

BARHAM CE PRIMARY SCHOOL

SEN and Vulnerable children Annual report 2021-22

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 2022)

Year Group	School Support	Education Health Care Plan
R	1	1
1	2	0
2	2	0
3	3	0
4	2	0
5	5	1
6	1	4
Total Number of Pupils with SEN	22	
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 10.4%. 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 6 pupils, which is 2.9%.

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

Attendance of pupils with SEN

Average attendance for pupils with SEN for 2021-22 was 92.4%, compared with 93.7% for those with no SEN. There were 7 pupils with SEN with persistent absence (90% and below). 9 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 exam concessions were given to 7 pupils, which included additional time, rest breaks, prompts and readers. Applications were successfully made for exam concessions for the Kent Test ready for the autumn 2022 round of testing. These concessions included adapted materials 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 in Care and 3 pupils who had been adopted, and 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, particularly related to anxiety around the pandemic, pupils with social communication difficulties or autism and those for whom the pandemic had impacted on early language and social skill development.

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 most secondary schools visiting their new entrants in their primary school setting. A secondary transition day was held, with some pupils attending additional sessions. Transition annual reviews were carried out for the 4 pupils in Year 6 with Education Health Care Plans, which were attended by their secondary schools, followed by considerable liaison for some pupils. 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. A group of vulnerable Year 6 pupils took part in a Wellbeing Group for the whole of Year 6, using materials from the Zones of Regulation programme.

The transition for children starting the school in Reception was able to return to the usual format following the pandemic. 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 2022-23
Inclusive classrooms	Clear labelling around the school, use of visual timetables, visual prompts and clear instructions.	Maintain labelling and visual timetables.
One to one reading including Rapid Reading	Developing reading skills. Identification of pupils who will benefit most from additional reading.	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.	Continue to embed Essential Letters and Sounds scheme, using assessment tools to identify pupils struggling as early as possible.
Reading sight vocabulary	Whole word reading approach	Increase use of whole word reading as an approach in KS1 as part of Essential Letters and Sounds.
Speech and Language	Continued use of ELKLAN training. Implementation of Speech and Language	Early identification of need in Year R.

	programmes set by therapists and STLS. Language Link and Speechlink groups with children in Reception and Year 1.	
Clever Hands	Improve fine motor skills for pupils in KS1 and with SEN in KS2	Ensure resources are kept fresh and update boxes.
Fizzy	Motor control support for small groups	Focus in EYFS class.
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	Focus for pupils with social, emotional and mental health difficulties and those with autism.
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.	Extending use of visual supports to help with emotional regulation.
Wellbeing groups	Extended time for discussing emotions and practising social skills.	Focus on emotional regulation.
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.
Sensory Circuits	Alerting, organising and calming activities.	Use at the start and end of the day to support pupils with routine. Particular focus for key pupils who gain significant benefit.
Accelerated 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 and sentence building difficulties.	Use to support pupils in lower key stage 2 with dyslexia traits.

New interventions

- Zones of Regulation Year 6 wellbeing group
- Spelling pre-teach group in Year 5
- Therapy dog

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 6 to 10 week period for up to 6 pupils at a time. The school was hit hard by staff and pupil absence due to the Covid pandemic during 2021-22. Staff shortages meant that intervention delivery was impacted. Some interventions were lengthened in duration and others were not able to be implemented. Support for pupils with the highest levels of need was prioritised.

A special note regarding Coronavirus impact on pupils with SEN

During the 2021-22 school year, the school recognised the significant impact that the pandemic has had on pupils across the school. Particular difficulties were noticed and support put in place to help:

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

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 2021-22, 80% of those with SEN had an EHCP, with high levels of need.

	Reading	Grammar Punctuation and Spelling	Writing	Mathematics
% Year 6 pupils with SEN achieving the expected standard	40*	0*	0*	20**

*Includes one pupil who was disapplied from all tests. **Two pupils were disapplied from Maths.

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:

- To have opportunities to talk about anxieties and events that happen in order to become emotionally regulated before bedtime.
- I complete a series of 'task task reward break' activities during the school day.
- I manipulate small objects such as folding paper and using modelling clay to make shapes.
- To add structure to learning session through use of visual timetables and personalised taskboards.
- I use agreed gestures to show I need a supported change or to use the toilet independently.
- Calming activities successfully prepare me for learning in class eg stickle bricks, pushing against a wall, massage, tactile toys, dips on chair, hand presses.

- I am able to access school production rehearsals.

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, 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.

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.	Advice provided in delivering interventions and applying principles to whole class teaching situations (Year 6 Teacher and TA, Year 4 Teacher and TA, SENCO).
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 Year 5 staff around wellbeing. SENCO attended refresher Solihull training.
Creative Solutions Psychology	SENCO attended a wellbeing conference online.
Diocese of Canterbury	SENCO attended a series of webinars and workshops during the year on the theme of 'Becoming Trauma Informed'.
Inclusion Leader of Education	SENCO is now 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. 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 the focus was on support provided for pupils in Year 6, including regarding transition to secondary school.

Parents of pupils with SEN commented that the school observed the best opportunities for individual and small group interventions, they appreciated the help received with applying for an EHCP and various supporting assessments, with completing forms, and that earlier referral for assessment

would have reduced waiting list times. They felt help improved once external advice had been given. They appreciated the annual review in the summer term of Year 6 and advice from the specialist teacher regarding secondary transition (such as social conversation skills and practising using a planner). They felt their child gained confidence and found a voice.

Accessibility update

Classrooms continue to be reordered as need arises to provide quiet workspaces, space for emotional regulation and intervention spaces eg use of ICT. 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

Mental health and emotional wellbeing remain a priority, with the school planning to widen the use of Zones of Regulation to enable all the children to benefit from the principles and strategies. There continues to be a need for opportunities for children to talk individually and in small groups about their emotions and feelings and to learn strategies to cope with feelings of anger and anxiety. Training undertaken last year around trauma will be used to support pupils this year. This work forms part of our continued 'Covid Recovery Plan'.

An HLTA will be based out of class this year, working with individuals and small groups across the school with a focus on catch-up reading, writing and maths.

There are a number of pupils in the younger classes with emerging needs – assessment and support are needed for them and their families, which will be a focus for SENCO time.

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