



SEN Governors' Report December 2022

Summary

Number on school role (as December 2022)	139 main school + 29 pre-school = 168
% with EHCP	4 children = 3% (NA 2.3% January 2022)
% with SEN Support	(11) 8% (NA January 2022: 13%)
% in receipt of HNF	(4) 3%
% in receipt of PP	(18) 13% (NA 22.5% Jan 21)
Total number of SEN	(16) 12%
Total number of Vulnerable pupils	15 SEN of which 4 are also PP 14 additional Pupil Premium pupils (Total 21%)

	EHCP	SEN Support	Pupil Premium
December 2022	4	12 (1 in Nursery)	18
October 2022	3 + 1 pending	12	18
December 2021	1 (currently educated off site)	12	17
July 2021	2	21	23
2019-2020	1	14	20

SEN profile by year group:

	SEN Support	High Needs Funded	Education Health Care Plan	Cause for Concern
Nursery	1			
Reception		1	1	3
Year 1	1			3
Year 2	1			4
Year 3	1	1	1	
Year 4	1			3
Year 5	3			3
Year 6	4	2	2	3
TOTAL	12	4	4	19

Gender of pupils on schools SEN Register:

Total number of boys	Total number of girls
8	8

This includes pupils with an Education and Health Care Plan.

Broad Areas of Need – Number of pupils with SEN within each need type:

	Communication & Interaction (Speech & Language)	Cognition & Learning	Sensory/Physical /Medical	Social, Emotional & Mental Health
Nursery			1	
Reception	1			
Year 1	1			
Year 2		1		
Year 3	2			
Year 4				1
Year 5		1		2
Year 6	4	2		
TOTAL	8	4	1	3

Parent Survey September 2022 (12 responses)

Summary of responses:

75% feel that their child is making good progress at school, 8.3% (1 parent) does not think their child is making good progress.
 75% of parents feel that their child is getting the support they need. 2 parents or 16.6% do not think their child is getting the support they need.
 75% of parents feel involved and included in their child's progress, 16.6% do not feel involved in their child's progress.
 75% of parents think that Smarden Primary offers strong pastoral support for its pupils, 1 parent does not agree.
 83.4% of parents say that their child is happy at school.
 83.4% of parents said their views were listened to and no one disagreed with this.
 100% of parents knew whom to contact if they had a concern.
 58.4% of parents think the school effectively identifies pupils with SEN, no parent disagreed with this.
 75% of parents think that pupils with SEN have equal opportunities to take part in clubs, 25% are not sure.
 58.3% of parents think that the school listens to the views of pupils with SEN at Smarden, no one disagreed with this statement.

Impact of survey or lessons learned:

We need to further improve how we communicate the support we are giving children with SEN at Smarden and their progress by ensuring that meetings are taking place regularly at least three times/year. We also need to communicate access to all clubs to all parents and pupils. We will do this by making suggestions at the provision meetings 3x/year. We will also provide 1:1 support for pupils to access clubs if necessary. ACE tutors will suggest clubs to their tutees. We will draw parents' attention to how we identify pupils with SEN in a termly SEN newsletter which will also include how we listen to stakeholder views.

Review of the Interventions currently running at Smarden Primary Academy

Intervention	Focus	Impact % making progress/achieving targets	Implications for 2022/2023
Drawing and Talking	12 week intervention which serves as a safe place to offload and process difficult emotions and increase self esteem.	All children offered this intervention, attended sessions and made good progress.	To be continued. Consider measuring impact using the Boxhall profile.
Sensory Circuits	Participation in a short sensory motor circuit prepares children to engage effectively with the day ahead.	Mixed.	We need to measure the impact of this more closely using Boxhall profiles.

Lego therapy	6-8 week intervention to increase self-esteem, team building, speaking and listening skills and social skills.	Now regularly in use in several classes with small groups of pupils.	As above
Talk Boost	Language program used in Nursery.	Significant positive impact but measured through qualitative assessment.	Use baseline assessment to measure progress. Consider the NELI language assessment for this use.
Speech Link	Used to assess speech and language in Reception. Also provides a program for addressing difficulties with speech production.	100% of pupils on this program make progress.	Consider use for 3-4 year olds in pre-school.
Nuffield Early Language Programme	The Nuffield Early Language Intervention is a 20-week programme proven to help young children overcome language difficulties. It is targeted at children with relatively poor spoken language skills. Teaching Assistants are trained in how to develop children's language skills.	Good progress	Being run again this year by Year R teacher, Sarah Judge.
Nessy	A reading and spelling intervention which allows children to practise synthetic phonics on a computer.	Mixed	To be continued
Freckle	A maths intervention online. The STAR maths test is used	Significant progress for non SEN and PP, less progress for SEN. See report below.	To be continued.

	to identify gaps and misconceptions. Freckle allows adaptive practise of these gaps.		
Reading Fluency Intervention	TKAT led reading fluency intervention to address fluency and comprehension.	55% made progress on accuracy. 36% made progress on comprehension. 50% made progress on reading rate. See report	To be continued. Staff experience and expertise has improved. Ensure all sessions always take place.
1:1 reading	Reading volunteers from the community read daily with selected pupils.	100% of pupils made progress.	Highly effective - to be continued.

All interventions are reviewed termly at Pupil Progress Meetings and analysis of their effectiveness is carried out three times a year.

Outcomes for pupils with SEN

KS2 Year 6 data (July 2022) – children attaining expected standard

Attainment	Reading	Writing	Maths	Combined	Attendance
National Average (2022)	75%	71%	73%	60%	
School Non-SEN	93%	87%	87%	73%	94%
School SEN Support	100% SS:105.7 +2.1	67% SS: 99 -0.9	100% SS: 104.3 +0.1	67%	94%

KS1 Year 2 data (July 2022) - children attaining expected standard

Attainment	Reading	Writing	Maths	Combined	Attendance
National Average (2022)	68%	58%	69%	54%	
School Non-SEN	92%	77%	69%	69%	94.7%
School SEN Support	100%	50%	50%	50%	95.9%

SEN writing emerges as a clear focus for our action plan.

Attendance of Pupils with SEN

No SEN	SEN Support	SEN plus EHCP
93.39%	94.55%	95.26%

Whole school professional development training in SEN

The following training has been provided to staff over the last 2 years:

Training	Uses in the school
The Nurturing Schools Programme	To embed the 5 principles of Nurture into school life for pupils and staff.
Senior Mental Health Lead training + support for working towards the school mental health award from the Carnegie Centre for Excellence in Schools	To support the mental health and wellbeing of all staff and all pupils.
The EEF 5 a day Training	To adapt teaching for all pupils. To embed the recommendations of the EEF SEN summary report.
Understanding and Managing anxiety led by STLS	Supporting children (and their families) with anxiety.
Dyslexia Friendly Classroom	Adapting the classroom environment to suit children with dyslexia. Knowing how to support children with dyslexia.
The Incredible 5 point scale	For children who struggle to control their emotions.
Emotion coaching	To enable staff to communicate with pupils when they are emotionally distressed.
Fizzy training	Occupational therapy led intervention to assist the development of motor skills.
Clever Hands training	As above
EY SEN training	Training for Nursery SEN assistant.
Makaton training	Makaton is a unique language programme that uses symbols, signs and speech to enable people to communicate. Used by pre-school and Year R daily.

Selective Mutism training	To support pupils in Key Stage 2 displaying signs of selective mutism - a severe anxiety disorder where a person is unable to speak in certain social situations, such as with classmates at school or to relatives they do not see very often.
STLS webinars on STAR approaches, social stories, Understanding and Managing anxiety, Precision teaching, Pupil Voice, Emotion coaching.	To support pupils across the school with a variety of difficulties.
Autism awareness training	To raise awareness of the common difficulties associated with autism and to learn ways to support pupils of all ages in school.

Identification

As a school, we are continuing to work together to develop a structured and agreed approach when identifying pupils needing SEN support and differentiating from those who are underachieving. The school identifies children needing SEN support in a number of ways:

- Observation of pupils in Nursery, combined with weekly meetings between school SENCO and pre-school staff to discuss concerns about children.
- Early identification of speech difficulties through Language and Speech link screening assessments given to children as they start in Reception class and subsequent referral onto the NHS Speech and Language if appropriate.
- All children in Year R are screened using the Ox Ed Language Screen program prior to being chosen for the Nuffield Early Language Intervention.
- Pupil Progress meetings which take place during the last week of each term, undertaken by a member of the Senior Leadership Team and attended by the Inclusion Manager.
- The SENCO monitors attendance daily and behaviour weekly to look for patterns of concern.
- The Boxhall profile and SDQs are used to monitor emotional well-being and mental health. These records, combined with pupil progress data, enable a proactive approach to identifying pupils demonstrating a low level of wellbeing and involvement. We aim to complete a Boxhall Profile on every pupil as part of the Nurturing Schools Program.
- We use the Dyslexia Portfolio to screen for dyslexia, as well as the Test of Auditory Processing, the Test of Visual Processing, and the Phonological Assessment Battery (2nd Edition).
- We use the Neale Analysis of Reading to assess a detailed profile of strengths and difficulties in reading on a 1:1 basis.
- We refer pupils to the Local Inclusion Forum Team for assessment by specialist teachers.
- We have also made referrals this year to East Kent Community Child Health Services for a diagnosis of ASD, and the Neurodevelopmental and Learning Disabilities Service for Kent & Medway for ASD and ADHD.
- We have made referrals to School Health for emotional health and well-being, and to Early Help for targeted support for children and their families.