school in Reception was postponed until the start of the new school year due to restrictions in place regarding Coronavirus. A parent meeting, teddy bears picnic and afternoon visits are planned for the start of term 1 2021. Reception staff have been in contact with pre-schools remotely and were able to visit some pre-school settings.

The SENCO contacted schools when new pupils with SEN started and others left, and SEN and medical needs are always discussed. A transition annual review was held for a pupil moving to a specialist provision. The school has worked closely with parents of several Year 5 parents vulnerable on transition to secondary school.

Many pupils benefit from a thorough transition programme as they move to new classes within the school and this is provided through taster days (including some online this year), social stories and opportunities to meet their new teachers and teaching assistants informally. A staggered transition for children in Reception, Year 1 and Year 2 took place in September.

Review of interventions currently running at Barham CE Primary School

Intervention	Focus	Implications for 2021-22
Inclusive classrooms	Clear labelling around the school, use of visual timetables, visual prompts and clear instructions. Visual timetables were also used throughout Coronavirus lockdowns and resources provided for parents to use at home.	Maintain labelling and visual timetables. Use of visual prompts in pupil work books where needed eg Word Wizard.
One to one reading including Rapid Reading	Developing reading skills. Identification of pupils who will benefit most from additional reading.	Support for pupils who find it hard to access reading at home eg those with autism.
Phonics	Differentiated through use of small groups in year 1 and year 2. Focus on alternative spelling and reading strategies for pupils who need a visual/memory based approach.	Explore DFE guidance regarding phonics and early reading.
Reading sight vocabulary	Whole word reading approach	Increase use of whole word reading as an approach in KS1.
Small group literacy and maths booster support	Catch up sessions to gap fill, HLTA, Headteacher and teacher work across the school	Focus on writing.

	carrying out term booster groups as needed.	
Speech and Language	Continued use of ELKLAN training. Implementation of Speech and Language programmes set by therapists and STLS. Language Link and Speechlink groups with children in Reception and Year 1.	Increased focus in EYFS and KS1 in light of research regarding the impact of the pandemic on early speech and language.
Active Listening	Specific support for pupils with high levels of need and speech and language difficulties.	Focussed use with pupils identified by Speech and Language Therapists
Clever Hands	Improve fine motor skills for pupils in KS1 and with SEN in KS2	Ensure resources are kept fresh and update boxes.
Individualised learning programme	Tailored provision for pupils with EHCP and/or High Needs Funding with complex needs	Focus on developing independence wherever possible.
Fizzy	Motor control support for small groups	Focus in EYFS class.
Toileting support	Promote independence and self-care skills	Focus on independence in preparation for secondary transfer.
Social stories	Support for pupils who struggle with new situations or with behaviour difficulties, transition social stories	Focus for pupils with social, emotional and mental health difficulties and those with autism.
Art group	Extended time for socialising and time to talk with specialised teacher	Art teacher has now left. Explore alternative wellbeing provision.
Time out to talk	Space for children to evaluate and discuss their day before home.	Focus for pupils with high levels of anxiety and autism.
Physiotherapy	Strategies and exercises recommended by physiotherapist.	Incorporate activities into daily routine as much as possible.
Sensory Circuits	Alerting, organising and calming activities.	Use at the start of the day to support pupils with routine. Particular focus for key pupils who gain significant benefit.
Acceleread Accelewrite	Reading, spelling and typing programme with a focus on memory.	Use to build confidence for note taking and with spelling.
Touch typing	Strategy for pupils with reading and spelling difficulties.	Use alongside Clicker 8. Prioritise particular children with fine motor and processing difficulties.
Clicker 8	Enhanced word processor to encourage independent writing for pupils with physical	Review training in lower KS2.

	and sentence building difficulties.	
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New interventions

- Reading sight vocabulary
- Time out to talk
- Falcons Year 4 English intervention group

Progress of interventions

This year the school continued to embed a new approach to interventions introduced in September 2019. Key interventions and targeted pupils were identified in 6 week (half termly) blocks, with a small number of focussed interventions taking place frequently over each short period. Teachers and teaching assistants measured the impact of interventions over this period, both on the outcomes of the intervention itself and on the pupils' performance in class. This approach has continued to prove successful, particularly where interventions were able to be carried out in short regular sessions over a short period.

A special note regarding Coronavirus home learning support for pupils with SEN

The bubble closures and whole school lockdown from January to March, when the school was only open for children of key workers, was a challenging time for many families, and particularly for some with children with special educational needs. During these times the school supported families and children with SEN in many ways including:

- Visual timetables provided with home learning packs and on the school website to help parents with structuring the home learning day
- Phone calls and emails with parents to discuss strategies to help engage children with home learning tasks and reassure parents
- Providing adapted resources and differentiated activity packs for pupils
- Sessions in school available for vulnerable pupils with SEN
- Providing Zoom lessons for individuals and small groups when they would find it hard to access online learning or whole class video lessons
- Referrals to Early Help and School Nursing for more intensive family support
- Letters and cards sent between pupils with SEN and their one to one support
- Back to school videos on the school website to support pupils with return to school changes
- Tours of the school for pupils and their parents to relieve anxiety before returning to school

Progress of SEN

The school recognises that although we strive to support all pupils in making as much progress as possible, in some cases, particularly where the level of need is high or complex, progress may be seen in smaller or more specific steps.

	Reading	Writing	Mathematics
% Year 6 pupils with SEN making 'expected' progress from KS1 to KS2	83	100	100

(school data as national data not collected)			
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In all year groups, where there were concerns that progress was below the expected rate during the year, the school sought additional support in order to improve the rate of progress, for example referring to LIFT for local advice, intervention groups, teaching strategies and resources, referral to Speech and Language Therapy, use of High Needs Funding, consideration of statutory assessment, in school assessment and screening etc. Many children achieved significant goals during the year, although some are not easily measured with data. Examples of these goals included:

- I follow a 3 step visual timetable without a prompt.
- I use my visual memory to compose and record a simple sentence.
- I can independently compose, say, remember and write a relevant sentence that makes sense.
- I am able to throw and catch a ball in a range of positions.
- I develop one to one correspondence for counting.
- I ask for clarification about any changes to the school routine.
- I begin to identify how sensory activities help me and use these through the school day.
- To promote sensory regulation and integration.

Whole class and diagnostic testing

We use PIRA (reading) and PUMA (maths) assessments to assess reading and mathematics skills from year 1. These tests are undertaken 3 times during the school year.

All our Reception pupils are screened for language acquisition using 'Language Link' during the autumn terms, to help identify pupils requiring additional support at the earliest opportunity. 'Speechlink' is used to assess pupils' speech acquisition if there is cause for concern.

CAT tests are completed with pupils in year 5 in preparation for secondary transfer.

As with all other schools, pupils complete the Phonics Screening in Year 1 (repeated in Year 2 if they did not meet the required standard), and statutory assessments in Year 2 and Year 6. Due to the Coronavirus pandemic some of these did not take place this year, although pupils have still been prepared for these and carried out similar tests.

The SENCO may screen pupils for dyslexia from Year 3 onwards if there are concerns, may carry out a visual stress screener and uses various other materials for screening difficulties with speech and language, reading, writing and mathematics. The Boxall Profile is used to assess and support provision for pupils with social, emotional and mental health difficulties.

SEN support in school

The SEN Code of Practice requires schools to show a graduated approach to SEN support. The school uses an approach based on the waves of provision model:

Wave 1 – inclusive quality first teaching

Wave 2 – additional interventions to enable children to work at age related expectations or above

Wave 3 – additional highly personalised interventions

All children on the SEN register require a plan, which is expected to be reviewed 3 times a year with parents. Pupils with an Education Health Care Plan or in receipt of High Needs Funding will have a personalised plan, whilst others receiving School Support will have a Record of Special Educational Needs Support, in line with Kent County Council recommendations.

EAL (English as an Additional Language)

In state funded primary schools there are 21.2% of children who have English as an additional language (EAL), based on 2018 figures. EAL pupils do not necessarily have SEN, but will need support whilst they are learning the English language to a level in which they are fully able to access the curriculum. There was one pupil at the earliest stages of learning English who attended during this year; they benefited from pre-teaching of vocabulary and a basic English programme. Class teachers ensure this support is in place with support from the SENCO as needed.

Professional development training in SEN

Training	Uses in the school
SENCO district meetings 3x annually	SENCO-led updates and discussion concerning the latest developments nationally and locally, support with implementation of recommendations, advice with specific areas of need
AEN updates	Updates for SENCO on national and Kent policy and practice, support with EHCP paperwork
Speech and Language Therapy including Selective Mutism clinic and Stammering Awareness	Advice provided in delivering interventions and applying principles to whole class teaching situations (Year R Teacher and TA, Year 3 TA, Year 5 TA, Year 6 Teacher and TA, SENCO).
Occupational Therapy and Physiotherapy	Advice provided in delivering interventions (Year 5 TA, SENCO).
School and Community Nursing	School nursing provide an annual update for all staff involved in caring for pupils with medical conditions such as epilepsy, allergies, more serious medical conditions. Support and training was provided for several serious and specific health conditions.
Online courses: <ul style="list-style-type: none"> • CPOMS (online record keeping system) • Mainstream Core Standards 	Most SEN record keeping is now kept on this online system, which means teaching staff are able to access key information about pupils they teach. The Mainstream Core Standards have been revised by Kent County Council and provide an invaluable guide for schools as we support pupils with a range of needs.
SENCO support sessions	The local specialist teaching service held regular online support sessions to update and advise SENCOs, and provided a range of resources through the St Nicholas' School STLS website (SENCO).

Parental involvement and support

Parents and carers of pupils with SEN were invited to meet with the SENCO and/or class teacher during the year for an SEN Review, in addition to normal parent consultation meetings. Annual reviews were held for all pupils with an Education Health Care Plan; some of these were held remotely during the pandemic. There were numerous additional meetings and telephone conversations with parents during the school year. Meetings were held to support the smooth transition into the school for new entrants. Parents are able to seek advice from 'Information, Advice and Support Kent' <http://www.kent.gov.uk/education-and-children/special-educational-needs/who-to-contact/kent-parent-partnership-service>

The school, as part of Kent County Council, is able to access services and support through the Local Offer, and aspects of this are discussed with parents and carers. The Local Offer can be viewed at www.kent.gov.uk/localoffer

Parental feedback

Parents and carers are asked for feedback about the provision the school provides. This year this was through discussion during SEN review meetings as this was thought to provide an opportunity for further conversation and moving the provision forward.

Parents of pupils with SEN commented that they had seen improvements in their children's attainment, maturity, confidence and engagement. They reported increased interest in reading and particular subjects at home. Some appreciated the consistency in school and the success of strategies implemented and recommended. Some parents felt their child's understanding of their particular SEN had helped them become more confident. Parents wanted further support in accessing assessment from outside agencies for their child and had concerns about them being ready for the next stage of their education (moving to a new year group or new school). There were discussions about how the school could support more with access to in-school and external assessments and resources.

Accessibility update

Classrooms continue to be reordered as need arises to provide quiet workspaces, increased circulation and reduced visual stress. An enhanced cleaning regime is in place to cater for the needs of pupils with medical conditions. The needs of pupils with disabilities and medical conditions have been thoroughly examined as part of the school's risk assessment for Coronavirus and continue to be reviewed.

Plans for the future

The 6 week cycle of interventions continues to be embedded, applying the research recommendations that interventions have best impact if they are run little and often for a short period. Several of our interventions remain focused on the 'Recovery Curriculum'.

There will be a focus on supporting pupils in Year 6, where there is a high incidence of SEN, as they approach transition to secondary school. For pupils with special educational needs throughout the

school, but particularly in Year 6, there will be a focus on promoting independence, both in being ready for secondary school and beyond, and in managing any medical conditions and disabilities with increasing confidence.

Mental health and emotional wellbeing are a priority, with the school needing to recruit staff with experience and training in this area and implement a range of supports and interventions to support pupils with anxiety and autism, and social, emotional and mental health difficulties.

Research has shown that the speech and language development of very young children has been impacted by the pandemic, and there will be a focus on this in our Reception class.

Michelle Anderson

Assistant Headteacher and SENCO

September 2021