

Annual SEN Report
Academic Year 2017 -18

1. Current SEN register

Year Group	SEN Support without HNF	SEN Support with HNF	EHCP without HNF	EHCP with HNF
EYFS	3			1
Year 1	5	1		
Year 2	2	2		
Year 3	5			
Year 4	9		1 (HNF pending)	
Year 5	4			1
Year 6	8		2	
Total	Total SEN Support: 9.18% of roll (National average 13%) (Kent average 11.9%)		Total EHCP: 1.2% of roll (National average 1.4%)	
Total SEN	44 children 10.3% of roll			

2. Funding

The school's 2017/2018 SEN notional budget totals £57,407

Five children received additional support funding totalling £4783.92 per month.

3. SEN Need Type

(This shows the primary need type only for each child on the SEN register. Many of the children have more than 1 need type).

Year Group	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	PD, Sensory and Medical
EYFS	5			
Year 1	4		1	
Year 2	2			2
Year 3	2	1	1	1
Year 4	6	3	1	
Year 5	2		2	1
Year 6	5		5	

The range of SEND in the school includes the following: Speech and language difficulties/delays, dyslexia, Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactive Disorder (ADHD), Aspergers, Obsessive Compulsive Disorder (OCD), mental health issues, cognitive learning delays and dyspraxia. Many children have more than one need type. We have noticed an increased amount of children presenting with mental health difficulties and these are being supported by CHATs counselling and Young Healthy Minds. We currently have three children accessing counselling services and four accessing the services within Early Help.

4. The SEN policy.

The SEN policy (updated March 2019) can be found on the school website. The policy is evidenced through our practice in the following ways:

- Provision of quality first teaching in class
- Links with parents – consultations, intervention group letters and meetings with the SENCO.
- Provision maps and tracking systems.
- Links with external agencies and services.
- Information on the school website.

5. The Correlation between SEND and Disadvantaged Children is :

Percentage SEN	Percentage Disadvantaged:	Percentage Both:
10.3%	16%	2.6%

6. Attendance:

For 2017-2018:

SEN – 96%

SEN – EHCP – 97.3%

Non-SEN 97.2%

All Pupils – 97.1%

7. SEN Outcomes (2017-2018) See attached data reports

End of Key Stage 2 SATs – Results are outstanding, with 71% of children with SEN achieving expected level for combined Reading, Writing and Maths. This outperforms the national level of 64% for all children.

End of Key stage 1 SATs - Outperformed national SEN levels in all areas (Reading, Writing and Maths)

Year 1 Phonics screen - Outperformed national SEN levels. There is a 3 year upward trend in our results for children with SEN.

8. Quality of Teaching

The Mainstream Core Standards are promoted across the school to improve Quality First Teaching reducing the need for additional interventions. These are monitored as part of learning walks and our observation cycle. Staff awareness, understanding and effectiveness is also promoted through meetings with professionals such as the Specialist Teaching and Learning Service, to discuss strategies for the teaching and learning of individual children with SEN.

High Needs Funding is used to personalise the learning and to support the specific needs of these children. The High Needs Funding Provision review by the Local Authority in December 2018 stated that High Needs Funding provision at Sandgate School is exemplary and they could not find improvements for current provisions.

The **Nurture Team** is providing opportunities for extended conversations and encouraging imaginative play, helping children to understand and respond appropriately to the feelings of others. The children are developing their listening, sharing and turn-taking skills, which can reduce or remove barriers to learning and friendships, enabling success back in their classroom. Recent Nurture Group activities have included writing songs together, rehearsing and performing them to the rest of the school, as well as preparing vegetable beds ready for the planting of runner beans and potatoes. The Nurture Team also plays a key role when children transition to other schools. Three children that moved to specialist provision this year were supported through Nurture Team activities to ensure their successful transition.

Through our **Sensory Circuits** we deliver a personalised activity programme that is designed to meet a child's specific sensory needs. We have worked closely with

Occupational Therapists to ensure that the Sensory Circuits are effectively supporting children to improving their levels of attention and focus. This redirection of their energy helps facilitate engagement for learning.

The **Language Link programme** has successfully improved the language comprehension skills of children across the school. This intensive intervention involves identifying the specific language needs of individual children and implementing personalised interventions. Rescreening evidence continues to show significant improvement in language skills after the intervention programme. There is also a reduced need for subsequent language interventions as children progress through the school and develop further in their language understanding.

We are using **Clicker 7 writing apps** for children with dyslexic traits in Key Stage 1 and 2. This multi-sensory approach supports, challenges and motivates children, enabling them to develop writing skills and to see themselves as writers.

The SENCO works closely with the Deputy Head to look at specific gaps and areas of concern for individual children. This is then used to inform provision mapping and intervention during that term. Intervention groups run more frequently and for shorter periods of time as evidence suggests that this has the greatest impact. The impact of these interventions is evident in the percentage of children reaching Age Related Expectations in Reading, Writing and Maths. The impact of these groups is monitored throughout the period of intervention.

Governor and SENCO intervention observations are planned as follows:

Term 5 – Sensory Circuits and Gross motor skills interventions

Term 6 – Language Link and Nurture Group interventions

Where appropriate, children on the SEN register have individual target reports which are personalised to ensure that progress is monitored in smaller steps. For example, although a child may not have reached Age Related Expectations in writing, they may have made significant progress/steps in the development of their independent writing skills. This progress is now tracked individually and recognised and celebrated as a personal success.

9. Training

Training	Attendees (whole staff or individual)
Dyslexia awareness training	Glenn Sharp and Janet Matthews
Autism awareness	Laura Rawcliffe, Jo Cable, Claire Beresford, Jess Ralf
Dyscalculia	Jenny Taylor
Sensory Circuits Support	Nurture Team TAs
Dyslexia strategies training	All TAs
Clever Hands training	Nurture Team TAs
Fizzy training	Nurture Team TAs
Questioning	Mitra Storey, Max O'Sullivan
Language through Colour	Mitra Storey, Max O'Sullivan
Vocabulary Development	Paula Arnold, Stephanie Bourne
Mental Health Training	Lianne Jones and Wendy Hill
ADHD awareness (21/3/19)	Jo-Ann Wright, Wendy Hill, Suzy Uttley, Laura Rawcliffe.