

BARHAM CE PRIMARY SCHOOL

SEN and Vulnerable children Annual report 2022-23

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)

ELKLAN – A speech and language training programme

SEN register (July 2023)

Year Group	School Support	Education Health Care Plan
R	2	
1	4	1
2	3	
3	5	
4	4	
5	6	
6	6	1
Total Number of Pupils with SEN	32	
Total On Roll	210	

*National data for all schools in England based on 2022-23 figures.

The national trend for SEN support students is 13% of the school population*. In primary schools this figure is 13.5%. At Barham we have above this average at 14.4%. 4.3% of students nationally are in receipt of an EHCP*. In primary schools 2.5% of children have an EHCP. At Barham this is currently 2 pupils, which is 0.96%.

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 6 children with additional High Needs Funding. No comparison data is currently available.

Attendance of pupils with SEN

Average attendance for pupils with SEN for 2022-23 was 94.2%, compared with 94.7% for those with no SEN. There were 6 pupils with SEN with persistent absence (90% and below). These figures are all above the national average. 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 exam concessions were given to 14 pupils, which included copying test scripts onto coloured paper, additional time, rest breaks, prompts and readers. Applications were successfully made for exam concessions for the Kent Test ready for the autumn 2023 round of testing. These concessions included adapted materials, a smaller work space and additional time. Pupils who need additional time or other concessions become used to this as they progress through the school.

Vulnerable children

There were no Children in Care and 4 pupils who had been adopted, and they were offered support through the Education Plan for Previously Looked After Children (EPPLAC) programme overseen by Virtual School Kent. Other vulnerable groups identified during the year were children with social and emotional difficulties including anxiety and low resilience (some of which would appear to be a legacy from the pandemic), pupils with social communication difficulties or autism, those for whom

the pandemic had impacted on early language and social skill development, and those with a parent or sibling with medical or SEN needs.

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

The SENCO and/or year 6 teacher were in contact with each secondary school, with all secondary schools visiting their new entrants in their primary school setting. A secondary transition day was held, with some pupils attending additional sessions. A transition annual review was carried out for the 1 pupil in Year 6 with an Education Health Care Plan, which was attended by their secondary school. The SENCO attended the District Transition Day, with an opportunity to share information about vulnerable pupils and discuss successful strategies and support. During term 6, the year 6 class carried out a transition project in school, helping them to learn about timetables, organising their belongings, the bus and homework.

For pupils starting school in Reception, a parent meeting, teddy bears picnic and afternoon visits took place in term 6, with parents encouraged to discuss any special educational needs with the SENCO or make contact with her after. Reception staff were in contact with each pre-school and visited the children in their setting. A transition meeting took place for one vulnerable pupil.

The SENCO contacted schools when new pupils with SEN started and others left, and SEN and medical needs are always discussed.

Many pupils benefit from a thorough transition programme as they move to new classes within the school and this is provided through taster days in July, social stories and opportunities to meet their new teachers and teaching assistants informally.

Review of interventions currently running at Barham CE Primary School

Intervention	Focus	Implications for 2023-24
Inclusive classrooms	Clear labelling around the school, use of visual timetables, visual prompts and clear instructions.	Focus on sensory aspects of the school environment, including a trial of calming colour schemes in one class.
One to one reading including Rapid Reading and Trugs	Developing reading skills. Identification of pupils who will benefit most from additional reading. A small number of pupils have regular one to one reading (several times each week) for a short period for maximum impact.	Continue to prioritise a smaller number of pupils each term in order to ensure intervention is 'little and often' for greatest impact.
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.	Continuation of phonic teaching and reinforcement in Key Stage 2.

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.	Early identification of need in Year R. Speech interventions in Year R and 1 as needed.
Clever Hands	Improve fine motor skills for pupils in KS1 and with SEN in KS2	Integrate Clever Hands activities in continuous provision in EYFS and KS1.
Toileting support	Promote independence and self-care skills	Focus on gaining appropriate toileting habits.
Social stories	Support for pupils who struggle with new situations or with behaviour difficulties, transition social stories	Extend to use of comic strip conversations.
Visual supports	In addition to school-wide approaches, extra visual supports for pupils who struggle to manage the school day eg now and next boards.	Continue to use visual supports for emotional regulation.
Wellbeing groups including Zones of Regulation	Extended time for discussing emotions and practising social skills.	Focus on emotional regulation and resilience.
Time out to talk	Space for children to evaluate and discuss their day before home.	Focus for pupils with difficult family situations.
Drawing and Talking	A time for pupils to process pain one to one.	Continue to embed Drawing and Talking. Training for Drawing and Talking group work for SENCO.
Play Therapy	A play therapist visits the school on a weekly basis to provide specialist play therapy for pupils in school.	Extend play therapy provision to provide an additional space.
Sensory Circuits	Alerting, organising and calming activities.	Staff training around sensory diet and sensory circuits. Compile sensory diet for key pupils.
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	Use to support pupils in lower key stage 2 with dyslexia traits.

	and sentence building difficulties.	
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New interventions

- Sensory diet checklists
- Zones of Regulation check-ins
- Drawing and Talking
- Play Therapy

Progress of interventions

The school continues to see success in following our termly intervention cycle, with a small number of interventions delivered regularly over a 10 week period for up to 6 pupils at a time. There was a pleasing impact of long term interventions on outcomes for Year 6 pupils in their SATS results.

A special note regarding Coronavirus impact on pupils with SEN

During the 2022-23 school year, the school continued to observe the significant impact that the pandemic has had on pupils across the school. Particular difficulties were still noticed and support put in place to help:

- speech and language skills for pupils in Reception, 1 and 2
- social development in Year 2
- writing in Year 3
- high levels of anxiety across the school
- lack of resilience

Attainment 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. In 2022-23, 23% pupils in Year 6 had SEN.

	Reading	Grammar Punctuation and Spelling	Writing	Mathematics
% Year 6 pupils with SEN achieving the expected standard	85.7%	42.9%*	71.4%	71.4%

*One pupil was absent for the test.

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 and Child Health, 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 use comic strips to talk about emotions and strategies.
- I complete a task-task-reward cycle once a day directed by an adult.
- I am able to say key topic words in isolation, in a sentence and in everyday speech.
- I use visual prompts and my voice to indicate when I need a snack.

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. Year 6 may replace these with practice SATS papers.

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 raised by the teacher or during pupil progress meetings, 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 22% of children who have English as an additional language (EAL), based on 2022-23 figures. At Barham Primary School in 2023 there were 25 children, which is 12.0%. 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.

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
Kent SENCO Forum meetings 6x annually	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 5 Teacher and TA).
School and Community Nursing	School nursing provide online training for asthma, epilepsy and the use of an epipen, which all staff completed. Support and training was provided for more specific health conditions.
Specialist Teaching and Learning Service	Specialist teacher for Social, Emotional and Mental Health provided training and support for all teachers on the theme of Resilience. Specialist teacher for Communication and Interaction provided training about sensory diet for SENCO and 2 TAs. One TA took part in an Autism Champions programme with 9 sessions during the year. One TA visited a satellite class for professional development.
Diocese of Canterbury	SENCO attended a follow up to last year's 'Becoming Trauma Informed' course entitled 'Trauma Informed to Trauma Responsive'.
Inclusion Leader of Education	SENCO is an Inclusion Leader of Education, supporting other schools taking part in the Kent Inclusion Leadership programme. Training has been included in this induction.

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. There were numerous additional meetings and telephone conversations with parents during the school year, including meeting with parents in order to complete paperwork for statutory assessment requests and referrals to a range of agencies. 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

As part of the school's OFSTED inspection in January 2023, parents gave their views about SEN provision in the school. Comments included in the final report included, 'Barham is a very nurturing school where pupils are taught by passionate and caring teachers.' 'Leaders work extremely effectively with parents. As a result, pupils with SEND achieve well.'

Accessibility update

Classrooms continue to be reordered as the need arises to provide quiet workspaces, space for emotional regulation and intervention spaces. The school is increasingly aware of the impact of the senses on pupils and adaptations are made in order to support pupils who struggle with the environment eg alternative arrangements for lunchtimes. Events such as school trips are adapted to ensure that pupils with medical conditions and neurodiversity are able to access these successfully.

Plans for the future

This year one priority is to support pupils to be calm and ready to learn by developing the school's sensory provision. We will review how we identify pupils' sensory needs, create ways to easily plan sensory provision that is needed for pupils and update our sensory circuits intervention with training and a review. One class is carrying out a trial, using calm colours in the classroom décor to look at the impact on pupil wellbeing and regulation.

We intend to review our tracking of pupil interventions in order to provide a more efficient system for reviewing support pupils have received, which will aid the referral processes the school uses.

We will prioritise catch-up in Mathematics, having identified that secure knowledge and understanding of number bonds and multiplication tables has an impact on Key Stage 2 outcomes.

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Assistant Headteacher and SENCO
September 2023