LITTLEBOURNE CE PRIMARY SCHOOL

Special Educational Needs and Disabilities (SEN/D) Information Report

Academic Year 2020/2021

Key Contact Personnel in School

Headteacher: Samantha Killick

Chair of Governors: Anna Webber

SENCO: Charlotte McLean

SEN/D Governor: Libby White

Special Educational Needs and Disabilities Information Report
Academic Year 2020/2021

This report is in compliance with:

- ❖ Section 69(2) of the Children and Families Act (2014)
- ❖ Regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations (2014)
- ❖ Section 6 of the 'Special Educational Needs and Disability Code of Practice: 0 to 25 years'

Contact details of SENCO and SEN Governor

Charlotte McLean	(01227) 721 671	mcleanc@littlebourne.kent.sch.uk
Libby White	c/o School Office	office@littlebourne.kent.sch.uk

The information and data in this report relates to the academic year 2020/21

School Profile Academic Year 2020/2021

- ❖ Littlebourne CEP school is a mixed-form entry mainstream school.
- ❖ Pupils are aged 4-11 years.
- ❖ The proportion of the whole school population who have special educational needs or disabilities (SEN/D) and are identified on 'SEN with Support' for the academic year 2020/2021 was 18 children. This is 17% of children on the school roll.
- ❖ The proportion of the whole school population who have an education, health and care plan (EHCP) is 1% (1 child).

Please note – Some aspects of the original report have been removed to preserve anonymity of our pupils due to the size of our school.

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SEN Areas of Need: SEN Support and EHCP

Total SEN/D across the school is 17.0% (National figure is 12.2% -January 2021)

❖ The most commonly identified area of need from the SEN/D Code of Practice (DfE/DoH, 2015) is Communication and Interaction, including speech and language difficulties and Autism Spectrum Condition (ASC). This area of need represents 55.6% of the 'SEN with Support' population.
❖ Cognition and Learning represents 22.2% of the 'SEN with Support' population. This includes children with complex, moderate or specific learning difficulties such as Dyslexia or Dyscalculia.
❖ We currently have 1 child with Physical and Sensory needs.

Each class has children placed at a monitoring level, who may also need support or have a specific diagnosis. Children at monitoring level will have their needs provided for through Quality First Teaching strategies using the Mainstream Core Standards guidance from the Local Authority Kent County Council. They may also participate in some targeted support. In the academic year 2020/21 there were 17 children at monitoring level across the school.

Breakdown of Level of Need across the Whole School.

Level of Need	Number of pupils	% of school (106 children)
EHCP (previously statements)	1	1%
SEN Support	18	17%
SEN Support + PP	6	6%
HNF	4	4%
HNF + PP	0	0%
Monitoring	17	16%
Monitoring + PP	2	2%

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The tables below only reflect children placed at 'SEN with Support', requiring over and above provision in order to access the curriculum and/or make academic and/or social progress. It demonstrates that the majority of need identified at Littlebourne is within Communication and Interaction – 55.6% of 'SEN with Support' and 9.4% of the school population. The next highest category of need is Cognition and Learning – 22.2% of 'SEN with Support' and 3.8% of the school population.

Breakdown of children on 'SEN with Support' and their Area of Need across the school							
Primary areas of Need (some children may have more than 1 areas of identified need)	Cognition & Learning		Communication & Interaction	Social, mental and emotional health	Physical & Sensory		
	General Learning Difficulties	Specific Learning Difficulties			Hearing Impairment	Visual Impairment	Complex Physical and/or Medical Issues
Number of Pupils	2	2	10	3	1	0	0
% of SEN with Support register	11.1%	11.1%	55.6%	16.7%	5.6 %	0%	0%
Total percentages of school cohort (1dp)	3.8%		9.4%	2.8%	0.9%		

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Breakdown of children on 'SEN with Support' in identified primary Areas of Need across the School in Classes.				
Class	Primary area of Identified Need (Some children will have more than 1 identified area of need but only 1 is recorded as primary area of need)			
	Cognition & Learning	Communication & Interaction	Social, Emotional & Mental Health	Physical & Sensory
Bees (Reception)		1	1	
Owls (Yr 1)	1	3		
Eagles (Yr 2/3)		2		
Tigers (Yr 4/5)	1	4	1	1
Lions (Yr 6)	1	1	1	
Total across school with area of identified need	3	11	3	1

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The tables below indicate that Tigers have the highest numbers of children placed on 'SEN with Support' and also of those receiving High Needs Funding. Eagles have the highest number of children at monitoring level.

Breakdown of Level of Need across the School in Classes.		
Class	Level of Identified Need	
	SEN with Support	Monitoring
Bees (Reception)	2	0
Owls (Yr 1)	4	2
Eagles (Yr 2/3)	2	8
Tigers (Yr 4/5)	7	3
Lions (Yr 6)	3	4
Total	18	17

Breakdown of Level of Need across the School in Classes- Percentage of Whole Class.			
Class	Number of children in class	Level of Identified Need	
		SEN Support as % of class (1dp)	Monitoring as % of class (1dp)
Bees (Reception)	15	13.3%	0
Owls (Yr 1)	15	26.7%	13.3%
Eagles (Yr 2/3)	30	6.7%	26.7%
Tigers (Yr 4/5)	30	23.3%	10%
Lions (Yr 6)	15	20%	26.7%
Total	106		

Breakdown of Vulnerable Groups across the School in Classes related to 'SEN with Support'.

Class	Vulnerable Groups on the SEN with Support Register
	PP
Bees (Reception)	2
Owls (Yr 1)	2
Eagles (Yr 2/3)	0
Tigers (Yr 4/5)	4
Lions (Yr 6)	0
Total in group	8

SEN/D Funding

Four pupils received High Needs funding (HNF) -Sept 2020 – July 2021.

None of these have an Education Health Care Plan (EHCP - previously known as Statements)

	Number of children in receipt of HNF	Amount received per child
Whole School Total	4	£23, 114.08

How the school's High Needs Funding is allocated and spent

In the academic year 2020/2021 the HNF budget was spent on additional adult support for the identified pupils to support their specific needs.

Gender Analysis

There is a majority portion of boys to girls on 'SEN with Support'.

Breakdown of Gender of Pupils on Schools' 'SEN with Support'		
Gender	Number on 'SEN with Support'	% of 'SEN with Support'
Boys	12	67 %
Girls	6	33%

Breakdown of Gender of Pupils on Schools' 'SEN with Support' and identification of Primary Area of Need								
Year Group	Cognition & Learning (MLD)		Communication & Interaction		Emotional ,Social & Mental Health		Physical & Sensory	
	B	G	B	G	B	G	B	G
Year R – Bees	0	0	0	1	0	1	0	0
Year 1 - Owls	1	0	3	0	0	0	0	0
Year 2 –Eagles	0	0	1	0	0	0	0	0
Year 3 –Eagles	0	0	1	0	0	0	0	0
Year 4 –Tigers	0	1	2	0	0	0	1	0
Year 5 –Tigers	0	0	1	1	1	0	0	0
Year 6 –Lions	1	1	0	0	0	1	0	0
Total	2	2	8	2	1	2	1	0
Boy/Girl percentages (1dp)	11.1% of SEN	11.1% of SEN	44.4% of SEN	11.1% of SEN	5.6% of SEN	11.1% of SEN	5.6% of SEN	0% of SEN

Identifying pupils with SEN/D

Children are identified through a variety of in school processes including different types of assessment throughout the year, knowledge of the child and family circumstances, observations and discussions at termly Pupil Progress Meetings

Update on the School's Implementation of SEN/D Processes

Support for pupils with SEN/D or additional requirements:

Provision in School

- ❖ External services continued to support children through Relax Kids (24 children) and Play Therapy (2 children) although this was disrupted due to National Schools Lockdown.

- ❖ During the second National Schools Lockdown, children identified with SEN/D or additional requirements were offered places in school, if required. 6 children came into school on at least one day during the week. The remaining children learnt at home supported by class teachers.

- ❖ Covid-19 restrictions and National Schools Lockdowns have impacted upon the way that some interventions have been able to take place e.g. across class support/ interventions.

Cycles of the graduated approach

SEN/D provision within the school has seen numerous changes in the academic year 2020/2021:

- ❖ New SENCO has implemented revised Class Provision Maps in Term 5, following rigorous staff training covering Terms 4 and 5

- ❖ New Class Provision Maps identify interventions related to areas of need

- ❖ New Class Provision Maps utilise SMART (Specific, Measurable, Achievable, Realistic, Timely) Targets and these are assessed against entry and exit data

- ❖ Termly Pupil Progress Review Meetings occur with Headteacher, SENCO and class teachers to discuss the progress of children and any concerns. The focus of the children varies termly but could include all children, Pupil Premium children and other specific groups. At every meeting children identified as 'SEN with Support' are discussed.

Education, Health and Care Plans (EHCPs)

Requests to the Local Authority:

- ❖ 2 requests for Statutory assessment for EHC plans have been submitted to the local authority, Kent County Council –July 2021. Outcome to be confirmed September 2021.

Governor Meetings

Meetings between the SENCO (CM) and the SEND governors (AR, JM-P & CL) covered:

- ❖ Transition opportunity for future SEND Governor (AR & JM-P)

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Update on the School's Implementation of SEN/D Processes

- ❖ Review SEN/D profile (Oct 2020) (AR & JM-P)
- ❖ Ensuring SENCO has QTS and appropriate training to complete role (AR & JM-P)
- ❖ Provision during National Schools Lockdown 2 (January 2021-March 2021) (JM-P)

- ❖ Review of school SEN/D profile (CL)
- ❖ SEN/D Processes (CL)
- ❖ Mainstream Core Standards provision (CL)
- ❖ Staff training (CL)

Progress made by pupils with SEN/D

Current progress data (July 2021) for all pupils showing % pupils on track to make expected progress or more than expected progress from their starting point

Year Group	Number of pupils		Reading		Writing		Maths	
	Cohort	SEN	Cohort	SEN	Cohort	SEN	Cohort	SEN
EYFS	15	2	80%	50%	73%	50%	80%	50%
Year 1	14	4	57%	0%	43%	0%	43%	0%
Year 2	15	1	34%	0%	20%	0%	47%	0%
Year 3	14	1	64%	0%	36%	0%	50%	0%
Year 4	15	4	40%	0%	40%	0%	47%	0%
Year 5	15	3	33%	0%	33%	0%	40%	0%
Year 6	15	3	0%	100%	95%	0%	80%	33%

Attendance of pupils with No SEN/D, 'SEN with Support' and SEN/D with EHCP

2020/2021	% sessions missed due to overall absence		% persistent absentees – absent 10% or more sessions	
	School	National	School	National
No SEN (89)	2.6%	3.7% (2018-2019)	15.2%	15.1%(2018 -2019)
'SEN with Support' (17)	2.5%	5.4 %(2018-2019)	21.2%	17.6(2018 -2019)
SEN with EHCP (1)	7.4% (Attendance-92.6%)	7.0% (2018 -2019)	0 %	21.1%(2018 -2019)

Additional Information		
Questions	**Evidence**	**Actions**
Exclusions occurring in the last 12 months (0) Number fixed term incidents (0% pupils with SEN / 0% pupils with no SEN). Number permanent exclusions (0% pupils with SEN / 0% pupils with no SEN)	N/A – No exclusions recorded.	N/A
Secondary destinations of pupils with SEN	St Anselms x 1 Archbishops x 1 Wye School x 1	Continued liaison with secondary school SENCOs and hand over of relevant information. Opportunities for transition events continued. Support for parents in choosing appropriate secondary school. Visits with parents and support during meetings with secondary SENCOs. Attendance by secondary schools at annual reviews for children with EHCPs or who are in receipt of high needs funding.
An evaluation of the Equality Objective (if it relates to SEN and disability)	To be reviewed in academic year 2021/2022.	Equality statement on the new school website

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SEN/D Continued Professional Development Academic Year 2020/2021

Staff training covered to develop specific skills and expertise across the school in order to more effectively support children with SEN/D and additional needs across the school.

Date provided	Training	Provider	Staff trained	Impact of Training
Sept. 2020	Anxiety Based School Avoidance	Education People	SENCO	Informed specific support for several identified children.
Nov. 2020	Wellbeing for Education Return Session 1	Education People	SENCO	Began to inform the developing Wellbeing provision for all stakeholders including staff.
Dec. 2020	Wellbeing for Education Return Session 1	Education People	SENCO	
Dec. 2020	Term 2 SEN/D Update	Education People	SENCO	Update on relevant changes from KCC and other outside agencies in SEN/D which impact upon practice.
January 2021	Term 3 SEN/D Update	Education People	SENCO	Update on relevant changes from KCC and other outside agencies in SEN/D which impact upon practice.
Jan-March 2021	Language Through Colour	STLS	Some TAs and SENCO	Effective use of the program in EYFS and KS1 to support children.
Jan-March 2021	ADHD	STLS	Some TAs and SENCO	Increased understanding of difficulty and knowledge of supportive strategies.
Jan-March 2021	Incredible 5-Point Scale	STLS	Some TAs and SENCO	Increased understanding of strategy in order to implement effectively to

				support identified children.
Jan-March 2021	ASC Awareness	STLS	Some TAs and SENCO	Increased understanding of difficulty and knowledge of supportive strategies.
Jan-March 2021	Anxiety	STLS	Some TAs and SENCO	Increased understanding of difficulty and knowledge of supportive strategies.
Jan-March 2021	Dyslexia	STLS	Some TAs	Increased understanding of difficulty and knowledge of supportive strategies.
February 2021	Sensory Integration Canterbury Christ Church University(CCCU)	CCCU	SENCO	Increased understanding of difficulty and knowledge of supportive strategies.
March 2021	Term 4 SEN/D Update	Education People	SENCO	Update on relevant changes from KCC and other outside agencies in SEN/D which impact upon practice.
March 2021	Providing a context for MCS for SENCOs	Education People	SENCO	Both sessions widened understanding of MCS and
March 2021	Providing a context for MCS for wider school staff	Education People	HT and SENCO	
March 2021	SEN/D Code of Practice Training	SENCO	All Class Teachers	Increased awareness and

March 2021	Graduated Approach Training	SENCO	All Class Teachers	upskilled all class teachers in the area of SEN/D, their statutory
March 2021	Class Provision Maps	SENCO	All Class Teachers	New Class Provision Maps are in place (Terms 5 and 6) and being effectively used successfully. Continuously monitored by SENCO.
March 2021	Mainstream Core Standards	SENCO	All Class Teachers	All class teachers have used the MCS and can access them independently to more effectively support children with additional needs/SEN/D.
March 2021	SMART Target Training	SENCO	All Class Teachers	All Class Provision Maps now contain SMART targets and entry and exit data. Monitored by SENCO.
April 2021	Engagement Model Training	CCCU	SENCO	Informed use of the tool, which will be statutory for pupils working at pre-key stage level from September 2021.
April 2021	Lego Therapy Intervention	SENCO	All TAs	Intervention in place and having success. SENCO support given to inform appropriate entry data and SMART targets.

May 2021	Term 5 SEN/D Update	Education People	SENCO	Update on relevant changes from KCC and other outside agencies in SEN/D which impact upon practice.
May 2021	Making the Best Use of TAs.	Education Endowment Foundation	SENCO	Expanded evidence-based knowledge to disseminate to wider school staff.
June 2021	Impact of Coercive Control	Rising Sun	SENCO	Increased targeted support and understanding of identified child.
June 2021	Being a TA at Littlebourne	SENCO	All TAs	Increased awareness of collaborative working and effective TA deployment and roles. Continued focus.
July 2021	Effective Deployment of TAs	SENCO	All Class Teachers	
July 2021	Term 6 SEN/D Update	Education People	SENCO	Update on relevant changes from KCC and other outside agencies in SEN/D which impact upon practice.
Summer 2021	Jane Considine Approach for EYFS – Fantastic Foundations	The Training Space	EYFS Class Teacher, HT and SENCO	New approach to be implemented September 2021. Impact to be assessed July 2022.
Summer 2021	Jane Considine Approach Training – The Write Stuff	The Training Space	All Class Teachers, 1 HLTA, HT and SENCO.	New approach to be implemented September 2021. Impact to be assessed July 2022.

External Agencies Support Academic Year 2020/2021

Canterbury Specialist Teaching and Learning Service (STLS)

- ❖ 5 children are currently being supported by Canterbury Specialist Teaching and Learning Service (STLS). 4 children are being supported under Communication & Interaction. 1 child under Cognition & Learning.

- ❖ 1 child due to start Reception in September is already under STLS for Communication & Interaction difficulties.

- ❖ Most visits for these children have been virtual for 2020/2021, due to the COVID-19 Pandemic.

Canterbury Christian Schools Work Trust (CCSWT)

- ❖ 3 children accessed mentoring services with a CCSWT primary school worker.

Relax Kids

- ❖ 24 children accessed Relax Kids with an external trained Relax Kids practitioner to learn relaxation techniques

Play Therapy

- ❖ 2 children were supported by an external Play Therapist.

Rising Sun (Domestic Violence & Abuse Service)

- ❖ 1 child accessed support from Rising Sun.

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School Improvement Plan priorities for Academic Year 2021/2022 which relate to improving provision for children with SEN/D

1-Vision and leadership (Leadership and management)

1.1	- To ensure that lessons are well taught (QFT link to TA deployment)
1.2	Curriculum progression is evident and allows our school vision to be achieved.

2- Wisdom, Knowledge & Skills (Quality of Education)

2.1 - Embed quality first teaching through the application of the MCS (2.1, 2.2, 2.3, 2.5)

2.2 - New taught vocabulary is consistently used within independent writing. (sample set)

2.3 - To develop a consistent approach to the teaching of writing and to ensure reading and writing achievement is in line with national expectations. (phonics and JC)

3 - Character development: Hope, aspiration and courageous advocacy (Personal development)

3.1 - To develop pupil voice in order to promote ownership of the direction of the school and aspirations and ambition for future careers.

4 - Community and living well together (Personal development)

4.1 - To promote a proactive culture for all to identify and manage personal challenge and wellbeing.

4.2 - Mainstream Core Standard 2.4 supports and drives SEMH difficulties for pupils within the school.

4.3 - To strength community links between all stakeholders.

5 - Dignity and respect (Behaviour and attitudes)

5.1 - Leaders to work with families to ensure that the percentage of persistent absence is diminished to be in line with national data

8 – EYFS

8.1 - For the foundations of Phonics to be secure, in line with the new EYFS framework, to support future outcomes