

Annual Report on the Implementation of the Special Educational Needs Policy and Disability Equality Scheme (SEND)

Bishops Down Primary School is committed to removing barriers to achievement for children who may require additional provision and resources to support their learning. We are an inclusive school and believe that all children, including those identified as having special educational and/or disability, have a common entitlement to a broad, balanced academic and social curriculum. The curriculum should be accessible and include every child in all aspects of school life.

The Special Educational Needs Code of Practice lies at the heart of our school's SEND 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.

In the academic year 2018-2019 the following process was followed:

At Bishops Down early identification ensures appropriate support and intervention for pupils with SEN. The school protocol for identification was as follows:

- If any member of staff has concerns about a child's progress brought these concerns to the SENDCO, either before or during a Pupil Progress Meeting (which happen termly)
- Class teachers continually monitoring the children in their class through observations, discussions, verbal and written feedback.
- Liaising with parents.

Policies

- The school SEND policy was reviewed in October 2019. The full policy can be viewed on the school website.
- The SENDCo is Michelle Woods and the SEND governors are currently Gilly Shankland and David Adams
- The Family Support Advisor and SEND Assistant is Ellen Stock

SEND School profile 2018 – 2019

- At the end of the academic year 2018 – 2019 there were 36 children on the SEND register
- The number of children on the Special needs register was 12.7% of the school roll (National average was 14.9%)
- The number of children on the Special needs register with an EHCP was 11, 7 of these children with EHCPs were part of the SRP
- Percentage of children with EHCP was 3.7% (higher than the national average)

The four areas of need with number of children are as follows:

	Number	Percentage
Cognition and Learning	13	36%
Communication and Interaction	9	25%
Social, emotional and mental health	5	14%
Physical Disability / Sensory	9	25%

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Attainment and progress of pupils with SEND 2018-2019

*Taken from Autumn 1 2018 - Summer 2 2019

	Below	At or above ARE	Above ARE
	Summer 2 2019	Summer 2 2019	Summer 2 2019
SEND Attainment in Reading Combined yr 1-6	58.6%	41.4%	3.4%
SEND Attainment in Reading EHCP and pending EHCP removed Combined yr 1-6	50%	50%	4.5%
SEND Attainment in Writing Combined yr 1-6	86.2%%	13.8%	3.4%
SEND Attainment in Writing EHCP and pending EHCP removed Combined yr1-6	81.8%	18.2%	4.5%
SEND Attainment in Maths Combined yr 1-6	55.2%	44.8%	6.9%
SEND Attainment in Maths EHCP and pending EHCP removed Combined yr1-6	50%	50%	4.5%

Attainment can be a misleading area when looking at SEND data, as children with additional needs will be making smaller steps of progress and their rate of attainment slows significantly, particularly for those with complex needs.

- When children with EHCPs (or pending EHCPs) are taken out of this analysis the percentages of children at or above ARE increases as a result.
- Children with EHCP or PENDING EHCP have all made good or outstanding progress as measured on B Squared and against the outcomes on their EHCP. Parents and outside agencies all report positive comments on the progress made by our pupils with EHCP or pending.

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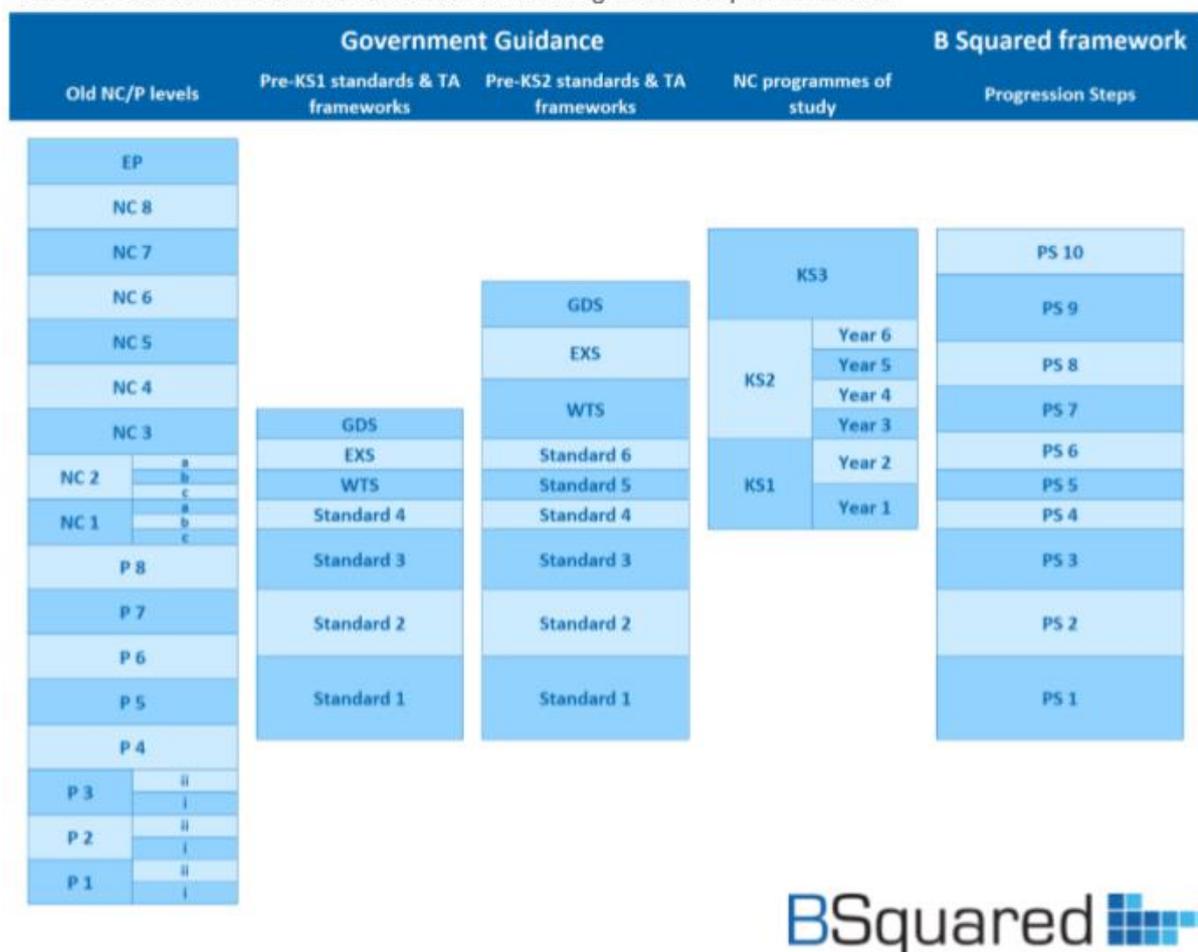
SEND - Progress		
<i>Measured using Target Tracker</i>	Below Average Step Progress	Average Step Progress and above
Reading Combined yr 1-6	42.2%	45.5%
Reading EHCP and pending EHCP removed Combined yr 1-6	47.8%	47.8%
Writing Combined yr 1-6	39.4%	48.4%
Writing EHCP and pending EHCP removed Combined yr1-6	53.4%	52.2%
Maths Combined yr 1-6	30.4%	57.6%
Maths EHCP and pending EHCP removed Combined yr1-6	30.4%	65.2%

- This information relates to children that are tracked using the software Target Tracker and is measured in line with expected progress of children without SEND.
- When the data of the children with more complex needs (EHCP and pending) is removed there is a percentage increase in those achieving average step progress in reading, writing and maths.
- For children with SEND 45.5% achieved average step progress in reading, 48.4% achieved average step progress in writing and 57.6% achieved average step progress in maths. Which is significantly lower than the percentages for children without SEND.
- However; for those children not making the threshold of 6 steps (average steps) individual breakdown shows that all children with SEND do make progress, albeit smaller steps. For example; for Reading 19/27 children made 4 steps or more, 21/29 made 3 steps or more. For writing, 16/29 made 4 steps or more, 20/29 made 3 steps or more. For maths 22/29 made 4 steps or more, 24/29 made 3 steps or more. NB 2/29 of these children were new to the school and hence do not have progress data.

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Many children with SEND make smaller steps of progress, which are appropriate to them. These smaller steps of progress are measured using a package called B squared. We use progression steps within B squared to track progress made. The chart below shows how these progression steps work alongside the National Curriculum and the former P Scales.

The table below illustrates the structure of the Progression Steps framework.



SEND in Early Years

A 'Good Level of Development' was met by 0% of children in year R who have special educational needs and/or disability. However, this amounts to 2 children, 1 of whom has now entered a Special School and the other is part of our SRP.

Provision

In the academic year 2018 – 2019 provision for English included: Additional phonics interventions, 'Read, Write, Inc,' 1:1 reading support and small-group writing support, Clicker 7, handwriting support including fine motors skills and 'Write from the start', precision teaching, use of laptops and iPads for children who needed support with recording.

Provision for Maths included: Numicon (and other manipulatives), maths support focus groups, precision teaching, and differentiated overlearning opportunities.

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Provision for other areas has included: speech and language therapy sessions, physiotherapy, hydrotherapy, sensory circuits, emotional and well-being support including time to talk, incredible 5 point scale, buddy playtime support, social communication group, young carers group and a Pets as Therapy dog.

Teachers complete provision maps termly which outlines the support a child receives in addition to quality first teaching. The map has a clear target of the intervention's outcome, showing entry data before the intervention and exit data after the intervention. This allows close tracking of the impact of all interventions.

Any child who receives High Needs Funding or who has an EHCP has a Personalised Provision Plan which outlines all the provision that the child receives and is shared with parents; targets are reviewed and updated three times a year. Where possible children are involved in this process.

Specialist Resourced Provision

As well as aiming to deliver outstanding provision to the children that are a part of our SRP we are also able to offer in-reach and outreach to other schools and settings. This can take the form of offering specialised training to other local schools and settings, sharing good practice with other professionals by both other staff visiting the school and by our staff visiting schools and settings in an advisory capacity.

The school also hold a regular Steering Group Meeting, including specialist teachers, Governors, a parent representative and representatives from the Local Authority. This Steering Group ensures that the school continues to provide the very best care and education for the children attending the SRP

Budget allocation for 2018-19

- Total allocated for SEND/AEN funding was

The amounts below relate to the last financial year ie April 2018 – March 2019.

1.	Maintained (Notional) AEN/SEN Top up Mainstream =	£10,702.61
2.	Maintained Element 3 Mainstream =	£29,972.76
	Total =	£40,675.37

The school was also receiving additional High Needs Funding for 5 other children. The amounts of this funding varies according to need and provision. Not all of these children had an EHCP as their needs were being met with the additional funding.

This money is spent on:

- TA 1:1 support, 1:2 or other small group support as needed
- Small group sizes which could be run by an HLTA or teacher
- Specialist resources

Staff, resources and training 2018-19

- All teaching staff have the responsibility of ensuring that children with SEND make similar or accelerated progress to that of their peers.

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- Training was given to teachers and teaching assistants at the whole school and large group level on Colourful Semantics, supporting EAL children, de-escalation strategies, supporting children with ASD
- Individual training was targeted where needed and linked with the school development plan, including BEAM & Sensory Circuits, Lego Therapy, Mental Health First Aid, ASD Awareness and cued articulation.

Parent liaison

Staff meet Parents three times a year (at least) to review intervention impact within the plan, do, review cycle.

Our Family Support Advisor Ellen Stock is on hand to support any parent who is referred through school or approaches her. The FSA attends local meetings with other FSA/FLOs and is developing an action plan to further develop the ways the school can support parents.

The SEND team has an open door policy and strive to be approachable, working together with parents to find solutions to problems. Both the SENDCo and the FSA hold regular drop-in events for Parents to come and ask for advice or share concerns.

External Agencies

We seek advice from several outside agencies in order to support all children to the best of our abilities.

- Access for support from specialist teaching and learning services is gained via LIFT (Local Inclusion Forum Team) through which approval may be given to receive support from specialist support teachers for social, emotional and mental health, communication and interaction, cognition and learning, visual, hearing and physical difficulties.
- LIFT also provided a forum where the expertise of SENCOs, best practice in schools and the knowledge and advice of specialist support teachers can be shared.
- The SENDCo attends local SENDCo forums and or Kent County Council Additional Educational Needs Updates 3 times each year where the latest government updates are delivered.
- We have regular support from a variety of health professionals, training staff in specific medical care.

Liaison with Secondary School Partners

- To ensure a smooth transition for current Y6 children with SEND, additional transfer arrangements were implemented during the summer terms, when required.
- Children on the SEND 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 SENDCOs took place to ensure accurate and efficient transfer of records and information to minimise the disruption of support levels for pupils transferring to the secondary sector.
- Separate transition arrangements and induction visits were set up for SEND pupils where required.
- For pupils moving into our school who had an identified Special Educational Need similar liaison meetings were held before starting to ensure appropriate levels of support were put in place.

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Disability Duty - Accessibility and Future Plans

Under the Disability Equality Duty schools are required to take proactive steps to ensure their disabled pupils, staff and governors, parents/carers and other people using the school are treated equally. Schools are required to establish a Disability Scheme to promote equality of opportunity for disabled pupils, which sets out to improve access to facilities and the physical environment of the school, as well as the curriculum and information for pupils.

Disability Duty

The school publishes an Equality Duty and Equality Objectives document which includes Disability Duty and Disability Equality. It also includes a set of objectives that the school are working towards with regards to equality.

The medical needs across the school are varied. All staff receive training annually from the school nurse or other health professionals to support these needs and key staff who come into regular contact with the child are listed on the Care Plan.

Inclusion for pupils with disability:

All pupils have access and opportunities to participate in school visits/clubs and school activities through reasonable adjustments. All pupils are enabled to go on residential trips through reasonable adjustments, ensuring that trained staff accompany them on the residential.

We have a care suite/changing place for children who require additional help with changing/wheelchair access and toileting. A second care suite together with a therapy room is being planned in the next year. There are separate parking bays for disability access.

Parents and Carers involvement in the provision for pupils with special educational needs, and of those with disabilities and/or medical needs.

- Individual Health Care Plans (IHCPs) are written with the involvement of parent/carers and school staff.
- Parents/Carers are invited to attend and contribute to all review meetings. They meet with school staff at least 3 times per year to ensure they have a good understanding of achievements and next steps.
- Information about the complaints procedure and how to access this procedure is available in the policy section and can be requested from the school office.
- The SEND policy is available to parents on the school website.
- A parent representative attends all SRP Steering Group meetings.