

Northbourne CEP School SEN and vulnerable children Annual Report – 2020/2021

Current SEN Register

Year Level	SEN Support	High Needs Funded	Education Health Care Plan
Reception	1	1	1
Year 1	1	0	0
Year 2	1	1	0
Year 3	1	1	0
Year 4	1	0	0
Year 5	2	1	1
Year 6	0	0	0

Total on the SEN Register (July 2021) – 7.

At Northbourne CEP School, we follow the Kent definition to help us to identify children who will be placed on our SEN register as SEN support:

SEN support is 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 resource from the educational setting (approaching or exceeding the nationally prescribed threshold for schools and colleges). 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 reviewed and adjusted frequently (at least 3 times per year) with close CYP and/or parental involvement.

For this reason, our SEN register is relatively small, as we only include those who are requiring highly individualised support, which costs near to, or in excess of, £6000. The national trend for SEN support students is 12.2% (January 2021 data); at Northbourne CEP School, we have below this average at approximately 6%.

3.7% (January 2021 data) of students nationally are in receipt of an EHCP/statement. Currently at Northbourne we have 1.63% of children with an EHCP.

Although, for the reasons above, our SEN register is below the national average, we still have other pupils who are vulnerable to underachievement due to additional educational needs, including ASD, ADHD, Speech, language and communication needs, social, emotional and mental health needs, medical needs and learning difficulties. These children are identified through a monitoring list and are provided for through Quality First Teaching. They may also receive some additional support through class provision mapping, but that support is not approaching the nationally prescribed threshold of £6000, and therefore they are not recorded on the school's SEN register. These children are closely monitored to ensure they are making adequate progress and extra support is put in if/when needed. This support can be fluid and time limited depending on need. As SEN support has been defined by the Local Authority as highly individualised support for very specific and long term needs, the majority of children on our SEN register are not making appropriate progress or achieving at age related expectation. However, through a cyclical 'plan, do, review' approach, we are making sure that these children are making small steps of progress and are working towards their outcomes.

This progress is regularly monitored and tracked and recorded through their personalised plans and/or through the schools tracking system.

Pupil Premium information is available in a separate report on our website; one of our Pupil Premium children is on the SEN register.

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 special educational needs. Within the bill the Government has transformed the system for children and young people with SEN, including those who are disabled, so that services consistently support the best outcomes for them. The Special Educational Needs Code of Practice 2014 extends the SEN system from birth to 25, giving children and young people and their parent's 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

- By replacing statements with a new Birth to 25 Education Health Care Plan extends the rights and protections to young people for further education and training. It offers families personal budgets so that they have more control over the support they need.
- Improves cooperation between all services to support children and their families.
- Requires local authorities to involve children and young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'Local Offer' of support.

Funding

We currently have four children with additional high needs funding . The first £6000 of any child with special educational needs entitlement is funded through the school budget.

Key Stage 2 Special Arrangements

We can apply for special arrangements for Key Stage 2 SATs. The arrangements could include supervised rest breaks, a reader or a scribe. The application has to relate to our everyday provision which is embedded for that child.

Children in Care

We currently have 0 children who are on the Children in Care register.

Vulnerable Children Transition from Nursery to our School

Our reception teacher provides a package that is organised to help a successful transition for all children. This includes visits to local nurseries, small group sessions in school and a staggered timetable of entry. If nursery staff highlight a child then the SENCO will arrange a meeting with the parent/s, school and Reception Teacher, this is to ensure positive relationships are built quickly and that there are good communication links between home and school.

Vulnerable Children Transition to Secondary School

We provide a comprehensive transition programme to our local secondary school for children who are on our vulnerable or SEN register. The SENCO and year 6 teacher meet with, either the Head of Year 7 or SENCO from the secondary school, where we talk in length about the child's strengths and difficulties. We then, in liaison with the school, register our children for extra afternoons of activities and sometimes holiday clubs. If a child needs additional support, we have organised school tours before school which has then been increased to lessons and lunchtimes. This has been extremely beneficial for children who have social communication difficulties.

The SENCO forms part of The Secondary Schools Transition Working Group, which looks at ways to ensure a consistent approach to transition across the district.

Examples of Interventions at Northbourne CEP School

Intervention	Focus	Impact
Self Esteem support	Group or individual to raise children's well-being.	Children's well-being and confidence improves.
Social Skills	Behaviour, for example - turn taking, boundaries and conversation rules.	Behaviour improves both in the classroom and playground.
Nurture Intervention including extra Forest School.	For children who currently find it difficult in the classroom and for a period of time have timetabled 'nurture' in the afternoons.	Behaviour and emotional resilience improves in the majority of children.
Circle of Friends	For children who are experiencing difficulties in school because of a disability, personal crisis or because of their challenging behaviour towards others.	Behaviour and emotional resilience improves in the majority of children.
Time to Talk (Nurture)	For children to share concerns or anxieties.	Emotional resilience improves and the children feel they are listened to. They know there are trusted adults within school they can speak with. This has also been used to support children through transition periods.
Lego Play	For children to develop their confidence and language skills.	Develops children's confidence in small groups and therefore whole class situations. Enables children to lead or be lead in a small group situation.
Speech Link	Speech sounds.	Children become more successful at hearing and saying a particular speech sound. They then start to apply it to sound production within words.

Language Link	The use and understanding of language.	Children, primarily in Reception class and Year 1 are better able to follow instructions within the class and teaching activities, developing vocabulary and good sentence structure.
Individual Speech and Language	Following individual programmes from the speech therapist.	Ongoing due to the nature of difficulties.
Fizzy	Occupational Therapy programme focusing on the core, balance, ball skills and spatial awareness.	Children are more confident in P.E, they can also use the play equipment properly.
Clever Hands	Occupational Therapy programme focussing on developing fine motor skills through strengthening hands and developing coordination.	Children's handwriting, cutting and other fine motor skills improve.
Sensory Circuits	A structured programme to facilitate sensory processing and sensory integration, enabling children to be more focussed for learning.	Allows and support children to be in the optimum state of alertness, ready for learning
Power of 1/ Power of 2/ Power of Time /dyscalculia games sessions.	Precision Teaching – maths programme.	Children's number knowledge and confidence increases. Particularly good for children with dyscalculia as it provides overlearning opportunities.
SNIP	Focused spelling programme	Children improve their decoding, segmenting and blending skills, alongside a whole work approach. Excellent for children with dyslexic tendencies
SOS	Focused multi-sensory spelling programme.	Children improve their decoding, segmenting and blending skills. Excellent for children with dyslexic tendencies.
Precision Teaching for reading and spelling.	A daily, focused programme teaching specific words.	Children improve their whole word reading skills. Excellent for children with dyslexia difficulties or EAL.
Nessy	A daily, computer-based, focused reading and spelling programme, which sets challenges and targets for the children.	Children improve their decoding, segmenting and blending skills. Excellent for children with dyslexic tendencies.
BRP	A 1:1 reading programme.	Children develop independent reading and comprehension skills so that they can make

		faster progress and catch up with their peers.
Dandelion Readers	Children learn sounds and high frequency words in a progressive manner, with plenty of opportunity to practise and master new sounds before moving on to the next.	Improves reading skills of high frequency words and phonics for those children who need additional support
Memory Skills	Auditory and Visual memory skills	Children can better follow instructions and retain information in their working memory.
Memory Magic	A programme to support children's memory skills through learning 7 'magic tricks.'	Children can better follow instructions and retain information in their memory to manipulate and work with.

At Northbourne CEP School we also work closely with DEALT to monitor impact of interventions used in local schools to therefore enhance our provision for our children. If impact is not good then we will look again at whether the intervention is right for the child, and through our 'plan, do, review' cycle, we will try something else, with the child's needs at the centre of our planning.

Progress of Children with SEN

As SEN support has been clearly defined by the local authority as highly individualised support, the majority of children with SEN who have been identified to be placed on our SEN register are not making the appropriate progress. However, through monitoring and evaluating our interventions we ensure that the children are making small step progress whilst still setting challenges and working towards individual aspirations. We strategically monitor attainment and progress termly and look for specific year groups, classes, subjects or individual children who require support and focused support.

DUE TO COVID-19 THE GOVERNMENT MADE THE DECISION TO CANCEL ANY FORMAL EXAMS, AND THERE WILL BE NO PUBLICATION OF ANY EDUCATIONAL PERFORMANCE DATA BASED ON TESTS, ASSESSMENTS OR EXAMS FOR 2021.

Children who are below progress are identified by our Headteacher, SENCO and teachers termly, and interventions are then planned and monitored.

Class Assessment

All of our children from Year 1 onwards are tested for reading ages. From Year 3 onwards we also assess inference skills, each child has a Lexile score which is tested each term. In addition to this we assess further in Literacy and Numeracy using the Rising Stars Scheme. Interventions are implemented by the class teacher, the interventions focus on key skills and misconceptions. The SENCO implements more specific interventions; both the SENCO and teacher interventions are evaluated termly.

If a child is not making progress we use the assess, plan, do, review model. The child is discussed at pupil progress meetings, a plan is put in place in collaboration with parents and after a set period of time the teacher, parents and SENCO then meet to discuss progress. We will then decide if the child, with parents consent, should be placed on the SEN register.

SEN Support in School

There are three stages to SEN support in school. The first stage is quality first teaching, the second is small group intervention and the third highly individualised intervention. Each child on the SEN register has an individual SEN support plan, which clearly shows the provision that is in place for them. If Higher Needs Funding has been applied for, the child has a personal plan.

English as an Additional Language

Currently we have no children who have been identified as having English as an additional language. EAL children do not necessarily have SEN, but may need support whilst they are learning the English language. We provide language rich environments especially in reception and year 1. If we identify that a child is having difficulties, for example vocabulary or inference then we timetable provision. We provide early language skills whilst also supporting the social integration of the child

Professional Development Training linked to SEN.

At Northbourne CEP School we aim to ensure that teaching and support staff have a good understanding of a range of Special Educational Needs and how we can support children in school with these. We continue to evaluate the need for training and, through our School Improvement Plan and the Deal Learning Alliance, we ensure our professional team is fully equipped to aspire and teach children with special educational needs within our school.