



SEND Report to Governors

2023 - 2024

Name of Special Educational Needs Coordinator (SENCo)	Mrs Lauren James	Name of SEND link Governor	Mrs Maureen Francis
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Type of Support	Number of Pupils
Special Educational Needs (SEND) Support	37
Education, Health and Care (EHC) Plan	3

Areas of Need	Number of Pupils
Cognition and learning (Cog)	11
Moderate Learning Difficulty (MLD)	2
Severe Learning Difficulty (SLD)	0
Profound and Multiple Learning Difficulty (PMLD)	0
Social, Emotional and Mental Health (SEMH)	9
Communication and Interaction Needs (SLCN/ASD)	20
Sensory and/or Physical Needs	0

Identification of SEND

At St Ethelbert's school each teacher provides quality first teaching to every child and adapts their planning to meet the needs of the children in their class using the mainstream core standards. Daily assessment happens in each class with teachers and support staff noting the progress made and who needs extra support within the lesson. The following lessons are then adapted to ensure progress and understanding.

Pupil progress meetings and formal assessment happen three times a year. During these assessment points the headteacher, deputy headteacher and SENDCO discuss each child and their progress. If a concern is raised or noted this is then discussed. An internal referral form is completed by the class teacher and the SENDCO will observe a child in class and discuss this with adults working with the child.



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These concerns will then be discussed with the parents and when needed screening tools will be used to identify possible areas of need. These will then be discussed with the class teacher and parents with next steps put in place.

A child is considered as having special educational needs if they need considerable support to engage /make progress in learning than their peers, or they are working at an academic level 18months/2 years+ behind their peers. A child may have an official diagnosis of educational need. Other children may have a diagnosis e.g. autism, and if it effects their academic or social/emotional progress then they may be considered for the SEND register.

If a child is then placed on the SEND register for having a SEND need a personalised plan will be put into place, stating strategies and interventions that are needed to support a child to make progress within their learning. Some interventions will be to support the learning other interventions maybe suggested to support the SEMH needs, physical and sensory needs or communication needs of a child. It may also be deemed necessary to make a referral to another professional to support identification of specific needs.

In some cases, it may be felt that a child requires a short-term specific intervention. When this is the case this will be recorded on the whole class provision plan and monitored by the SENDCO.

Working with Parents/Children

The SEND team focuses on the child's needs as the core consideration in supporting them in school. Many children on the SEND register have key adults they have identified to approach if they need support/check in - this person may be an adult in the class team or a member of the SEND team. The SEND team will run as many interventions with the greatest impact (small groups / 1-1) to meet the learning/SEMH/S&L needs of designated SEND children.

Parents of children on the SEND register, and those with EHCPs, receive regular updates from the class teacher on how their child is being supported in school through the personalised plan which is sent to them 3x yearly. The SENDCO is available to speak to parents with immediate concerns. Parents can make appointments to meet with the SENDCO to discuss concerns they have and seek advice. It is also possible to phone /email queries. We also have two SEND parents evening a year. Where parents of children on the SEND register are invited in to discuss the provision in place and to discuss any concerns they may currently have.

The SEND team supports parents through referrals / links with professionals when possible. This could be for therapy offered by speech and language or entry onto the pathway for assessment of neurological development.



Working with External Agencies

St Ethelbert's has good links with many external agencies to support SEND pupils in the school.

The key pathway to access support from the agencies is via LIFT (Local Inclusion Forum Team) which is attended by members of agencies such as specialist teachers (TISS), Speech & Language Therapy, Educational Psychology Service, Early Help. SENDCOs or their representatives will, with permission from parents, raise concerns about a child with a brief pen-picture of their behaviours/needs. Other professionals attending can offer suggestions / advice for moving forward. The school link TISS teacher may follow up with a visit to observe the young person / talk to class teacher / parents and work with the SEND team on developing a plan of support. These reports are shared with class teachers and support staff to ensure that recommendations are put into place and provide an extra layer of communication for support. Parents also have the opportunity to discuss these reports with the specialist teacher. The specialist teaching team also offer whole school and specific training to support meeting the needs of our children. This is discussed during link visits with the SENDCO.

When necessary the school links with other professionals in the area such as KCC High Needs Funding Co-ordinator and school health and community health including paediatricians.

We also refer directly to Speech and language therapy who come into school to support children. This also often includes a link visit where parents are invited in to discuss the report with the SALT, SENDCO and our speech and language TA. We can also refer directly into other therapy services if required via the POD.

What is the impact of those services? How is it measured/evaluated?

The most important impact of the work with these external services is:

- build knowledge skills and confidence of staff in working with SEND pupils to improve support for SEND pupils in lessons to enable more positive progress
- following observations, offer targeted support strategies for pupils with specific needs to enable them to make greater steps of progress
- following on from individualised therapy sessions in SALT, allows school to continue to follow same programme with pupils until follow up block of therapy to enable greater progress

The impact can be evaluated by the successful planning of new interventions for pupils in lessons and positive feedback from staff on training delivered. Progress of SEND pupils can be tracked through formative assessment with examples evidenced on personalised plans.

What are the opportunities and challenges provided by multi agency working?

When SENDCOs and specialist staff can work together, there is a sharing of resources/knowledge and skills to enhance outcomes for all. Planning projects between schools with specialist services can mean that there is a smaller financial burden on individual schools for CPD. Bespoke CPD to meet the individual



needs of the school, involving agencies whose work overlaps, gives a unique perspective for that school on a particular strategy.

Achievement of Pupils with SEND 2023-2024

		%
EYFS GLD	SEN	17%
	Non-SEN	74%
Year 1 Phonics	SEN	25%
	Non-SEN	92%
Year 2 Phonics	SEN	95%
	Non-SEN	50%
KS1 Reading	SEN	0%
	Non-SEN	54%
KS1 Writing	SEN	33%
	Non-SEN	69%
KS1 Maths	SEN	0%
	Non-SEN	65%

KS2 Attainment	Attainment of <i>Non-SEN</i> pupils nationally	% Attainment of <i>Non-SEN</i> pupils in school	% Attainment of SEN in school
Reading	n/a	96%	60%
Writing	n/a	83%	60%
Maths	n/a	83%	60%
Combined	n/a	78%	60%



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SEND Funding (Including High Needs Funding)

'Schools are not expected to meet the full cost of more expensive special educational provision from their core funding. The local authority should provide additional top up funding where the cost of the SEN provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold (£6,000).' (**SEN Code of Practice 6.99**)

Most children on the SEND register have their needs met by national SEND funding which is part of the whole school budget. This money primarily funds staff to support interventions for children within lessons. This is reviewed three times a year by class teachers and the SENDCO.

High Needs Funding (HNF):

Some of our children require additional support to meet their needs. This often comes from provision set out in a child's EHCP. Along with children that present with complex needs who require additional support and intervention to meet their needs. Where this is the case we apply for HNF which enables the school to put the provision that a child needs into place.

EHCP plans are legal documents that identify educational, health and social needs and set out the additional support required to meet those needs.

Over the course of this past financial year as outlined below the school received £39,203 from 8 High needs funding applications. This money is used to fund specific interventions and support required by the children particularly those delivered by the SEN team.

Staff Training

All teachers last year have had support/ training around personalised plans and whole class provision plans. The teachers continue to have support in producing efficient and detailed personalised plans with SMART targets as part of the overall drive to make SEND support in the classroom more effective.



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Teachers have also had an hour each with our Educational Physiologist to support in developing their own practice and to discuss teaching strategies to support a range of needs within the classroom.

Throughout this year I have attended SENDCO forums at Thanet Inclusion Support Services (TISS) along with the countywide SENDCO conference and Countywide SENDCO forums. These provide training to SENDCO's on a range of topics as well as discussions and updates on the current SEND picture.

In September, we have booked autism bucket training for all teachers and in November we have booked in AET training.

On 4th October 2023, Specialist teachers also delivered adaptive teaching for teachers in September. This will support teachers in meeting the needs of all learners in the classroom.

On 10th January 2024, we also had training in emotional regulation.

Our nursery TA and SALT TA completed training last year in Makaton.

Our learning mentor has completed Family Thrive training and the training to become a course leader in Family thrive.

We continue to have two full time learning mentors; one is a trained autism champion and one is a thrive practitioner and trained wellbeing champion.

Further training attended by our SEND team:

- SLT Thrive
- How to write an outstanding EHCP
- Nuffield Preschool (NELI)
- Prevent
- Safeguarding for governance
- Dyscalculia and ADHD

SEND Policy

The SEND Policy has been updated 1st September 2024 and is available for access on the school website. This will be reviewed at the end of this term ready for September 2025.



Concerns/Complaints

If someone has a complaint about the SEND provision then the first point of call is the class teacher. If this is not resolved then the SENDCO, followed by the Deputy Headteacher and then the Headteacher. A copy of the complaints policy can be found on our school website.

There have been zero formal complaints about SEND in the year 2023-2024.

Parent voice – April 2024 Survey

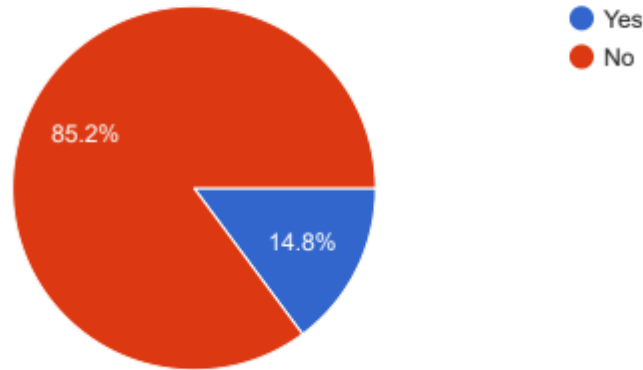
Additional Points to Note

Parent's appear to be happier with SEND provision across the school. Parents know who to speak to in regards to SEND. We have completed development points from the last OFSTED report along with the identified needs in the School Improvement Plan.



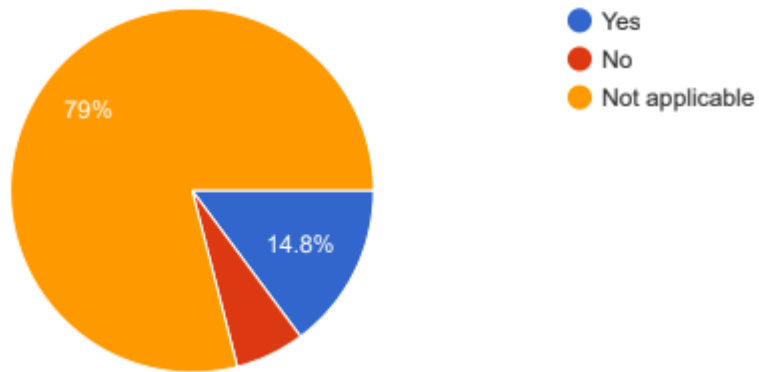
6. Does your child have special educational needs and/or disabilities (SEND)?

81 responses



7. My child has SEND, and the school gives them the support they need to succeed.

81 responses



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1. Provision, Access and Support (Sections of School Self Evaluation and Review Framework)

The Graduated Approach	Involvement of parents/carers and learners
<p>How does the school identify CYP with additional needs?</p>	<p>Class teachers discuss concerns at pupil progress meetings or with the SENCO. A cause for concern form is then completed by the class teacher. The SENCO will then observe the child in class and with the class teacher decide what support, assessments or referrals need to be put in place. This is then discussed with parents.</p>
<p>Does the school use comprehensive assessment to support the accurate identification of need?</p>	<p>The school uses pupil asset to track the attainment and progress of SEND children from Nursery to Year 6 using Kent steps in writing. We use Kent steps to track writing progress along with NFER testing three times a year in reading, maths and EPGS. For SEND children we also highlight in a Kent steps booklet the statements that the child has achieved to allow us monitor and track progress further.</p>
<p>How is the effectiveness of classroom teaching taken into account before assuming that a pupil has SEND?</p>	<p>The school also uses Little Wandle and Accelerated reader to record reading attainment and progress.</p>
<p>How is the effectiveness of classroom teaching taken into account before assuming that a pupil has SEND?</p>	<p>The Headteacher and Deputy Headteacher complete regular learning walks and three formal observations a year of teachers and teaching assistants.</p>
<p>What happens once a pupil has been identified? What are the types of provision available within the school?</p>	<p>Once identified, parents are notified and each child has a personalised plan put into place, these are reviewed three times a year. We also have two SEND parents' evenings. Personalised plans are shared with the parents three times a year and parents are also asked to sign to say they have received these.</p>
<p>How are parents and carers informed of identification of need and kept informed and involved?</p>	<p>Personalised plans are updated three times a year and sent out to parents for signing. We also have four parent evenings a year (two for all children and two additional for SEND children). We also provide an end of year report to all parents.</p>



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<p>Information about any EHCP needs assessments that have been requested by the school and outcomes of the assessments? (e.g. how many times this academic year has the Educational Psychologist been in and for how many children?)</p> <p>Is the school scrutinising exclusion and attendance data to ensure additional needs are not being missed? How?</p>	<p>The educational psychologist has also been in to complete a parent workshop on ASD. We applied for two EHCPs and were declined at the first stage. We had three EHCPs that were applied for and were accepted.</p> <p>Yes – we have had two 1.5-day fixed term exclusions for two children who are SEND. We have since applied for HNF and put in extra support in the mornings from our learning mentor, introduced lunch club to support. We also paid for counselling for another SEND child who is also LAC.</p> <p>Individual Attendance is reported daily to the Headteacher with weekly attendance reports for SEND children; comparing SEND with Non-SEND; this year to last. See attendance table at the end of document.</p>
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2. Leadership of SEND (Section of School Self Evaluation and Review Framework)

A strategic commitment to developing the workforce

As SENDCO I have attended a number of networking meetings throughout the year and worked with a range of outside agencies such as speech and language therapists, educational psychologists, specialist teachers and other SENCOs to develop provision within the school. I have also encouraged our SEN team to access a range of training and networking opportunities as mentioned above. As a team we refer children to a range of outside agencies such as NELFT, community paediatricians, school health, LIFT and SALT.

We have a full-time learning mentor/ thrive Practitioner focusing on SEMH and thrive
 We have a full time learning mentor focusing on academic intervention.
 We have a full time speech and language TA
 We have two part time SEND TA working with HNF children Monday to Wednesday.

The roles of the SEND team have been made clearer and are more embedded across the school. We now have two SEND TA's who works as part of our team. Teachers and support staff know who to speak to in regards to receiving the correct support for children in their class and the process to follow.



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I complete the performance management cycle for our two learning mentors, speech and language TA and two SEND TA. During this cycle we look at any training or development they may need or any support that they require.

Each term we also have a SEND team meeting. We discuss what is going well and where we need to make changes. This has enabled us as a SEND team to work together effectively to meet the needs of our children. This has also been an opportunity to discuss children that are on our watch list or who many need some extra interventions or support.

Are there any issues relating to time and resources to enable the SENDCO to carry out their duties? To ensure that the SENDCO develops her experience by building stronger networks over time and complete training when required.

I am currently applying for more HNF to enable us to support more children effectively. If this is successful and we can appoint another member of staff to the SEND team this would have a positive effect in supporting our children further moving forward.

3. Efficient Management of Resources (Section of the School Self Evaluation and Review Framework)

Funding

April 2023- April 2024

DSG Allocation - £1,091,747

High Needs Funding - £39,203

Pupil Premium - £117,754

Covid recovery and tutoring - £9,442

How is the school's SEND funding allocated and spent? Who has responsibility for this?

The SENDCO has day to day responsibility regarding the funding, how it is spent and the impact. Headteacher directs in terms of staffing allocation but always considers the advice of the SENDCO and bursar.

The majority of need is spread across the school. We have five children with an EHCPs who receive HNF. HNF has been spent on our SEND TA's and learning mentor's to support the children across the school. We have also used our budget to support the children with an EHCP and SEMH difficulties. Our learning mentors then support children across the school during the afternoons with specific interventions.

Learning Mentors also take a maths booster group and homework club every week to close the gap. All pupils are invited for homework club although priority is given to SEND and PP. Specific children are targeted for maths.

What impact has additional support had on the progress of the pupils? How is this evidenced?

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Children have made good progress towards or achieved their EHCP outcomes which is shown in annual review paperwork. Provision plans also show the impact of support and children's next steps moving forward. It also shows that if support is not having the desired outcome the support is altered to enable children to meet their targets.

Where pupils with SEND are also eligible for Pupil Premium, how is it used to support them?

This is provided as above and through our learning mentors. Also through tutoring and booster groups.

4. Additional points re structures and processes

- a) Is all SEND documentation accurate and maintained, reviewed and updated regularly?

Personalised plans and class provision plans are reviewed three times a year on a date given to teachers and these must be on the shared drive by then. As SENDCO I then look at and discuss these with teachers and together we make recommendations or adjustments to the reviewed plans. Using review information from the plan, do, review cycle. Along with any new recommendations from reports. Chronologies are also in place for each SEND child. These record any referrals, reports, assessments and meetings with parents and the outcomes. These are kept up to date on the drive with any new information being logged and shared with all the relevant people that need to know the information or the support that needs to be put into place. SEND files are now streamlined and kept up to date with any new information being filed in chronological order and kept locked in the SEND office. Copies are also given to class teachers to be read.

- b) Are SEND responsibilities and roles clearly understood by all?

Roles within the SEND team are clearer to staff and we continue to encourage them to use procedures for referral such as the SEND cause for concern form, observation forms and monitoring of interventions that were initiated.

- c) How does the school prepare SEND learners for arriving and/or moving on? i.e. how do you support pupils at transition points?

As SENDCO I have attended the Nursery to reception transition day. This is where school staff meet with nursery staff from other nurseries to discuss the children starting at St Ethelbert's in September. Paperwork is shared along with discussion of need. I have then visited nurseries with a member of the SEND team to see the children with SEN need coming into school. Which enables us to ensure the correct provision will be in place. When needed we then invite parents in to school to discuss the transition process and what they feel may be needed to support their children.

I have also attended the secondary transition event at TISS to discuss our SEND children with secondary school SENCO's. This enables the secondary schools to put into place what the children require to support their needs when they move into secondary school. Along with



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extra transition days. I have also attended transition meetings at secondary schools for children with an EHCP with parents to discuss the provision and HNF plans for September. Ensuring the correct provision is in place to meet needs. I also invited secondary schools into the year 6 annual review process.

For new starters from other schools I have had phone calls with their SENDCO's at the current level of support needed and certain difficulties they may have that we need to be aware of. I then review the paperwork once received and put into place what is needed.

The school prepares transition booklets for each year group with some basic information such as what adults are in the new class team, key locations such as toilets, as well as social stories about moving into the new class. The teachers have also been supplied with suggested activities around transition anxieties to use with pupils as appropriate. Some children where needed may also have more visits to their new classrooms/ teachers with key adults spending some extra time with them before transition.

5. Areas identified for further development:

SEND pupil progress meetings three times a year is an area for development. This will enable teachers and the SENDCO time to discuss pupils in depth to ensure they are receiving the correct support and making the expected progress. If not this will allow us time to discuss what needs to be put into place to ensure that children are making progress. Other members of the SEND team could also be invited to this where appropriate.

Adaptive teaching across all subject areas is an area for development. To ensure children are accessing a broad and balanced curriculum that caters to their needs. Therefore, allowing children to make the expected rate of progress through quality first teaching using the mainstream core standards to support.

SEND data monitoring. To ensure children are making the expected rate of progress closing the gap. This needs to happen through SEND triangulation monitoring. Ensuring that the data matches what we are seeing in class and in books. That was is happening during interventions is being seen relayed back into class work and having an impact within learning. A focus should be on Reading, Writing, Maths and RE.

1	How are pupils with SEND ensured access to the curriculum?	We believe in quality first teaching where all children have high expectations regardless of their starting point. We believe all children should be in class and exposed to the same learning while teaching is adapted to meet the needs of the learner. Teachers adapt the curriculum and plan for the needs of each learner within the classroom using a range of resources available to them. Teachers also use visuals, task management boards and scaffolding techniques to allow children to make progress. Some of our SEND children also have their own work station or quiet space to use to complete their work. SEND children are given a broad and balanced curriculum and have the
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		<p>same opportunities as their peers both inside and outside of the classroom.</p> <p>For some pupils there may need to be greater adjustment eg support adult/HNF, adaptations to the structure of the day.</p>
2	What are the targets and outcomes for children with special educational needs?	Targets and outcomes for SEND children are individualised to their needs. Overall they should be considering the barriers that the child has to accessing learning particularly in their primary area of need.
3	How is their progress monitored?	Progress can be monitored through personalised plan reviews, whole class provision plan reviews, data, attendance, behaviour monitoring, wellbeing /confidence of the child.
4	Are all the relevant plans in place? (provision maps, individual education plans, pastoral plans)	Personalised Plans are in place for SEND children though, being working documents, staff are encouraged to review/adapt as necessary when the needs of the child may change through the year. Plan, do and review is set 3 times a year. Whole class provision plans are also in place for children needing extra support on a key specific element of the curriculum for a short period of time. EHCP plans link into personalised plans and are split into the four areas of SEN need to monitor targets and if they have been achieved.
5	<p>How are school resources deployed?</p> <ul style="list-style-type: none"> ● How many TA's ● Any external support ● Equipment and any adaptations 	<p>Every class has a TA attached to them, some have a second adult for the morning sessions to support in English and Maths. There are presently four volunteers available to support learning in classes in the school and nursery.</p> <p>We also have our SEND TA's supporting HNF children in year 1 and 4. Our speech and language TA is not based in class and supports children through targeted interventions. Teachers have been provided with resources to support SEND pupils in their class, and there is a bank of resource material available to access from the SEND folders on the shared drive. The SEND team have a limited number of specific resources (e.g. wobble cushions) which staff can request if needed. The SEND team are also available to support children/ adults where needed.</p>
6	Are there any budget/resource issues in terms of SEND provision?	Funding for SEND provision will rarely adequately meet need so this is an area constantly working as effectively as possible with the means available. HNF can be accessed if the school can demonstrate that provision for the pupil is greater than £6000.
7	Describe the progress on any parts of the School Improvement Plan relating to SEND	Diminish the SEN and LAC gap by accelerating progress in all year groups, in all subjects and improving SEND provision from our KCC SEND audit.



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		<p>Last year the SEND provision has improved and we have been able to measure progress against this by using records kept for interventions and the reviews three times a year on personalised plans and whole class provision maps. We are seeing children using the strategies learnt in interventions being transferred back into the classroom. If this intervention isn't working for a child we then adapt or change this to support each child to make progress. We are starting to diminish the GAP for SEND children, however this is an area we need to further build on next year. We are going to be having adaptive teaching training and drop in sessions with specialist teachers to support this further in September.</p>
8	<p>When the SEND policy was last reviewed and when will it be reviewed next?</p> <ul style="list-style-type: none"> Who is involved in reviewing the policy? Does the policy reflect and meet needs of pupils? What does it say about supporting pupils in their transfer to and from other schools? 	<p>The SEND policy was reviewed in September 2024 and will be reviewed at the end of August 2025 by the SENDCO. The current policy reflects the needs of the pupils. When this is reviewed this is something that will be looked at again and adapted as necessary.</p> <p>In the policy it states that- At St Ethelbert's School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer is a seamless as possible. We communicate with the range of feeder nurseries, and attempt to see the children in their safe space to get a comprehensive picture of any needs. We also contribute information to a pupils' onward destination by providing information to the next setting. We attend the local transition forum meeting to make direct links with KS3 provision, as well as specific meetings for individual children when the need arises. This is what is currently happening.</p>
9	Has the SENCo undertaken the necessary training?	I will be starting my NPQ within three years
10	Have the relevant staff members received appropriate training?	The SEND team have undertaken training in delivering specific intervention around speech and language and SEMH / wellbeing/anxiety. They disseminate this to colleagues as appropriate. Please see training section.
11	What is going well?	The SEND team is working well in supporting children across all four areas of SEND need, feeding back to the class teachers and discussing children's next steps. Speech and language is working well using NELI and speech/ language link, there has been a noticeable improvement especially for our reception children, with the data showing this as well. Thrive is working well to support our



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		<p>children and again from the assessment's children are making good progress within this. Our learning mentor supporting cognition and learning has worked well supporting children to develop strategies to use within the classroom to support their learning, whilst supporting their mental health.</p> <p>Personalised plans and whole class provision planning is working well to support children's progress. The record of interventions that have been completed also support with teachers being able to plan next steps.</p> <p>New systems that have been put in place for referral to the SENDCO are working well and teachers know how to use these. They provide a good start to the evidence trail.</p> <p>Chronologies have also supported to track what is happening for a child in school and keeps a record of information about a child that has come into school. This also allows me to track the progress of referrals etc quickly and if necessary chase these.</p>
12	What is going less well and needs to be improved?	<p>We need to consider the progress of our SEND children to further diminish the gap. Through triangulation next year and supporting teachers with adaptive teaching and assessment. Training in specific areas for all teachers and support staff, will support to develop this further.</p> <p>Increasing our SEND team further to offer more in class support will also support this through HNF applications.</p>

Table 1: Attendance Three-year trend....

	Attendance		Pupil Premium		SEN		EAL	
	2023-2024	2022-2023	2023-2024	2022-2023	2023-2024	2022-2023	2023-2024	2022-2023
Whole School*	93.7%	94.0%	91.4%	91.0%	92.2%	91.6%	94.9%	95.3%
Reception	90.9%	92.7%	87.1%	90.6%	88.7%	95.0%	90.0%	92.7%
Reception (over 5s)	91.6%	-%	90.0%	-%	85.9%	-%	90.0%	-%
Year 1	91.3%	94.3%	88.4%	90.6%	90.8%	90.6%	93.8%	94.4%
Year 2	94.8%	94.3%	92.0%	91.8%	93.0%	86.9%	94.8%	96.5%
Year 3	96.0%	94.4%	94.9%	92.1%	94.2%	87.5%	97.7%	94.1%
Year 4	94.4%	92.9%	93.0%	87.4%	89.5%	93.9%	95.3%	97.1%
Year 5	93.8%	93.9%	90.8%	91.0%	94.7%	93.1%	95.1%	94.8%
Year 6*	95.0%	95.3%	92.9%	92.9%	93.3%	92.8%	95.5%	95.6%