

# BARHAM CE PRIMARY SCHOOL

## SEN and Vulnerable children Annual report 2019-20

### 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 (July 2020)

Year Group	School Support	Education Health Care Plan
R	1	
1	3	
2	1	
3	2	1
4	5	1
5	3	1
6	3	
Total Number of Pupils with SEN	21	
Total On Roll	207	

\*National data for all schools in England based on 2019 figures.

The national trend for SEN support students is 14.9% of the school population\*. At Barham we have below this average at 10.1%. 3.1% of students nationally are in receipt of 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 have 8 children with additional High Needs Funding.

### **Attendance of pupils with SEN**

Average attendance for pupils with SEN for 2019-20 was 93.4%, compared with 96.1% for those with no SEN. These figures are for the period 1 September to 13 March, before lockdown started due to the Coronavirus epidemic. There were 3 pupils with SEN with persistent absence (under 85%). Some pupils with SEN have regular medical appointments requiring absence from school, some are absent more often with illness or are educated off site when their medical need prevents them being in school.

### **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 2020 round of testing. These concessions included adapted materials, additional time and supervised breaks.

### **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 including those who have been bereaved through the death of a parent, quiet girls in key stage 2 and pupils with social communication difficulties or autism.

### **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. Additional transition work was carried out through a socially distanced visit and transition plan for 2 vulnerable pupils. 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 2020. Reception staff have been in contact with pre-schools remotely.

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. Visits for new pupils transferring from other schools, some with special educational needs, including taster days, were held in the summer term.

### **Review of interventions currently running at Barham CE Primary School**

Intervention	Focus	Implications for 2020-21
Inclusive classrooms	Clear labelling around the school, use of visual timetables, visual prompts and clear instructions.	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 (including time spent with volunteer readers).	Support for pupils who have not had home reading during lockdown prioritised.
Letters and Sounds	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.	Continue to develop use of neuro-linguistic programming for teaching spelling with a whole word approach.
Small group literacy and maths booster support	Catch up sessions to gap fill, HLTA works across the school carrying out short term booster groups in each year group.	Focus on recovery curriculum and reading comprehension.
Toe by Toe	Trial with one pupil with phonological difficulties	Extend trial to other pupils with difficulties in phonological skills.
Neuro-linguistic programming	Spelling strategy used for teaching high frequency words.	Consider which pupils benefit most. Use as a whole class teaching strategy.
Speech and Language	Dissemination of ELKLAN (speech and language training company) training to all staff completed. Focus on intervention in EYFS following Language and Speechlink	Whole school focus on vocabulary through knowledge organisers. Emphasis on teaching tier 1 and 2 words for children with speech and language difficulties.

	screening. BLANKS intervention focussing on questioning at an appropriate level.	
Active Listening	Trial with small group of pupils in Year 5	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.
Social stories	Support for pupils who struggle with new situations or with behaviour difficulties, transition social stories	Use of video social stories during lockdown.
Art group	Extended time for socialising and time to talk with specialised teacher	Continue this provision with a focus on vulnerable pupils with social, emotional and mental health difficulties.
Digit intervention/Dyscalculia Solution	Multi-sensory approach to teaching digits 0-9 for those with mathematics difficulties	Cascade this intervention to other pupils as required.
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.
Acceleread Accelewrite	Reading, spelling and typing programme with a focus on memory. Extended pilot in upper key stage 2 to other classes.	Use to build confidence for note taking and with spelling.
Touch typing	Strategy for pupils with reading and spelling difficulties.	Use alongside Clicker 8.
Clicker 8	Enhanced word processor to encourage independent writing for pupils with physical and sentence building difficulties. Purchase of site licence of Clicker 8 (upgrade from Clicker 7)	Cascade training for Clicker 8 to all staff
AV1 robot	Robot that sits in the classroom in the place of a pupil who is at home for	Extend use of the robot to whole class lessons

	medical reasons. Trial for small group interventions	
Incredible 5 point scale	Social and emotional check in.	Focus for pupils with autism and those who struggle to manage change.

### **New interventions**

- Rapid Reading
- Clicker 8
- Toe by Toe
- Active Listening
- Neuro-linguistic programming

### **Progress of interventions**

This year the school introduced a new approach to interventions. 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 proved successful, particularly as there was an improvement in the frequency of intervention delivery and the outcomes were specific.

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

The lockdown, 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 the lockdown the school supported families and children with SEN in many ways including:

- Visual timetables provided with initial 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 pupils usually receiving one to one support, including those shielding (also in conjunction with Kent Health Needs Education Service)
- 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
- Zoom sessions for pupils unable to return to school with their friends

### **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. Due to the disruption caused by the pandemic it was not possible to measure progress to the same extent as usual.

	Reading	Writing	Mathematics
% pupils with SEN making 'expected' progress from 2019-20	Not measurable	Not measurable	Not measurable

In all cases, where 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, booster classes, referral to Speech and Language Therapy, use of High Needs Funding, consideration of statutory assessment etc. All the children achieved significant goals during the year, although some are not easily measured with data. Examples of these goals included:

- I undress myself as much as I can and ask for help (jumpers and dresses).
- I can complete gym ball activities to help me improve my balance and coordination
- I trace patterns using horizontal, vertical, diagonal and circular motions.
- I complete organising activities eg pegging, threading, Lego building.
- I set up the laptop for using Clicker 7 independently.
- I understand the meaning of different units of time eg days of the week, yesterday, today, tomorrow, talk about what is coming up.
- I begin to develop skills needed to communicate with a range of people eg in a shop, in the community.
- I begin to develop skills and build up strength to enable me to ride a bike (grasp and release).
- I collect my equipment and start work tasks within 2 minutes independently.

### **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.

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. Currently in our school there are no pupils who are at the earliest stages of learning English, but some benefit from pre-teaching of vocabulary and support with comprehension and grammatical structure. Class teachers ensure this support is in place with support from the SENCO as needed.

## **Professional development training in SEN**

<b>Training</b>	<b>Uses in the school</b>
SENCO district meetings 3x annually	Updates for SENCO in the latest developments nationally and locally, support with implantation of recommendations, advice with specific areas of need
SEN updates	Updates for SENCO on national and Kent policy and practice, support with EHCP paperwork
Speech and Language Therapy including Selective Mutism clinic	Advice provided in delivering interventions and applying principles to whole class teaching situations (Year 1 TA, Year 2 TA, SENCO).
Occupational Therapy and Physiotherapy	Advice provided in delivering interventions (Year 3 TA, Year 4 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.
Mental Health Services Programme	Networking and training event to enable school staff to signpost to mental health services (EYFS Teacher, SENCO).
Grief and Loss	Educational psychologist training regarding bereavement (SENCO).
Demand Anxiety and Avoidant Behaviours	Training course to increase understanding of part of the autism spectrum (SENCO).

<p>Online courses including:</p> <ul style="list-style-type: none"> <li>• Understanding anxiety</li> <li>• Using simple soothe-strategies</li> <li>• Supporting bereaved children</li> <li>• SWAN Framework (safe and successful return to school)</li> <li>• Introduction to Adverse Childhood Experiences Early Trauma</li> <li>• Understanding ADHD (Attention Deficit and Hyperactivity Disorder)</li> </ul>	<p>During the lockdown, all teachers and teaching assistants engaged in a wide range of professional development training courses available online, some particularly relevant to supporting pupils through the pandemic, and others related to the curriculum and supporting pupils with a range of SEN.</p>
<p>SENCO support sessions</p>	<p>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).</p>

### **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](http://www.kent.gov.uk/localoffer)

All parents and carers are asked for feedback about the provision the school provides through a school survey, although this was postponed due to the circumstances.

### **Accessibility update**

Storage has been provided to organise resources needed for one class with a high incidence of SEN. Classrooms continue to be reordered to provide quiet workspaces, increased circulation and reduced visual stress. The sensory area of the library has continued to be developed to provide a calming setting including lava lamps, a range of feely boxes with different textures and lights. The studio provides a quiet space for intervention groups. 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 wider opening, and continue to be reviewed.



## **Plans for the future**

The 6 week cycle of interventions introduced last year will continue, applying the research recommendations that interventions have best impact if they are run little and often for a short period. Initially, these interventions are focused on our 'recovery curriculum' following the lockdown.

There will be a focus on supporting pupils with complex medical conditions who may need to shield, and on ensuring that pupils who have been anxious and/are having autism are well supported as the Coronavirus pandemic continues, both in accessing school work and online learning, as well as in managing their anxieties.

For pupils with special educational needs throughout the school, 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.

Michelle Anderson

Assistant Headteacher and SENCO

September 2020