

Kingsnorth CEP School

End of Year Report on SEND

School Year - September 2021 to July 2022

1. SCHOOL PROFILE

This may also include a breakdown of pupils' needs, according to the areas of need specified in the [SEND Code of Practice](#).

See the example below. It enables you to record the proportion of pupils in each area of need with an EHC plan.

If pupils have needs in more than one area, you may wish to make a note of this since they will be counted in more than one category – but make sure you don't name any pupils.

Kingsnorth Church of England Primary School is committed to the process of removing barriers to achievement for children who may require additional provision and resources to support their learning. We aim to be an inclusive school and believe that all children, including those identified as having special educational needs, or a disability, have a common entitlement to a broad, balanced academic and social curriculum. This should be accessible to them and fully include them in all aspects of school life. Children with special educational needs have learning difficulties or disabilities that may make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age. The Special Educational Needs Code of Practice lies at the heart of our school's SEN policy and sets out the processes and procedures that all organisations should follow to meet the needs of children. The Code describes a graduated approach that recognises that children learn in different ways and can have different kinds of SEND. SEN support is the category for additional support for children with special educational needs. Currently, if further support is needed for a child, the school, or parent, may request a statutory assessment of special needs. Statements have been replaced with Education Health Care Plans (EHCP).

As a school in Kent, we also access the Kent Local Offer and as a part of this they have recently introduced a new set of 'Mainstream Core Standards'. These layout the definitions of needs found in school and the intervention and support that a school should put in place to support a child with a special educational need. Electronic copies of the can be found through the following link.

<https://www.kent.gov.uk/education-and-children/special-educational-needs/send-strategies-and-policies/send-mainstream-core-standards>

Kingsnorth are an 'Inclusion Quality Mark Flagship School' and this reviews our Inclusive practices on a Yearly basis. A copy of this report can be found on the website.

Our school has also achieved the 'Wellbeing Award Status' which was part of an Aquila wide strategy. This process looks at the schools approach to Wellbeing for all members of the school community.

A copy of this report and the strategies for future development can be accessed on request but has been shared with staff and Governors.

The school reviews its SEND and Disability Policy and Information Report is reviewed annually and can be found on the school's website. The last review was in November 2021.

In order to identify and support children who have Special Educational needs we follow the steps below to ensure that pupils' needs are identified, reported and addressed. There are a variety of forms that can be used in order for this recording to take place.

1. SCHOOL PROFILE

The SENCO is Amanda Love and the SEN governors are Karen Wilkins and Pete Le Rossignol
There are currently 418 pupils on role.

Numbers of Pupils with SEND for the academic year 2021-2022

NUMBER OF CHILDREN ON SEN SUPPORT			NUMBER OF CHILDREN WITH EDUCATION, HEALTH AND CARE PLANS		
Number of pupils with SEND Support	94	22.0%	No. of pupils with an EHC plan	11	2.6%

COMMUNICATION AND INTERACTION		COGNITION AND LEARNING		SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES		SENSORY AND/OR PHYSICAL NEEDS	
No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan
53 (ASD-17)	9 (ASD – 9)	26	3	33	2	24	4

Children in these categories can have more than one need type.

2. IDENTIFYING PUPILS WITH SEND

In the academic year 2021-2022 the following process was followed:

- Member of staff or parent had concerns about a child's progress and brought these concerns to the class teacher and then the SENCO.

2. IDENTIFYING PUPILS WITH SEND

- SENCO discussed the child and an initial concern sheet was completed with teacher and parent input.
- Possible actions were to monitor closely, or to identify a child as requiring additional to and different from, provision which can be seen on the class Provision Map.
- If it was felt that the child required the involvement of an external agency or had significant learning needs then the child was registered at SEN support and the SENDCo made a referral to the appropriate agency.
- If a child had highly significant needs then the school would consider whether the child fulfilled the criteria to apply for an Education, Health and Care Plan. At this stage, the school or parent can request that an Education, Health and Care Plan assessment be requested.
- The child will have a Provision Plan that has interventions identified for that specific child and the Local Authority then leads the process of EHCP.

3. NUMBERS OF PUPILS WITH SEND IN EACH YEAR GROUP

	SEND Support	EHCP	Total % of School Roll
Year R	10	1	2.6%
Year 1	8	1	2.1%
Year 2	10		2.3%
Year 3	15		3.5%
Year 4	10		2.3%
Year 5	11	1	2.8%
Year 6	17	8	5.9%
Year R (2022)		1	

4. PROGRESS MADE BY PUPILS WITH SEND

Below is a table is a table that sets out the attainment of pupils with SEND compared with all pupils in the year group for Reading, Writing and Maths.

ATTAINMENT OF PUPILS WITH SEND COMPARED WITH PUPILS WITHOUT SEND (TERM4) THIS WILL BE UPDATED IN TERM 6

	Reading	Writing	Maths
Year R Pupils with SEND			
Year R Pupils without SEND			
Attainment gap			
Year 1 Pupils with SEND	56%	22%	22%
Year 1 All Pupils	75%	54%	53%
Attainment gap	-19%	-32%	-31%
Year 2 Pupils with SEND	50%	10%	40%
Year 2 All Pupils	75%	50%	75%
Attainment gap	-15%	-40%	-35%
Year 3 Pupils with SEND	53%	7%	40%
Year 3	83%	58%	82%

ATTAINMENT OF PUPILS WITH SEND COMPARED WITH PUPILS WITHOUT SEND (TERM4) THIS WILL BE UPDATED IN TERM 6

All Pupils			
Attainment gap	-30%	-51%	-42%
Year 4 Pupils with SEND	60%	30%	40%
Year 4 All Pupils	86%	78%	73%
Attainment gap	-26%	-48%	-33%
Year 5 Pupils with SEND	58%	58%	50%
Year 5 All Pupils	80%	73%	78%
Attainment gap	-22%	-15%	-28%
Year 6 Pupils with SEND	60%	20%	36%
Year 6 All Pupils	73%	36%	61%
Attainment gap	-13%	-16%	-25%

5. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

At Kingsnorth, we identify pupils with SEND in a number of different ways. Some of the children enter in Year R having already being identified with Special Educational Needs and may have a diagnosis and support in place from outside agencies. This could include a diagnosis of ASD, Speech Language and communication needs or Medical needs that will have an impact on their education.

Other children are identified by their parents or class teachers as having a need that may need extra support in the classroom. In conjunction with the SENDCo the children are given support through a variety of different interventions or supporting strategies which are delivered in class by the Teacher or Teaching Assistant. These are recorded on a Provision Map. When children require individualized support to progress in aspects of learning specialist support can be accessed in a number ways. These include referrals to Speech and Language Therapists, Educational Psychologists, Specialist Teachers and

5. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

Pediatricians. Specific and specialist intervention is recorded on a Personalised Plan and shared with the child's parent. After a period of 'Plan, Do and Review', an application could be made for an assessment for an Educational, Health and Care Plan, (EHCP). This request can be made by the child's parent or the school to the Local Authority.

This year the school have supported 4 parents to make applications for assessments for EHCP. One went forward to assessment and was agreed, two were not agreed and one is pending.

6. SEND FUNDING

This section could tell governors:

- How the school's SEND funding is allocated and spent
- Who is responsible for this
- Where pupils with SEND are also eligible for the pupil premium, how the pupil premium is being used to support these pupils

At Kingsnorth there are children in receipt of high needs funding because they have a 1-2-1 in place. We cover the first £6000 of this support, and the SEN budget contribute the rest including HNF.

Pupil Premium is an allocation of funding that is received by the school to support fair access to the curriculum for children who are considered vulnerable as they are in receipt of Free School Meals or have had FSM in the past.

Some children are in receipt of Pupil Premium +. This is for children who are adopted and supports their access to the curriculum through tutoring or extra-curricular activities such as music lessons. These interventions and activities are part of an EPPLAC (Education Plan for Previously Looked After Children). These plans are devised in conjunction with the Virtual School Kent.

SEND, Pupil Premium and Pupil Premium + funding at Kingsnorth was spent on the following in 2021-22:

- Family Liaison Officer
- 1:1 tutoring for maths (PP+)
- Specialised Training
- Educational materials and books
- Educational Psychology (SLA)
- Dyslexia, Writing and Typing software
- Fidget toys and sensory equipment
- Books and research material for the Sensory Champions course and implementation of strategies
- Weighted resources
- Ear defenders
- Sloped desks and height adjustable desk
- Lego sets for Lego Therapy
- Balance cushions/wobble cushions
- Equipment for Fine and Gross Motor Skills i.e. Yoga balls, fine motor skills cubes

6. SEND FUNDING

- Pencil grips, specialised pens and pencils
- Coloured overlays and coloured paper exercise books
- Boxall Profile
- Disability specialist equipment
- Toilet adaptations
- Play Therapy

7. STAFF DEVELOPMENT

In this school year 2021-2022, Kingsnorth has had a variety of training to support staff with Special Educational Needs and Disabilities.

- Through the Kent EP Service, the classroom staff had a series of training on the Kent Mainstream Core Standards.
- This was followed by 'class surgeries' where teachers could bring SEN cases and discuss how to support children using the Mainstream Core Standards.
- At Kingsnorth, we have trained 4 ELSAs (Emotional Literacy Support Assistants) via a training offer from the MAT-Aquila. This means that we can support children with Social, Emotional and Mental Health issues. The ELSAs continue to receive training and supervision led by the Trust's Educational Psychologist.
- The SEN Assistant has completed a course as a 'Sensory Champion', and will be used to support staff to provide intervention and strategies to support sensory needs in the classroom.
- Staff have had CPD time on completing Provision Maps and plans.
- Safeguarding training is completed on a yearly basis.
- Health Care training has also been completed for specialist conditions in the school.
- As the focus of the SIP was on the development and use of vocabulary training was arranged for Classroom Staff to have training on 'Using Vocabulary In The Mainstream Classroom'. This training was offered by specialist speech and language therapists, through the Beacon Special School.

The current SENCo will be leaving her position at the end of Term 6, and a new Assistant Head/ SENCo, Denise Moore, will start in September 2022.

8. WORK WITH EXTERNAL AGENCIES

We sought advice from a number of outside agencies in order to support all children with needs to the best of our abilities.

- Kent Specialist Teaching Service provided a SENCO LIFT (Local Inclusion Forum Team) support service 6 times each year where support can be requested from Specialist Teachers and other Local SENDCos. This is through a 'Solutions Focused Approach'. SENDCos can take paperwork for individual pupils and seek further advice or in-school support from a specialist teacher. The Specialist Teaching Service also provide sessions every term where the latest government updates are delivered.
- Aquila Multi-Academy Trust, who are the Trust that Kingsnorth is within, provide an Educational

8. WORK WITH EXTERNAL AGENCIES

Psychologist and Psychology Assistant who provide a 'SEND Review Service' where cases can be discussed and support or assessments can be sought. They also provide training for staff and supervision for the 4 ELSA's (Emotional Literacy Support Assistants) we have at school who support the children with SEMH needs.

- Visits from various special school outreach services to improve the knowledge of how best to support children with specific special needs. These included LIFT, STLS and Play Therapy. Social Services/Early help service has also been involved with children with SEND.
- To support a number of our pupils we have bought into the Kent Psychology Service this year due to Covid Pandemic having a variety of negative effects on our pupils learning and emotional needs.
- To support a number of our pupils we buy into a 'Play Therapist' to help various children with Social, Emotional and Mental Health issues.
- Ashford has access to a School's Team provided by the Speech and Language Therapy Service. This service provides individual support and treatment plans for children with speech and language needs.
- The SENDCo works closely with the 'The Inclusion Quality Mark' and performs external assessments on other schools who wish to obtain this quality mark.

The school have also taken part in the Kent Inclusion Leadership Partnership with other schools on the Multi-Academy Trust.

Liaison with Secondary School Partners

- To ensure smooth transition for current Y6 children with SEN, additional transfer arrangements were implemented during the summer terms, when required.
- Children on the SEN register or who may have an identified need in transition had the opportunity for extra visits to their secondary school.
- Strong links exist with all our partner secondary schools.
- Close liaison between teachers and SENCOs took place to ensure accurate and efficient transfer of records and information to minimize the disruption of support levels for pupils transferring to the secondary sector.
- Separate transition arrangements and induction visits were set up for SEN pupils where required.