

Wincheap
Foundation
Primary School

SEN Evaluation
Report

2020/2021

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1. Contact details (name, phone, email) of SENCO and SEN Governor

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SEN Governor: Mrs Alison Cogger
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2. Number and % of pupils with EHC Plans and % with SEN and the national comparison %

	2018/19 school	2018/19 national	2020/21 school	2020/21 national
Total SEN	16.1%	14.2%	15.3%	N/A
SEN Support	10.6%	12.6%	8.9%	N/A
EHC Plans	5.5%	1.6%	6.2%	N/A

* No data for 2019/20 and or national data for 2020/21

3. Number and % of pupils with SEN (all) with each type of need

Need Type	Number	Percentage
Communication and Interaction	41	27.06%
Social, Emotional and Mental Health	10	6.6%
Cognition and Learning	13	4.68%
Physical and Sensory	2	1.32%

4. Funding provided to the school to the school for SEN

At Wincheap Foundation Primary School, at the end of summer term 2021, we had 13 children with additional high needs funding. This is additional funding ranging from £1300 to £10,850 annually per child, depending on the category and severity of need. The funding is reapplied for each year. The first £6000 of any SEN pupil's entitlement is funded through the delegated school budget. At our school, we use the high needs funding for additional provision including interventions, resources, staffing and training to enable pupils to access their general learning and specific personalised provision plans.

5. The outcomes of achieved by the last leaving group of pupils with SEN

- **Outcomes of pupils with EHC Plans**
- Cohort in Year 6 = **60**
- Pupils with EHC Plans = **4**

Reading	Writing	Maths
0%	25%	0%

- **Outcomes of pupils with SEN Support**
- Cohort in Year 6 = **60**
- Pupils with SEN Support = **10**

Reading	Writing	Maths
27%	18%	18%

6. The progress data for current pupils

% SEN/all children <i>On track for expected or better progress from their starting point</i>	Reading	Writing	Maths
Year R	50%/73%	N/A	50%/81%
Year 1	25%/57%	N/A	25%/60%
Year 2	17%/54%	N/A	17%/59%
Year 3	22%/51%	N/A	11%/52%
Year 4	15%/66%	N/A	15%/93%
Year 5	N/A/69%	N/A	N/A/51%
Year 6	20%/61%	N/A	13%/64%

7. Attendance of pupils with SEN

	% Attendance 2020-2021	Number of Persistent Absentees 2020-2021 (Pupils with attendance below 90%)
No SEN	96.95%	30 (6.81%)
SEN Support	92.01%	8 (1.81%)
SEN with EHCP	94.60%	3 (0.68%)

8. Exclusions occurring in the last 12 months

Number of fixed term incidents <i>% of pupils with no SEN/% pupils with SEN</i>	Number of permanent exclusions <i>% pupils with SEN/% of pupils with no SEN</i>
0%/100%	None
There were 5 fixed term incidents for 5 separate children. This equalled 28 sessions/14 days.	

9. Secondary Destinations of pupils with SEN

	Secondary Schools
SEN Support	Canterbury Academy Archbishops School
EHCP	The Goldwyn School Hopeview School St Nicholas' School St Anselm's School (mainstream)

10. An update of improvements made to the school through the Accessibility Plan

Improving access to the curriculum				
Target	Strategy	Time scale	Impact	Evaluation/review July 2021
Identify areas where disabled pupils are underrepresented or underachieving.	Ensure high quality teaching for all to improve disabled pupils' access to the curriculum. Include strategies that are sensitive and responsive to pupil diversity.	Ongoing throughout the year.	Improved knowledge and skills to challenge and reduce in barriers to learning.	Ongoing Cycles of assess, plan, do and review carried out 3 x yearly. Personalised plans updated 3 x annually
Ensure that key lessons meet the needs of all learners with particular regard to ceasing of setting for maths.	Learning walks. Book looks. Shared good practice. Feedback from pupils and parents.	Review termly following PPMs, lesson observations and book looks.	Evidence that vulnerable children are 'keeping up' with their peers and that stronger learners are deepening their understanding.	Ongoing Many of the strategies have been difficult due to Covid-19 restrictions, etc. SLT have worked to put into place a robust catch up curriculum and different ways of ensuring quality first teaching.
Ensure appropriate professional development for staff on inclusive classroom practice and on specific disability/medical issues.	Staff meetings Photos of key children for lunchtime staff	By end of term 3	Specific children will be accessing school full time. Specific and ongoing training will be in place as required.	Photos of key children for lunchtime staff implemented. STLS in-year review accessed. Some visits from STLS have been carried out face to

	Drop in support from STLS			face and some virtually due to Covid-19 restrictions. Transition event for EYFS booked for next term.
Ensure that school trips and visits are accessible to all.	Risk assessment with adaptations as appropriate. As part of pre visit risk assessments, staff will now take into account accessibility needs of all children when visiting sites. This will include researching transport options.	Risk assessments to be completed and individual RAs to be reviewed before planned trips take place.	Reasonable adjustments will allow children with disabilities to participate alongside able bodied others.	Ongoing This is still good practice for trips, but not needed this year due to Covid-19 restrictions.
Improving access to the physical environment				
Make any reasonable adjustments to the physical environment so that pupils with disabilities can access education. Include access to space for specific medical needs attention.	Training for key staff as required to support children with physical disabilities.	Current facilities to be monitored and newer required facilities pre-empted where possible.	Pupils, staff and parents can access required areas of the school.	Ongoing Classes are adapted if needed and spaces made available for children with specific medical conditions, e.g., peg feeding.
Ensure that the medical needs of all pupils are met within the capabilities of the school.	Healthcare plans in place for pupils as appropriate. Training delivered as required. Medical needs list updated and sent to class teachers.	Ongoing	Staff will feel confident in the management of significant medical and learning needs.	Ongoing SENCo and Medical Needs lead updated records. SENCo attended STLS course on medical needs Enquiries made about training for specific medical needs.

11. Evaluation of Equality Objective

To narrow the gap in both achievement (the progress children make) and attainment (the level any child is working at in any particular subject) between those children who achieve well and attain a high level, and those who don't, no matter what group or background they come from.

Due to the Covid-19 restrictions and wider school closures, ensuring that all pupils can make progress has been challenging at times. As a school, we provided laptops and iPads to those that needed them to engage fully in the online learning. We also provided hard copies when needed. The Seesaw programme was implemented to share news and learning and regular phone calls home were made to the most vulnerable children. Staff worked closely with their children and families to ensure resources or strategies used in school were given or adapted for use at home.

Children with EHC Plans were able to attend school during the wider closures – although not all families took this offer up. For the children attending the SLCN SRP, the speech and language therapists worked closely with families to ensure, as much as possible, a continuous provision of therapy. This included regular weekly phone calls, virtual therapy sessions and SALT programmes sent home.

When all children were able to return to school, a catch up curriculum was put into place to begin to level any gaps in learning. The B-Squared programme has also been implemented in the wider school to ensure that small steps of progress can be shown for the lowest achieving children.

12. Interventions used by the school to support pupils with SEN

	Intervention
English	Reading1:1 Comprehension Phonics Spelling program Handwriting Pre-teach vocabulary Pre-teach English
Maths	Times tables Number bonds Place value Numicon Precision teaching Pre-teach Maths
Self-esteem/social communication	Social skills Emotions group Lego Therapy Play Therapy ELSA
Motor skills	Clever Hands Fizzy Write from the Start Dough Disco Visual perception Sensory Circuits

Speech and Language	Language Link Speech Link Black Sheep Programmes Language through Colour Active Listening
Memory	Task management boards – written and visual
ASD/ADHD	Social stories Sensory Diet Incredible 5 point scale Task management boards Busy box Safe space Workstation Wobble cushion/weighted blankets/pressure vest Lego Therapy

13. SEN Training Provided to staff over the last 2 years

Date	Training
October 2019	Care Plans and Risk Assessments for CYP with Physical Disability or Complex Needs - DH
November 2019	Fine motor difficulties and alternative methods of recording the curriculum - DH
November 2019	Creating a Sensory Diet - LS
February 2019	Solihull Awareness training – all class staff
February 2020	ELSA Training - NH
February 2020	Care plans for children and young people with physical disabilities and or complex needs - MK
August 2020	SENCO Accreditation/Post Grad - DH
October 2020	Supporting Early Communication – DH, EB, KP, JP & TB
November 2020	Anxiety-based school avoidance training - AC
June 2020	Supporting CYP who have experienced trauma – LS & NH
June 2020	The well-being kit for mental health leads - AC
October 2020	Anxiety and Self-regulation in school-aged children – LS & NH
January 2021	How to assess reading in primary schools - RC
January 2021	SEND Updates - DH
January 2021	Introduction to the Mainstream Core Standards - DH
January 2021	Mental Health awareness in schools – DH & LS
January 2021	Don't worry, be happy - AR
February 2021	FASD – whole school
February 2021	Helping the angry child navigate the classroom - JD
February 2021	Understanding and supporting children with restricted diets – MK & JH
February 2021	Anxiety and self-regulation in school-aged children - BD
March 2021	Understanding Autism in the Primary Classroom – HF & NH
March 2021	SEND Updates - DH
March 2021	Emotional regulation – supporting children where behaviours challenge – LS & NH
April 2021	Whole school Phonics training
May 2021	Trauma informed Practice - LS
July 2021	Language through Colour – SH & RC

14. Actions to be included in the next school development plan to improve provision further for pupils with SEN

- **Social, Emotional Learning training to be carried out by SLT and SENCO**
- **Pen Portraits to be implemented by the end of term 2 2021/22**
- **SEN Request form to be implemented by end of term 2 2021/22**