

East Peckham Primary School Special Educational Needs and Disability (SEND) Report as of July 2022

Our aim is to scaffold children's learning and nurture them, work with where they are developmentally, so they feel safe to take risks, work and play independently.

Leadership and Management of SEN

SENCo: Kate Worrall, office@eastpeckhamprimary.org.uk

SEN Governor: Wendy Johnson

SEN Register

Year Group	SEN Support without HNF	SEN Support with HNF	EHCP without HNF	EHCP with HNF
Reception	2	1	0	0
Yr 1	1	0	0	0
Yr 2	2	0	0	0
Yr 3	3	0	0	0
Yr 4	2	2	0	0
Yr 5	4	0	0	2
Yr 6	5	0	0	1
TOTAL	Total SEN Support: 25 National Average = 12.6% (Jan 22)		Total SEN/EHCP: 3 (1.84%) National Average = 4% (Jan 2022)	
Total SEN at East Peckham %	15%			
SEN Need type (priority)				
Year Group	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	PD, Sensory and Medical
Reception	1	0	2	0
Yr 1	0	1	0	0
Yr 2	0	2	0	0
Yr 3	2	1	0	0
Yr 4	0	1	3	0
Yr 5	2	4	0	0
Yr 6	4	1	1	0
TOTAL	9	10	6	0

There are 49 pupils who are on the monitoring list, this list is reviewed regularly by the SENCo, SLT and Class Teachers. These children are discussed at Pupil Progress Meetings as to how best to support their learning in school. There has been a significant rise in the number of children in KS2 with SEMH needs. This also includes mobile children who have recently joined East Peckham.

Monitoring and Review of SEND

Monitoring and Review of SEND across the school has taken the following forms this year:

- Analysis of Pupils achieving their Individual Personalised Provision Plan targets
- Pupil Voice now included on Individual Personalised Plans
- Provision Maps - On entry and Exit Data much improved - to capture those smaller steps
- Boxall Profiling as an assessment tool for some has started
- TA and Teacher observations - tracking sheets and comments for interventions
- Classroom observations of SEN provision and monitoring
- Data analysis of pupils reaching age related expectations and rates of progress including pre-key standards for those working below.

Areas of strength across the school are identified as:

- Audit/ Self Review of NurtureUK and the Six Principles of Nurture revealed the school had many existing strengths.
- Relationship with pupils - as a small school staff know children very well. Staff realise the importance of building relationships with pupils and parents.
- Provision for high incidence SEND (visual timetables, pop up screens, personal activities)
- Opportunities for independence - where possible we promote independence and try to avoid children becoming over reliant on one adult.
- Increased use of ICT to support SEND pupils - particularly Clicker Writer and Widget
- Flexibility and ability to adapt to unpredicted need
- A calm environment where staff listen to the needs and wishes of pupils. New restorative behaviour policy has been transformative.
- Forest School Nurture Group has now been set up. Forest school rolled out to all classes as well.

Areas for development include:

- Improving the SEMH needs of pupils across the school. Embedding the NurtureUK approach, including the use of Boxall Profiling for some pupils as a means to assess SEMH and measure impact.
- NurtureUK - do all stakeholders understand the NurtureUK approach? How do we roll this out to pupils? How do we embed this into the curriculum?
- Staff SEN training in relevant areas - Training has been disrupted by Covid. Training schedule to include updated; ASD, ADHD, Mental Health Awareness, NurtureUK and Colourful Semantics.
- Training for a new member of staff to run interventions; social skills/ emotional literacy group required for the high number of pupils with ASD/ referred for ASD.
- Training recap on Code of Practice for all staff.
- Mental Health awareness and NurtureUK needs to be shared with parents.

Strategies/ Resources used in classrooms to support children with special educational needs

Colourful Semantics, Precision Teaching, Pop-Up Screens, Wobble Cushions, Clicker 7, Visual Timetables, Now and Next Boards, Social Stories, Zones of Regulation/ Emotions Board on Desk, Whole Class Emotional check-ins, Sensory Diet Activities, Regulation Break resources, ear defenders, safe space, language/modelling used by staff to promote understanding/ expressive language, working walls, personalised word banks (using widgit).

Review of the SEND

Transition - we recognise the importance of Transitions (big and small).

We had some very positive feedback from new Year R parents about the transition programme in September 2021. 'Meet the teachers' went very well and parents felt listened to, this was despite restrictions due to Covid. There was one SEND meeting with a Parent, STLS, SENCo and Nursery to discuss the needs of one particular child.

Year 6 SEND children have had multiple visits this year to their secondary schools. A pupil with an EHCP has had a bespoke transition programme in conjunction with the Specialist Teaching Service and Yogi the dog. This child's needs were discussed at the EHCP annual review.

Daily transitions - we continue to have class visual timetables throughout the school. Transitions are calm throughout the school. Teachers have lining up plans to minimise disruptions, children enter via fire doors so this adds to a calming atmosphere around the school.

All children had a transition powerpoint for their next class, as well as class visits with their new teachers.

Understanding where children are developmentally

Our aim is to work with the child at their development level, providing scaffolding that will allow them to take the risks to learn and build independence and resilience. Quality First Teaching is the first best way to support children with SEND.

We are now, where possible, using strategies and resources in the classroom rather than stand alone interventions outside of the classroom. We do not want pupils missing subjects that they may excel at. Education staff have been encouraged to capture student voice/ knowledge by scribing, photographs etc.... and to promote the use of Tier 3 language by creating word banks using Widgit. We also recognise and encourage using Tech to support children who may struggle to write; the use of Clicker/ Google Docs across the school has become more embedded following training in Summer Term 1.

Little Wandle phonics scheme was introduced in September 2021. Children in Year R who may have early phonological difficulties have been identified. These children have extra input to support grapheme recognition, blending and segmenting. New books have been purchased so children are reading books matched to their phonological knowledge. Some children have been identified for an Extra Phonics Intervention. **All children attending this intervention have made progress, tracked by Little Wandle assessments.**

More able readers complete the 10 week Better Reading Programme (BRP) and have 1:1 reading three times a week. **This intervention has achieved progress and a high level of impact, tracked by Benchmarking. This intervention has consistently shown good results for the past 3 years.**

Other children who do not read at home, are read with everyday.

For children with more acute literacy difficulties they may require a more bespoke programme with more intensive phonological work with little wandle, 1:1 reading and precision teaching.

Language as a means of communication

Year R staff have had Neli Training by Nuffield, this was DfE funded. This will replace Language Link in Year R. **Neli Language Group Intervention this academic year - all children made lots of progress, this intervention has had an impact. All children going into Year 1 have been screened and all children now have average and above language skills.**

Junior Language Link screening will continue in Year 3 - individual children may require one to one language activities.

SEMH needs - We have started to use *My Hidden Chimp* with children one to one with SEMH difficulties. We run zone of regulation throughout the school and some children have their own zones of regulation and more opportunities to discuss and label feelings.

Lego therapy is run in Year 3, 4, 5 and 6

Emotion Coaching - teachers have had Emotion Coaching training. Further training scheduled for other education staff. Also Comic Strip Conversation Training for all staff as part of a restorative approach will be scheduled into academic year 2022/2023.

Colourful Semantics - Is really embedded in some classrooms but needs to be embedded in all, a training 'top up' is required and opportunities for staff to shadow Kate/ Sarah/ Jess can be booked in. Training is now available via NHS Speech and Language Portal and will be scheduled for the academic year 2022/2023.

The importance of nurture

Staff are beginning to embed the philosophy that the relationship between themselves and pupils is paramount to building a nurturing environment. Time spent with children (sometimes playing Uno or basketball has value).

Pastoral Support - Mrs Hardwick left. Mrs Woodhams has taken over this role.

Forest School Nurture Group at lunchtime has started. This is a group for children from across the school and is not limited to children who may have behavioural issues. It is for all, with a recognition that some children may benefit from the extra team building social skills that this group provides. More needs to be done to measure the impact of this group next academic year.

SEMH - Kate has completed her second assignment on Attachment Theory and SEMH needs, therefore has a better understanding of Nurture and early development. Staff have had training on Attachment theory.

The Nest (intervention/nurture room) has been created. This room has been stocked with emotional literacy activities and other games that children may want to play. We would like to develop this room further to make it a nurturing environment.

All behaviour is communication

Behaviour Policy: Staff understand that behaviour is what we see and that behaviour is communicating something. The change in policy from a sanctions based system to a restorative approach was the most transformative step to become a nurtureUK school. The restorative approach is beneficial for pupils with ASC who have anxiety about sanctions. This is a policy based on mutual respect. Deputy Headteacher has

provided regular top-up training and opportunities to review. The majority of staff prefer the restorative justice approach, although there are some detractors.

Training for staff- top-up training - ASD, ADHD top up training required for academic year 2022/2023 - We now subscribe to Creative Education so this training can be accessed on this platform. Having a deeper understanding of the needs of SEND will help practitioners understand the behaviour and what it may be communicating.

The Classroom offers a safebase

We have been developing the school environment - all classrooms now have an emotion check-in. Some of these are on powerpoint slides. The school is using Widgit symbols very effectively, to create word banks for learners. Working walls are excellent throughout the school and used by children. Staff have the NurtureUK checklist for their environment with non-negotiables so they can develop their classroom to an even higher standard next academic year. Lisa MacDonald, SEN officer from Education People, praised the school environment, asking and in an email she made a request to the SENCo. I quote;

I visited a school today and thought of you. I wondered if you would help me with some photos of your zones of regulation, visuals and regulation stations? They would be really helpful to the school who are in the initial stages of revamping the environment. I was saying how a school I'd visited recently (you) had created a great environment. It would be great to share!"

We recognise that it is the adults in the classroom that provide the safe base, not just the building! We value our staff and have been working towards improving Mental Health for all. This is an area of development. The Mental Health Policy has been created, and will be rolled out soon. Kate Worrall has had Mental Health training. Karen Sutcliffe has had training on understanding the menopause in the workplace. Karen and Kate have been named as Mental Health and Wellbeing 'go to' members of staff. Clare has had the Place2BeMe training and is a Mental Health Champion at our school. Mental Health signposting has been shared with staff. More training (via Creative Education) will be rolled out for the academic year 2022/2023. We recognise that more Mental Health signposting via social media and email needs to be rolled out to parents and this is an area of development.

100% = Yes

0% = No

Autumn Term			
Year group	Intervention	Number of pupils	% making progress/achieving targets
R	N/A Settling In Period and Home Visits (Term 1)	All	100%
	Grapheme Flashcards/ Extra Reading	4	100%
1	Speech Programme	1	100%
	Extra Phonics group	6	100%
	Pre/ Post teaching Maths	N/A	N/A
	1:1 Reading	2	100%
2	Extra Phonics Group	4	100%
	BRP Reading	2	100%
	Pre/ Post teaching Maths	N/A	N/A
	Social Skills Group	4	50%

	1:1 Reading	5	100%
3	Extra Phonics Group	2	100%
	BRP Reading	2	100%
	Pre/ Post teaching Maths	N/A	N/A
	Lego Therapy	3	100%
	1:1 Reading	2	100%
4	Phonics Group	2	50%
	BRP Reading	2	100%
	Pre/ Post teaching Maths	N/A	N/A
	Lego Therapy/ Socially Speaking	3	100%
	1:1 Reading	4	100%
5	Clicker	4	100%
	Separate maths planning	3	100%
	1:1 Reading	2	100%
	1:1 Reading Programme	1	100%
	Guided Writing Group	3	100%
6	Sensory Circuits	3	N/A

Pre/Post Teaching Maths - Children vary from lesson to lesson

Spring Term

Spring Term			
Year group	Intervention	Number of pupils	% making progress/achieving targets
R	1:1 Phonics Boosters/ Reading for specific children	4	100% small steps
	Neli Language Intervention	5	Ongoing (Not assessed)
	Additional Reading with SENCo	4	100% (although progress in small stages)
1	Reading 1:1 (not reading at home)	5	100%
	BRP	2	100%
	Speech Link	1	100%
	Extra Phonics Intervention	5	100%
2	Extra Phonics Intervention	4	100%
	Social Skills Group	4	100%
	BRP Reading		50% (absence high)
3	BRP Reading	2	100%
	1:1 Reading	5	75%
	Zones of Regulation	2	100%
4	Nurture Breaks	5	50%
	BRP	3	100%
	Colourful Semantics	7	100%
5	BRP	2	100%

	Maths Group (including life skills)	4	100%
	Lego Therapy	3	100%
	Toe by Toe	1	100%
	1:1 Reading	3	100%
6	Sensory Circuits	4	Partially
	Maths targeted support	3	100%
	Lego Therapy	4	50%
4	Forest School Nurture Group	4 children in total this term	50% (2 pupils showed significantly better behaviour in class

Summer Term			
Year group	Intervention	Number of pupils	% making progress/achieving targets
R	1:1 Phonics Boosters/ Reading for specific children	4	
	Neli Language Intervention	5	100%
	Additional Reading with SENCo	4	
1	Reading 1:1, phonics, whole world Specialist (only for 3 weeks so a new package of intervention) Ongoing into Year 2	1	100%
	BRP	2	100%
	Clicker	3	100%
	Forest School Nurture Group	2	100%
2	Extra Phonics	4	100%
	BRP Reading	2	100%
	1:1 reading	5	100%
	Social Skills Group	3	100%
3	Clicker		
	BRP	2	100%
	1:1 Reading	3	100%
4	BRP	2	100%
	Clicker/ Colourful Semantics	4	100%
	1:1 Behaviour Support Programme	2	0%
5	BRP	2	100%
	Clicker	2	100%
	Lego Therapy	3	100%
	Maths 1:1	2	100%
	1:1 Literacy Intervention	1	100%
	1:1 reading	4	100%
6	Sensory Circuits	4	50%

Parent support

SENCo aims to have one face to face meeting with parents of pupils classified as SEND per year. This year there have been many meetings with SENCo and Class Teacher. We encourage an open door policy and for parents to contact us with concerns. At the end of each long term as part of the provision Assess, Plan, Review cycle individual personalised plans are emailed to parents and parents are encouraged to arrange a meeting or contact the SENCo via the phone if they have concerns. Communication has greatly improved now we can meet parents face to face. Next year we aim to signpost parents to a mental health resilience hub and look at a term coffee morning (perhaps at the local coffee shop in the village) with a guest speaker.

Training and Professional Development

The training schedule was disrupted at the beginning of the academic year because face to face was limited. We have now signed up to Creative Education and hope to roll this out next academic year.

Training in 2021-2022	Uses in the school and impact
Memory Training - Internal Mrs Sinden	Ways to support specific children who struggle with memory - key the overlearning of key skills/ knowledge.
Clicker 7 - Internal Miss Worrall	All staff had top-up training. There is now evidence of much more use of Clicker in books.
Little Wandle - External Mrs Sinden	All education staff, throughout the year.
Mental Health Lead Training - External	KW has had this training Creative Education - Teachers have completed 'Spotting the Signs of Mental Health' online.
NurtureUK Training - External	KW is currently doing this training. She has cascaded some training (Boxall and Six Principles) to teachers. More will follow in 2022/2023
NELI Training - External	KS and NT had Neli Language Intervention Training. However they have now moved year groups. KW will arrange for Alex to have Neli Training so she can run the groups.
Colourful Semantics Training - Internal	SENCO has now started to cascade this out to all classes but will need a recap.
SENCO - Provision maps training Teachers - Internal	Recap on Provision Maps and setting smart achievable targets. Looking at monitoring, what to look for in classrooms.
Weekly TA meetings covering: <ul style="list-style-type: none">● Clicker 7● Behaviour Policy● Precision Teaching● Pre-Teaching Reading and 1:1● Benchmarking for reading (Wed)● Colourful Semantics	Hopefully there will be more training opportunities come September 2022 via creative education. Specifically ASC training, Sensory Training, NurtureUK training, Colourful Semantics Recap.
SENCO - External	KW Has finished NASENCO award. Just waiting for the examination board to grade.
SENCO - External	2022/ 2023 will undertake Dyslexia Specialist Teacher Post Graduate Course at Canterbury University. This will mean that Kate will be able to formally assess children for dyslexia.
NQT and NQT + - External	2 members of staff had full SEND training with STLS service. This was in depth training across the whole year.

Policies

SEND Policy 2021

Medical Needs Policy 2021

Pupil Premium Policy 2021

Intimate Care Policy 2021

Accessibility Action Plan 2021

Mental Health and Wellbeing Policy - NEW