LITTLEBOURNE CE PRIMARY SCHOOL

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

Academic Year 2022/2023

Key Contact Personnel in School

Headteacher: Samantha Killick

Chair of Governors: Anna Webber

SENCO: Charlotte McLean

SEN/D Governor: Will Dunn

Special Educational Needs and Disabilities Information Report to Governors
Academic Year 2022/2023

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'

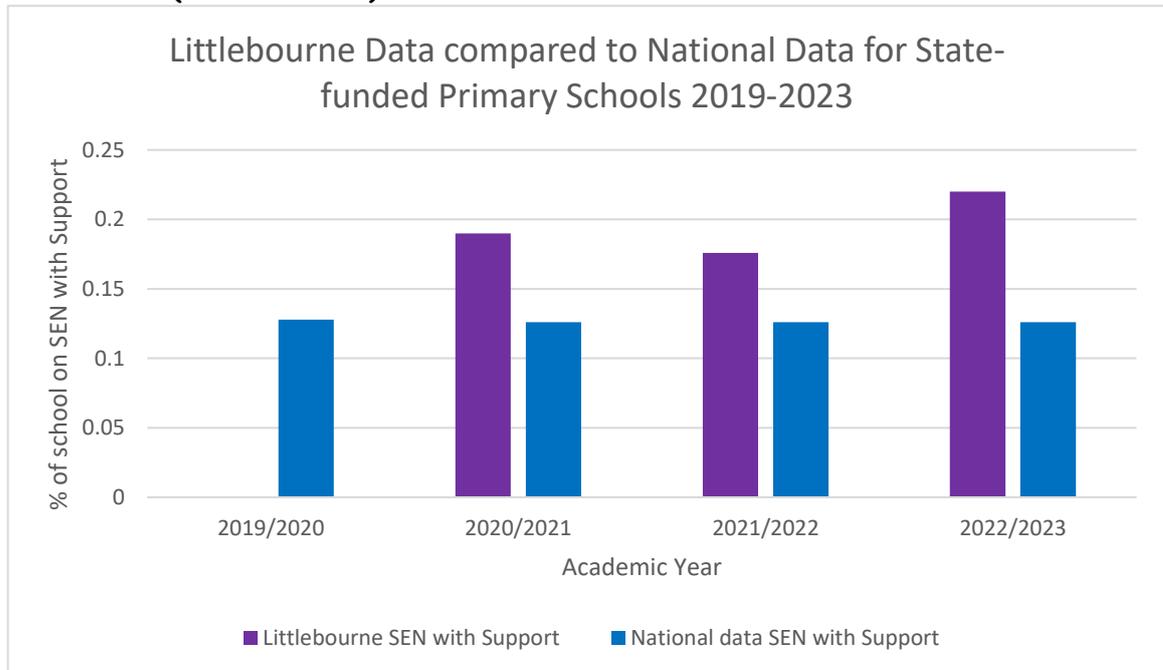| Contact details of SENCO and SEN Governor |
|---|
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The information and data in this report relates to the academic year 2022/23

School Profile Academic Year 2022/2023

❖ 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 were identified on 'SEN with Support' for the academic year 2022/2023 was 22 children. This was 22.0% of children on the school roll (100 children).

Littlebourne Data compared to National Data for State-funded Primary Schools 2019-2023

% of school on SEN with Support

Academic Year	Littlebourne SEN with Support	National data SEN with Support
2019/2020		0.128
2020/2021	0.19	0.126
2021/2022	0.176	0.126
2022/2023	0.22	0.126

National data source: https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england

❖ The proportion of the whole school population who had an Education, Health and Care Plan (EHCP) in September 2022 was 3% (3 children).
❖ The proportion of the whole school population who had an Education, Health and Care Plan (EHCP) in July 2023 was 3% (3 children). This is below the National figure for EHCPs in school, which sits at 4.3% (June 2023).

# SEN Areas of Need: SEN Support and EHCP

Total SEN/D across the school was 22% (National figure is 13% -June 2023)

The most commonly identified primary area of need from the SEN/D Code of Practice (DfE/DoH, 2015) of children identified on SEN with Support at Littlebourne is Communication and Interaction; 52.4%. This is above the national average of 32.7%. Communication and Interaction, includes both speech and language difficulties and Autism Spectrum Condition (ASC).

Primary area of need at Littlebourne compared with National primary areas of need				
Area of Need	Number of children on SEN with Support with area of primary need- Littlebourne	Percentage of children of SEN with support with area of primary need- Littlebourne	Percentage of children of SEN with support with area of primary need – National 2021/2022	Relationship between Littlebourne and national average data
Social, Emotional & Mental Health (SEMH)	3	13.6%	20.0%	Below
Communication & Interaction (C&I)	12	54.5%	32.7%	Above
Cognition & Learning (C&L)	5	22.7%	33.6%	Below
Physical & Sensory (P&S)	2	9.1%	9.3%	Just Below
Total	22	100%		

- ❖ Cognition and Learning is the second most prominent primary area of need identified for children identified as 'SEN with Support'. This includes children with complex, moderate or specific learning difficulties such as Dyslexia or Dyscalculia. This is below national figures.
- ❖ Social, Emotional and Mental Health difficulties represent 13.6% of the primary area of need for children identified on 'SEN with Support'. This includes children with difficulties such as ADHD, Anxiety or depression. This is below national figures.
- ❖ Physical and Sensory needs are the least prevalent primary area of need at Littlebourne and sit just below national average.
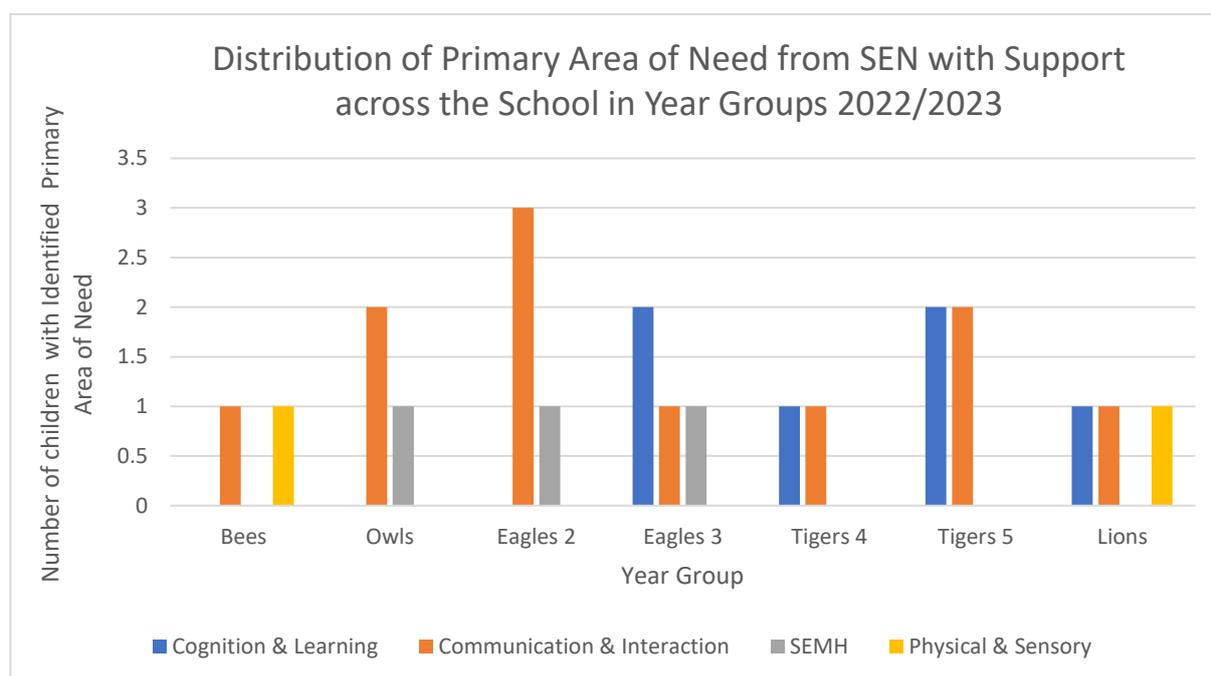
Littlebourne Primary Areas of Need on SEN with Support compared to National Primary Areas of Need 2021/2022 to 2022/2023
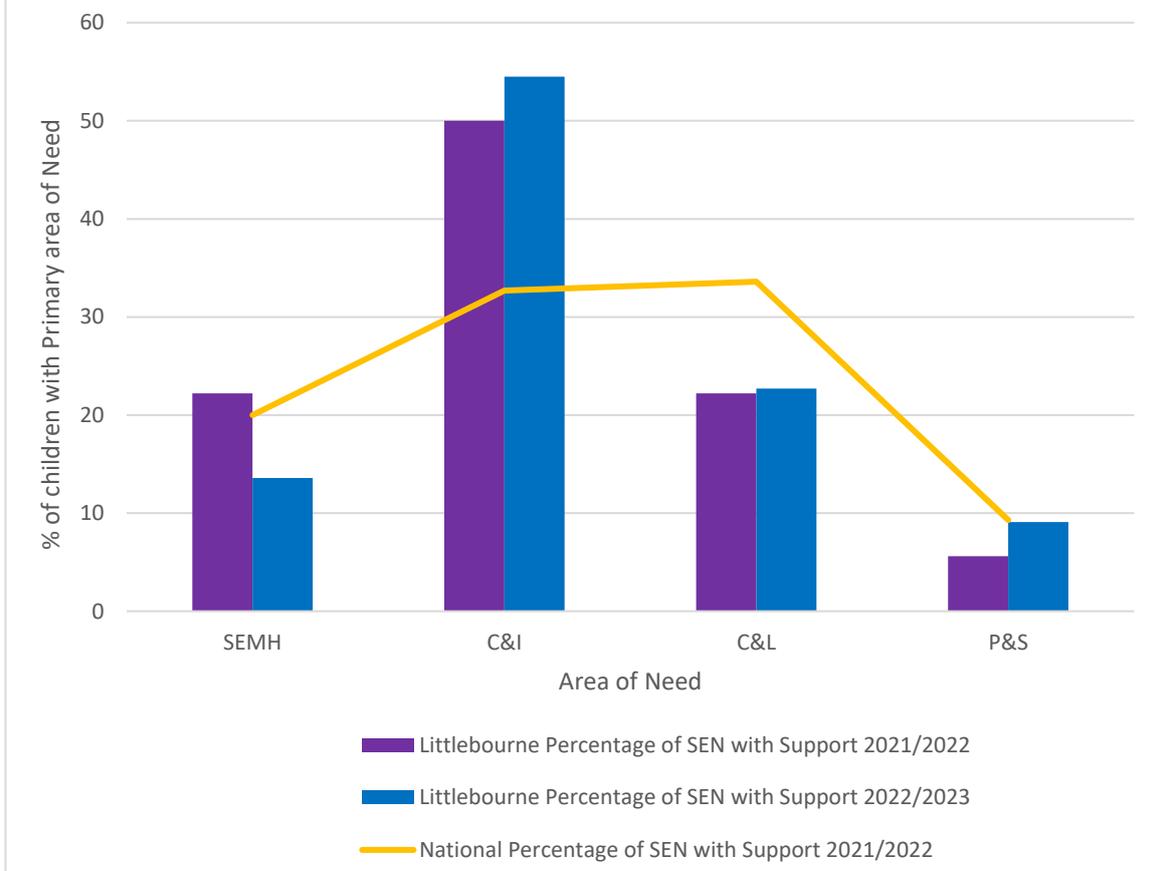
Over the past 2 academic years following COVID the areas of need presented at Littlebourne have changed. The post-COVID SEMH increase has settled in line with developments across the school in wellbeing provision and nurturing approaches across the school. Cognition and Learning has shown a small increase due to more effective data collection and monitoring processes, but is still below national average. Communication and Interaction continues to increase as the primary area of need following the disruption of School Closures. Littlebourne remains above national average in this area of need.

Breakdown of Children on 'SEN with Support' and Primary 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	3	1	9	4	1	0	0
% of SEN with Support register	16.7%	5.6%	50.0%	22.2%	5.6 %	0%	0%
	22.2%				5.6%		
Total percentages of school cohort (1dp)	3.9%		8.8%	3.9%	1.0%		

Distribution of Primary Area of Need from SEN with Support across the School in Year Groups 2022/2023

Please note only primary area of need was reported here for direct comparison purposes to national data. The school recognises several of our children have more than one area of need.

Vulnerable Groups and Additional Needs across the school

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 2022/23, there were 43 children at monitoring level across the school.

Breakdown of Level of Need across the Whole school for the Academic Year 2022/2023..		
Level of Need	Number of pupils	% of school (100 children)
EHCP (previously statements)	3	3%
SEN Support	22	22%
SEN Support + PP	6	6%
HNF	2	2%
HNF + PP	0	0%
Monitoring	43	43%
Monitoring + PP	12	12%
LAC + Monitoring	1	1%

Breakdown of Level of Need across the School in Yeargroups 2022/2023
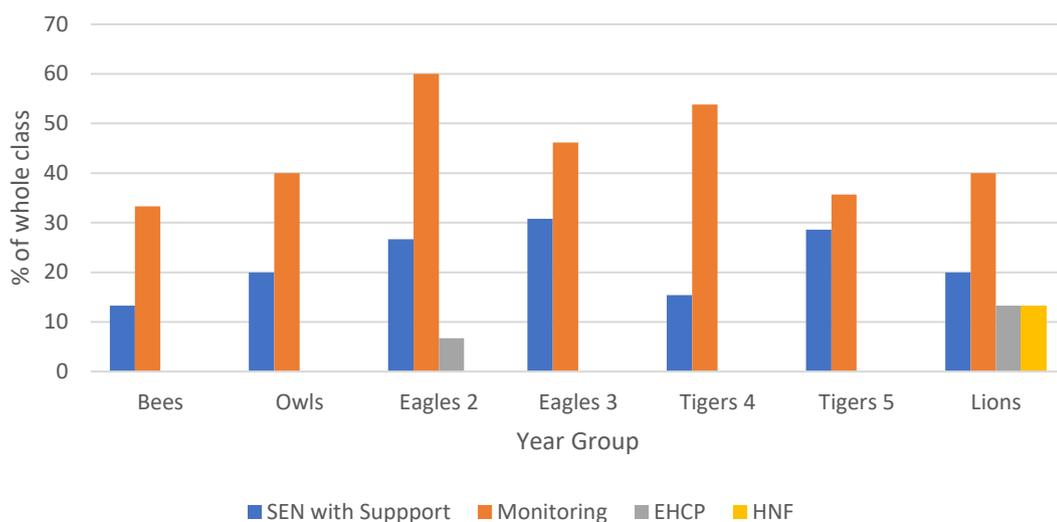
Breakdown of Vulnerable Groups across the School in Classes related to SEN With Support Register.		
Class	Vulnerable Groups on the SEN with Support Register	
	HNF	PP
Bees - EYFS	0	0
Owls - Yr 1	0	0
Eagles - Yr 2	0	1
Eagles - Yr 3	0	1
Tigers - Yr 4	0	1
Tigers - Yr 5	0	2
Lions - Yr 6	2	1
Total in group	2	6

There is a majority portion of boys to girls on 'SEN with Support'. This is inline with the national picture for gender and SEN with Support.
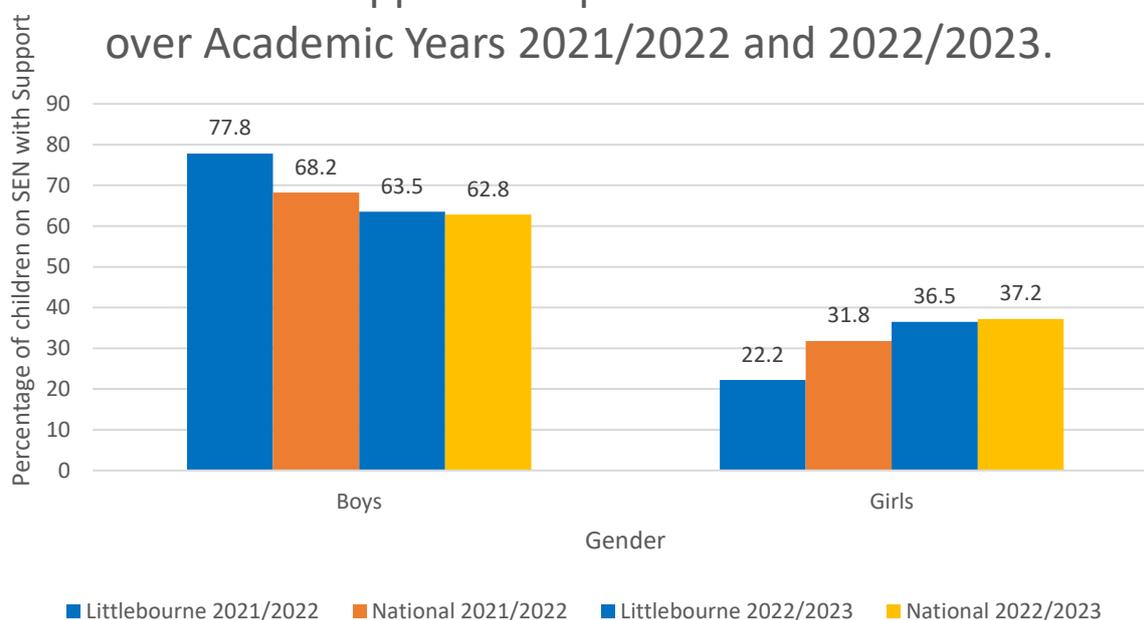
Breakdown of Gender of Pupils on Schools' SEN with Support for Academic year 2022/2023		
Gender	Number on SEN with Support Register	% of SEN with Support Register
Boys	15	68.2 %
Girls	7	31.8%

Distribution of Children on SEN with Support According to Gender 2022/2023 (% of SEN with Support)

31.8

68.2
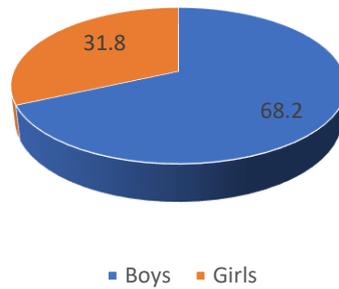
■ Boys ■ Girls

Breakdown of Gender Trends of Pupils on SEN with Support over Academic Years 2021/2022 and 2022/2023		
	Gender	
	Boys	Girls
Number of SEN with Support 2021/2022	14	4
Percentage of SEN with Support 2021/2022	77.8%	22.2%
Number of SEN with Support 2022/2023	15	7
Percentage of SEN with Support 2022/2023	68.2%	31.8%
Number of SEN with Support 2023/2024	9	4
Percentage of SEN with Support 2023/2024	69.2%	30.8%

Breakdown of Gender trends of Pupils on School SEN with Support Compared to National Data over Academic Years 2021/2022 and 2022/2023.

	Boys	Girls
Littlebourne 2021/2022	77.8	22.2
National 2021/2022	68.2	31.8
Littlebourne 2022/2023	63.5	36.5
National 2022/2023	62.8	37.2

Y-axis: Percentage of children on SEN with Support (0–90). X-axis: Gender.

SEN/D Funding		
Two pupils received High Needs funding (HNF) -Sept 2022 – July 2023.		
Two of these have an Education Health Care Plan (EHCP - previously known as Statements)		
Year Group	**Children in receipt of HNF**	**Amount received per child**
Year R – Bees	0	N/A
Year 1 - Owls	0	N/A
Year 2 – Eagles	0	N/A
Year 3 – Eagles	0	N/A
Year 4 – Tigers	0	N/A
Year 5 – Tigers	0	N/A
Year 6 – Lions	2	1. £3015.03 2. £1919.16
Whole School Total		£4, 934.19

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

In the academic year 2022/2023 the HNF budget was spent on additional adult support for the identified pupils to support their specific needs.

Pupil Premium Funding and SEN/D

Where pupils are identified as SEN with Support and also eligible for Pupil Premium Funding, some of the Pupil Premium funding has contributed to support and development of QFT strategies and implementation of the mainstream Core Standards. Time has also been allocated to participate in training related to these areas. The impact of this allocation has been identified through Learning walk and progress both academic and through review of provision.

Pupil Premium Funding and High Needs Funding

Neither of the pupils in receipt of High Needs Funding were Pupil Premium children.

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

SEN/D provision within the school has continued to develop in the academic year 2022/2023:

- ❖ Continued use of the Assess, Plan, Do, Review cycle
- ❖ Bespoke Class Provision Maps continue to identify interventions related to areas of need
- ❖ Bespoke Class Provision Maps continue to 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.

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

Education, Health and Care Plans (EHCPs)

Requests to the Local Authority:

- ❖ 0 requests for Statutory assessment for EHC plans were submitted to the local authority, Kent County Council during academic year 2022/2023.
- ❖ 0 new EHCPs were issued to children at Littlebourne
- ❖ 3 Annual Reviews took place during the academic year 2022/2023.
- ❖ 0 EHCPs were ceased during academic year 2022/2023.

Governor Meetings

Meetings between the SENCO (CM) and the SEND governor (WD) covered:

- ❖ Review SEN/D profile, QFT and in school processes related to SEN/D - October 2022
- ❖ Review of academic year 2022/23 and priorities for next academic year - July 2022

Area	Less than 6 steps				6 steps				More than 6 steps			
	Number of children without SEN/D	% of children without SEN/D	Number of children with SEN/D	% of children with SEN/D	Number of children without SEN/D	% of children without SEN/D	Number of children with SEN/D	% of children with SEN/D	Number of children without SEN/D	% of children without SEN/D	Number of children with SEN/D	% of children with SEN/D
Reading	5	8%	7	37%	37	57%	4	21%	23	35%	8	42%
Writing	7	11%	9	47%	37	57%	3	16%	21	32%	7	37%
Maths	4	6%	3	16%	34	52%	6	32%	27	42%	10	53%

SEN/D vs Non-SEN/D Overview - Number of Steps Progress 2022/2023

Progress made by pupils with SEN/D and without SEN/D (Progress data September 2022 to July 2023).

Whole School Overview – Number of Steps Progress 2021/2022

Area	Less than 6 steps	6 steps	More than 6 steps
Reading	14%	49%	37%
Writing	19%	48%	33%
Maths	8%	48%	44%

Attendance of Pupils with and without EHCPs Academic Year 2022/2023		
Academic Year 2022/2023	**% overall attendance**	**% sessions missed due to overall absence**
School without EHCPs	81.4%	18.6%
SEN with EHCPs (3)	92.2%	7.8%

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/D	St Anselm's Catholic School x 1 Canterbury Academy x 1 Barton Manor Academy 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. Additional support provided for whole of Year 6 cohort from CCSWT in 6to7 transition session (see below).
An evaluation of the Equality Objective (if it relates to SEN and disability)	The Equality objectives were revised in academic year 2022/23. Our equality objectives are to:	Equality statement on the new school website

	❖ strive to achieve equality of opportunity for all adults and pupils regardless of their ethnicity, age, gender	
	❖ promote diversity and a harmonious environment that educates all about discrimination	
	❖ ensure that all pupils are encouraged to achieve challenging targets and diminish gaps in attainment for these pupils	
	❖ identify and support barriers to learning tm meet the diverse needs of our pupils	

SEN/D Continued Professional Development Academic Year 2022/2023

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

Date provided	Training	Provider	Staff trained	Impact of Training
1/09/22	Vision & Values and SIP	Headteacher	CTs, TAs and SENCO	Increased understanding of the school Vision and values and school improvement priorities.
1/09/22 & 2/09/22	Little Wandle Training	Little Wandle online	TAs and SENCO	Increased understanding and knowledge of Little Wandle Scheme in order to deliver effectively.
20/09/22	Behaviour Policy and CPOMs recording	SENCO	TAs,	Increased understanding of knowledge and how to implement behaviour policy.
22/09/2022	STLS Primary SENCO Forum	Canterbury STLS	SENCO	Update on relevant changes in Canterbury district and other outside agencies in SEN/D which impact upon practice.
29/09/22	MCS Training for Subject and Middle Leaders Session 1	TEP	HT, SENCO and all CTs.	Build on MCS foundations to build subject leadership capacity and adaptations to the curriculum.

03/10/22	Senior Mental Health Lead Training – Session 1	Anna Freud Centre	SENCO	Expanded evidence-based knowledge to disseminate to wider school staff.
06/10/22	Zones of Regulation Training	SENCO	CTs	Expanded evidence-based knowledge to implement new approach to emotional regulation across the school.
	Every Governor is a Governor of SEND	TEP	SENCO	Expanded evidence-based knowledge to disseminate to wider school staff.
10/10/22	Senior Mental Health Lead Training – Session 2	Anna Freud Centre	SENCO	Expanded evidence-based knowledge to disseminate to wider school staff.
11/10/22	ELKLAN 5-11 year olds Session 1	STLS	SENCO	Expanded evidence-based knowledge to disseminate to wider school staff next academic year in Communication and Interaction.
13/10/21	Term 1 Countywide Primary SENCO Forum/ SEN/D Update	The Education People	SENCO	Update on relevant changes from KCC and other outside agencies in SEN/D which impact upon practice.
17/10/22	Speech Bubbles Training	Trinity Theatre	SENCO and 1 TA	Increased understanding and knowledge of supportive strategies to disseminate to wider staff.
1/11/22	White Rose Training	TEP – Maths Lead	HT, SENCO and all CTs.	Increased understanding and knowledge of supportive strategies to disseminate to wider staff.
3/11/22 3/11/21	Speech Bubbles session 1	Trinity Theatre	2 x TAs	Increased understanding of supportive strategies to apply to wider practice.
	Nurture UK 8 Month Review	Nurture UK	SENCO	Update on relevant changes in Canterbury district and other outside agencies in SEN/D which impact upon practice.
7/11/22	ELKLAN 5-11 year olds Session 2	Canterbury STLS	SENCO	Expanded evidence-based knowledge to disseminate to wider school staff next academic year in Communication and Interaction.
10/11/22	STLS Primary SENCO Forum -Term 2	STLS	SENCO	Update on relevant changes in Canterbury

				district and other outside agencies in SEN/D which impact upon practice.
14/11/22	Anti-Bullying Alliance Online Modules 1-3	Anti Bullying Alliance	SENCO, CTs and TAs	Expanded evidence-based knowledge to disseminate to wider school staff.
	Senior Mental Health Lead Training – Session 3	Anna Freud Centre	SENCO	Expanded knowledge to disseminate to wider school staff and better inform specific SEMH provision and support.
	Anti-Bullying Alliance Online Modules 4-6	Anti-Bullying Alliance	TAs	Expanded evidence-based knowledge to disseminate to wider school staff.
17/11/22	Zones of Regulation Training	SENCO	TAs	Expanded evidence-based knowledge and support strategies to disseminate to wider school staff.
	MCS Standards Training for teachers	TEP	HT, SENCO and CTs.	Build on MCS foundations to build subject leadership capacity and adaptations to the curriculum.
23/11/22	Promoting Equality, Race and Diversity in our School	TEP	SENCO	Expanded knowledge to disseminate to wider school staff and shape future strategy.
30/11/22	An Introduction to supporting Trans, Non-Binary and Gender Diverse Pupils and Satff	TEP	SENCO	Expanded knowledge to disseminate to wider school staff and shape future strategy.
5/12/22	ELKLAN 5-11 year olds Session 2	STLS	SENCO	Expanded evidence-based knowledge to disseminate to wider school staff next academic year in Communication and Interaction.
8/12/22	Term 2 Countywide Primary SENCO Forum/ SEN/D Update	TEP	SENCO	Update on relevant changes from KCC and other outside agencies in SEN/D which impact upon practice.
5/01/23	Class Provision Maps Task Management Boards	SENCO	CTs	Supportive session for practitioners. Increased understanding of the approcahes and more effective support strategies in class.
12/01/23	Kent Inclusion Partnership Induction session –	LLSE/Nasen/Schools Partnership Programme	SENCO	Expanded evidence-based knowledge to disseminate to wider school staff.

	Inclusive Leaders in Education Training			
	MCS Training for Subject and Middle Leaders Session 2	The Education People	HT, SENCO and CTs	Build on MCS foundations to build subject leadership capacity and adaptations to the curriculum. Expanded evidence-based knowledge to disseminate to wider school staff.
18/01/23	Theory and Practice of Nurture Groups Session 1	Nurture UK	SENCO	Upskilled to effectively use the Nurture groups based on theory and practice.
19/01/23	Theory and Practice of Nurture Groups Session 2	Nurture UK	SENCO	Upskilled to effectively use the Nurture groups based on theory and practice.
23/01/23	Elklan Course work submitted	ELKLAN & STLS	SENCO	Expanded evidence-based knowledge to disseminate to wider school staff next academic year in Communication and Interaction.
	Kent Inclusion Partnership session – Module 2: Effective use of resources for Inclusion	LLSE/Nasen/Schools Partnership Programme	CTs and SENCO	Increased understanding of the approach and more effective delivery in class.
24/01/23	VSK A Tool for Change Session 1- ACEs and Family Dynamics	Virtual Schools Kent	SENCO	Expanded knowledge to disseminate to wider school staff and better inform specific SEMH provision and support.
27/01/23	Moving Forward… From Trauma informed to Trauma Responsive	Canterbury Diocese	HT and SENCO	Expanded evidence-based knowledge to disseminate to wider school staff. Inform provision in school.
30/01/23	Kent Inclusion Partnership session – Module 3: Monitoring, Tracking and Evaluation for Inclusion	LLSE/Nasen/Schools Partnership Programme	TAs and SENCO	Expanded evidence-based knowledge to disseminate to wider school staff.
31/01/23	VSK A Tool for Change Session 2- Messages in Behaviour	VSK	SENCO	Expanded knowledge to disseminate to wider school staff and better inform specific SEMH provision and support.
1/02/23	General Peer Reviewer Training	LLSE/Nasen/Schools Partnership Programme	SENCO	Expanded evidence-based knowledge to disseminate to wider school staff.

2/02/23	Term 3 Countywide Primary SENCO Forum/ SEN/D Update	TEP	SENCO	Update on relevant changes from KCC and other outside agencies in SEN/D which impact upon practice.
	Dyslexia Training	SENCO	CTs, TAs	Supportive session for practitioners. Increased understanding of the difficulty and more effective support strategies in class.
7/02/23	Working Memory Training	SENCO	CTs, TAs	Increased understanding of the area and more effective support strategies in class.
	VSK A Tool for Change Session 3- Trauma and Transitions	VSK	SENCO	Upskilled to effectively understand the impact of trauma on resilience.
21/02/23	VSK A Tool for Change Session 4- Children's Social Care	Nurture UK	SENCO	Expanded knowledge to disseminate to wider school staff and better inform specific SEMH provision and support.
24/02/23	ILE Peer Reviewer Training	LLSE/Nasen/Schools Partnership Programme	SENCO	Expanded evidence-based knowledge to disseminate to wider school staff and effectively support future school development.
27/02/23	Theory and Practice of Nurture Groups Session 3	Nurture UK	SENCO	Upskilled to effectively use the Nurture groups based on theory and practice.
	Kent Inclusion Partnership session – Module 4: Inclusive Working with Stakeholders	LLSE/Nasen/Schools Partnership Programme	SENCO	Expanded evidence-based knowledge to disseminate to wider school staff.
1/03/23	Every Governor is a Governor of SEND Session 2	TEP	SENCO	Expanded evidence-based knowledge to disseminate to wider school staff.
6/03/23	Kent Inclusion Partnership session – Module 5: Assessment and Identification of Needs	LLSE/Nasen/Schools Partnership Programme	SENCO	Expanded evidence-based knowledge to disseminate to wider school staff.
2/03/23	VSK A Tool for Change Session 5- Two timetables: School and Social Care	VSK	SENCO	Expanded knowledge to disseminate to wider school staff.
13/03/23	Kent Inclusion Partnership session – Module 6:	LLSE/Nasen/Schools Partnership Programme	SENCO	Expanded evidence-based knowledge to disseminate to wider school staff.

	Developing Inclusive Teaching and Learning			
14/03/23	Equality, Diversity and Inclusion Conference	The Kings School	HT & SENCO	Expanded evidence-based knowledge to disseminate to wider school staff.
16/03/23	Nurture UK – 12 Month Review	Nurture UK	SENCO	Upskilled to effectively use the Nurture approach across the school.
	EYFS through the School	EYFS CT	CTs and SENCO	Wider understanding of the foundations of education in EYFS and how this threads through later learning.
	Dyscalculia	SENCO	CTs	Disseminated training to reinforce staff knowledge, understanding and strategies to support within the classroom.
20/03/23	Kent Inclusion Partnership session – Module 7: Inclusive Outcomes	LLSE/Nasen/Schools Partnership Programme	SENCO	Expanded evidence-based knowledge to disseminate to wider school staff.
23/03/23	Countywide SENCO Conference	TEP	SENCO	Expanded evidence-based knowledge to disseminate to wider school staff. Update on relevant changes from KCC and other outside agencies in SEN/D which impact upon practice.
27/03/23	Kent Inclusion Partnership session – Module 8: Developing Inclusive Provision	LLSE/Nasen/Schools Partnership Programme	SENCO	Expanded evidence-based knowledge to disseminate to wider school staff.
5/05/23	ILE Learning Walk and Session	LLSE/Nasen/Schools Partnership Programme	SENCO	Expanded evidence-based knowledge to disseminate to wider school staff.
9/05/23	Every Governor is a Governor of SEND: Session 3	TEP	CTs and HT	Expanded evidence-based knowledge to disseminate to wider school staff.
18/05/23	Countywide Primary SENCO Forum Term 5	TEP	SENCO	Update on relevant changes in Kent and other outside agencies in SEN/D which impact upon practice.
	MCS Training for Subject and Middle Leaders Session 3	TEP	HT, SENCO & CTs	Build on MCS foundations to build subject leadership capacity and adaptations to the curriculum. Expanded evidence-based knowledge

				to disseminate to wider school staff.
14/06/23	EEF Conference – Making it work for all: Moving from Implementation to Impact	EEF	SENCO	Upskilling in Implementation process, metacognition, self-regulated learning and workshops.
29/06/23	ABSA Support	VSK	SENCO	Expanded evidence-based knowledge to disseminate to wider school staff and support children with SEMH difficulties.
13/07/23	Countywide Primary SENCO Forum Term 6	TEP	SENCO	Update on relevant changes from KCC and other outside agencies in SEN/D which impact upon practice.

External Agencies Support Academic Year 2022/2023

Canterbury Specialist Teaching and Learning Service (STLS)

❖ 5 children were being supported by Canterbury Specialist Teaching and Learning Service (STLS). 3 children were being supported under Communication & Interaction, 2 children were being supported under Cognition & Learning. 1 child was already being supported by EYSTLS before joining Reception in September 2022.

❖ 2 of the children being supported by STLS left to pursue their secondary phase of education in July 2023.

❖ 3 children were discharged from the service of STLS/EYSTLS throughout the academic year following progress and appropriate support implementation.

❖ 2 children were taken to LIFT for discussion in May 2023. These two children were allocated to STLS under the area of Cognition & Learning.

❖ No children due to start Reception in September 2023 were already under EYFS STLS.

External Support

Canterbury Christian Schools' Work Trust (CCSWT)

❖ External services continued to support children through Canterbury Christian Schools' Work Trust (CCSWT) who came into school and ran different events and groups throughout the year.

❖ These consisted of Confident Kids (6 children), Believe in Yourself (6 children), Be Unique (5 Year 6 girls), Christmas Payer and Wellbeing Pop-up (KS2 children) and 6-to-7 Transition session (15 children).

❖ The impact of this support was positive and enable children to experience targeted support for different areas. The children enjoyed these sessions and feedback included:

"I learned what to do when things are going wrong"(Confident Kids participant)
"I'm a confident Kid" (Confident Kids participant)
"I am special and unique!" (Confident Kids participant)
"It's boosted my confidence" (Believe in Yourself participant)
"The poem we read has really helped me and I've been reading it at home" (Be Unique participant)
"I've learned to love that I'm unique" (Be Unique participant)

Feedback about the children participating in the groups –
"They have been amazing to have in the group"
"They have engaged, communicated and supported one another".

NHS Therapies

❖ 1 child received support in school from Kent School Health Services throughout term 4 and 5.
❖ 1 child received support in school from Speech and Language Services throughout term 3 and 4, including specific transition sessions throughout term 6.

Speech Bubbles – Trinity Theatre

- ❖ 16 children from Years 1 and 2 participated in the Speech Bubbles programme through Terms 2 and 3. Of these children 5 (31%) were identified on SEN with Support.
- ❖ The impact report below identifies that all children including those identified as on SEN with Support made progress in the areas of emotional behavior and conduct skills measured before the start and at the end of the programme.
- ❖ Progress was identified in speaking and listening skills, reading and writing skills when measured before and after attendance at Speech Bubbles.

Speech Bubbles Impact Report 2022-2023
Littlebourne Primary School

Teacher assessments showed that **69%** of pupils involved in Speech Bubbles improved their learning, speaking and listening skills this year.

Learning, Speaking and Listening

- ● Striking Improvement
- ● Clear Improvement
- ● Slight Improvement
- ● No Change
- ● Slipped Back
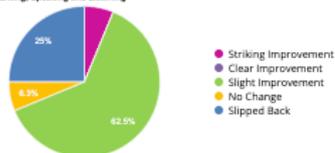
Teacher assessments showed that **100%** of pupils involved in Speech Bubbles improved their emotional behaviour and conduct behaviour skills this year.

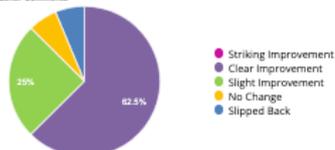**Emotional Behaviour and Conduct Behaviour**

- ● Striking Improvement
- ● Clear Improvement
- ● Slight Improvement
- ● No Change
- ● Slipped Back
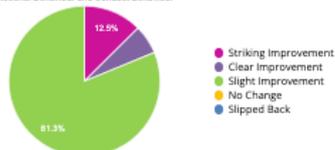
Monitoring Participants

16 Participants
10 Female, **6** Male

EAL	**5** Yes
	11 No
Year Group	**0** Reception
	8 Year 1
	7 Year 2
	1 Year 3
	0 Year 4
	0 Year 5
	0 Year 6
Eligible for Pupil Premium	**4** Yes
	12 No
Education, Health and Care Plan?	**0** Yes
	16 No

Teacher comments revealed that they had noticed improvements back in class in **88%** of Speech Bubbles children.

Teacher Comments

- ● Striking Improvement
- ● Clear Improvement
- ● Slight Improvement
- ● No Change
- ● Slipped Back

Is this child currently reaching age expected targets for reading?

Pre-Project

- ● Working towards national standard for reading
- ● At national standard for reading
- ● Working at greater depth within the expected standard for reading
- ● Pupil does not meet the 'working towards' standard for reading

Post-Project

- ● Working towards national standard for reading
- ● At national standard for reading
- ● Working at greater depth within the expected standard for reading
- ● Pupil does not meet the 'working towards' standard for reading

Is this child currently reaching age expected targets for writing?

Pre-Project

- ● Working towards national standard for writing
- ● At national standard for writing
- ● Working at greater depth within the expected standard for writing
- ● Pupil does not meet the 'working towards' standard for writing

Post-Project

- ● Working towards national standard for writing
- ● At national standard for writing
- ● Working at greater depth within the expected standard for writing
- ● Pupil does not meet the 'working towards' standard for writing

Is this child reaching age expected targets for speaking and listening?

Pre-Project

- ● Yes
- ● No

Post-Project

- ● Yes
- ● No

Has this child stopped being involved with Speech Bubbles?

Pre-Project

- ● Yes, because they left the school
- ● Yes, because the programme wasn't suited to this child's needs
- ● No

Post-Project

- ● Yes, because they left the school
- ● Yes, because the programme wasn't suited to this child's needs
- ● No
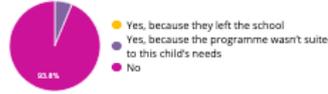
School Improvement Plan priorities for Academic Year 2023/2024 which relate to improving provision for children with SEN/D

1-Vision and leadership (Leadership and management)

Key Priority 1.1 - To ensure middle leaders (subject leads) are monitoring and driving their subject implementation and success through the monitoring of sticky knowledge.

Key Priority 1.2 - To ensure that all leaders promote and create the use of metalanguage to sustain long term curriculum impact.

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

Key Priority 2.1 - To ensure achievements in reading for boys, SEN/D and our PP children match those of other groups across the school.

Key Priority 2.2 - To develop a consistent approach to the teaching of writing to ensure that all pupils improve attainment, meeting Kent and/or National expectations.

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

Key Priority 3.1 - To broaden knowledge and support impact from our support staff through upskilling and personal development.

4 - Community and living well together (Personal development)

Key Priority 4.1 - To develop metacognitive skills in order to enhance the ability to explain thinking and understand the personal process of learning.

5 - Dignity and respect (Behaviour and attitudes)

Key Priority 5.1 - To promote understanding and respect for differences (Equality and diversity)

Key Priority 5.2 - To ensure all stakeholders are confident to identify what our values mean to us here at Littlebourne

6 - Impact of collective worship (Personal development, behaviour and attitudes)

Key Priority 6.1 - To grow worship leaders across the school to ensure our pupils can model through example.

7 - The effectiveness of religious education (Quality of education, behaviour and attitudes)

Key Priority 7.1 - To provide a rich and varied RE curriculum, which allows all pupils, regardless of their faith or belief, to learn about and accept the lives of others.

8 – EYFS

Key Priority 8.1 - To provide a language rich learning environment where their experiences set the foundations for future learning opportunities.

Key Priority 8.2 - To ensure early reading skills are taught effectively and secure early foundation phonics knowledge.