East Peckham Primary School Special Educational Needs and Disability (SEND) Report as of July 2023

Our aim is to scaffold children's learning and nurturing 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

SEND Stats

Table 1

SEN Stage	Number	% of whole school	National %
EHCP	2	1.18%	4%
SEN Support	24	13.64%	
SEN Combined	26	14.9%	12.6%

We are currently above the National Average, mainly due to lots of mobile children to our school. Also very high numbers of pupils with ASC or ADHD/ or both with diagnosis, or referrals.

Table 2

Number of Girls on SEN Register	10	
Number of Boys on SEN Register	16	

SEND Register

Table 3

Year Group	SEND Support without HNF	SEND Support with HNF	EHCP without HNF	EHCP with HNF
Reception	0	1	0	0
Yr 1	4	2	0	0
Yr 2	1	0	0	0
Yr 3	4	0	0	0
Yr 4	4	0	0	0
Yr 5	2	0	0	0
Yr 6	6	0	0	2
TOTAL	SEND Support 24		EHCP 2	
Total SEND & EHCP Combined	26			
SEN Need type (priority)				
Year Group	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	PD, Sensory and Medical
Reception	1	0	0	0
Yr 1	5	1	0	0
Yr 2	0	1	0	0
Yr 3	3	0	1	0
Yr 4	3	0	1	0
Yr 5	2	0	0	0
Yr 6	3	4	1	0
TOTAL	16	7	3	0

When classifying priority need, if children have a diagnosis of Austism or are on the Autism (Social Communication) pathway then their priority need is Communication and Interaction. If a child has a diagnosis of ADHD or is on the pathway then they're priority need is SEMH. Please note that children may have co-morbidity (more than one neurological condition), therefore the priority will be based on the greatest need and is therefore subjective. There are some children who have needs that fall in all 4 areas of need.

Children with a diagnosis or on the Social Communication and / or ADHD pathway.

Not all children classified as having a special education need have a diagnosis or have been referred for a diagnosis. Similarly, some children with a diagnosis do not meet the classification of Special Education Need. Although we recognise that they do have additional needs, these needs do not have a significant impact on their education which is met by quality first teaching. However, these children are monitored closely, placed on the Monitoring List and interventions/ strategies are written on class provision maps and monitored using the Graduate Response, if this response indicates an increased level of needs and if interventions are not having an impact it may be necessary to classify the pupil as having SEND.

Table 4 is data reflecting pupils with ASC and ADHD diagnosis and referrals in the school. As there is now up to a 4 ½ year waiting list we base support on need, these strategies may be ASC/ ADHD strategies.

This table does not include children with ASC/ ADHD traits, just those with a diagnosis or referred to the Community Paediatrician.

	Just ASC	Just ADHD	ASC & ADHD	Total
Children with SEND with a diagnosis	**3** MM - 1 JT - 5 SW - 6	**2** CF -3 RC - 4	**2** JW - 6 (Comm) AM American - 6 (Comm) **3** with confirmed ADHD but waiting for ASC diagnosis ES - 3 (Comm) LS - 4 (Comm) JC - 6 (Cog and Learn)	**10**
Children with SEND being referred	**5** MH - R KW - 1 SW - 3 PW - 4 FS - 5	0	**4** EB - Year 1 (Comm) IM - 1 (Comm) GC - 1 (May referral ADHD) (SEMH) AH - 2 (Cog and Learn)	**9**
Children on the monitoring list with a diagnosis	**2** J-P B - R RK - 2	1 FG - 6	0	**3**

Children on the monitoring list being referred	**4** HM - R T.M - 3 L T-S 4 BW - 4	**1** BW - 5 parent update needed	**3** JF - 5 L B-C 1 (altough queried) BR - 1	**7**
	ASC only diagnosis and Referrals Combined	ADHD only diagnosis and Referrals Combined	ADHD & ASC Diagnosis and Referrals Combined	TOTAL
	14	4 2%	12	32 18%
			Combined ASC *26* *15% school*	

According to table 3, 32 Pupils are being referred or have a diagnosis of ADHD/ ASC. This is 18% of the school population. Potentially there could be up to 15% of the school population with Autism or Autism and ADHD combined.. Although this is an approximate number it does give an indication of the neurodiverse demographic of the school. In the UK about 1 in 36 children has been identified with autism spectrum disorder (ASD) according to estimates from CDC's Autism and Developmental Disabilities Monitoring (ADDM) Network. However officially the figure for adults and children with autism is 1% of the population. In comparison, this school data is extremely high.

We have recently had a 'Celebrating Neurodiversity' week, with lots of assemblies and activities for children in class. Although we realise that this needs to be embedded all year long, we also recognise that sometimes a dedicated week on key themes can be very valuable.

The date from table X also indicates that ASC and ADHD training needs to prioritised for all staff in 2023/ 2024 as a whole school approach, and thereafter become cyclical as recommendedin the Mainstream Core Standards. Moving forward the Autism Education Trust shall provide this training for the whole school from September 2023. It would also be beneficial for staff to have training on Autism and Girls, as they present differently.

Accredited ADHD training will need to be sourced.

As part of next year's development plan there should be a robust audit of classrooms to ensure they are Autism/ ADHD friendly, as many of the difficulties facing children with Autism are their sensory needs. Sensory Circuits/ Sensory Diet needs to be rolled out as a whole school approach.

Priority Analysis - from the data our priority areas of need at EP are Cog and Learn and Communication and Interaction. However, significantly SEMH scores very high as the second priority need, indicating that actual priority need 1 and 2 go hand in hand. High number of Communication and Interaction reflects ths high levels of pupils with ASC/ ASC referrals.

Year	Child	Cog and Learn	Communication and Interaction	SEMH	Physical Sensory
R	MH	4	1	2	3
1	IM	4	1	2	3
1	MM	4	1	2	3
1	EB	4	1	2	3
1	KW	1	2	3	4
1	JJ	1	3	2	4
1	GC	4	2	1	3
2	AH	1	2	3	4
3	ES	3	1	2	4
3	CF	1	3	2	4
3	KS	2	3	1	4
3	SH	3	1	2	4
4	PW	2	1	3	4
4	RC	1	3	2	4
4	LS	1	2	3	4
4	SC	1	2	3	4
5	JT	3	1	2	4
5	FS	3	1	2	4
6	IM (Eng)	2	3	1	4
6	IM (US)	4	1	3	2
6	AW	1	4	3	2
6	M-L W	2	3	1	4
6	JW	3	1	2	4
6	SW	4	1	2	3
6	JC	1	3	2	4

6	LN	1	2	3	4
Priority 1		10	12	4	0
Priority 2		4	6	14	2

Priority 1 analysis

Physical and Sensory 0%

SEMH 15.4%

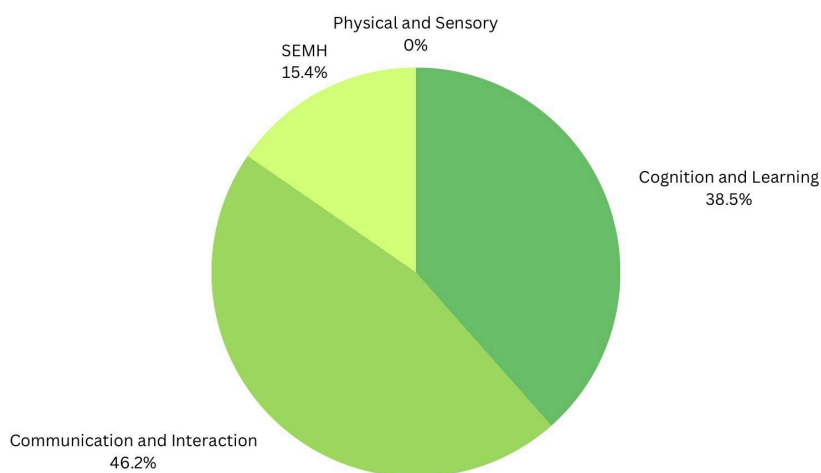Cognition and Learning 38.5%

Communication and Interaction 46.2%

Table 4 - This table highlights children who have features of ASC and/ or ADHD but have not been referred to the paediatrician. NOT TO BE INCLUDED ON THE WEBSITE REPORT BUT FOR THE GOVERNORS. Please note this is subjective.

	Just ASC	Just ADHD	ASC & ADHD	Totals
SEND Children not referred but with features	1 SH - 3 (COMM)	2 KS - 3 (SEMH) AM English - 6 (SEMH)		3
Of the 26 children with SEND only 3 do not have ASC/ ADHD diagnosis/ traits/ referral. However one in Year 6 has an Auditory Processing Diagnosis. 1 is LAC, Cog and Learn. The other is cog and learn and high level of absence.				
Monitoring not referred but with features	1 RW - 5? S T-S?	2 OW - 3	2 CB - 2? JO - 2?	5
	3	3	2	8
Combined -	19	8	12	38

diagnosed, referred, not referred				22%
			ASC Combined 31 pupils 18%	

This school data also indicates that there could potentially be 38 pupils, 22% of the school population with ADHD, ASC, or ADHD and ASC combined. This is around ⅕ of the school population. There are children on this list who may need to be referred/ and or their needs discussed with parents.

SUMMER BORN

A recent analysis of the data indicates that 14 out of 26 children (53%) are Summer Born. Again data that is very high. Being born in the Summer shouldn't make you have Special Educational Need. Moving forward, there is going to be greater focus on the Summer born pupils in Pupil Progress Meetings.

Cognition and Learning Data

Table 5 includes all children with cognition and learning difficulties

	Cognitively Low but not below/ SpLD/ Dyslexia Traits	Significant WORKING BELOW Cog and Learn/ Co-morbidity/ Language/ SpLD	
SEND Children		J-J D Absence SUMMER AH - 2 SUMMER CF - 3 SUMMER ES - 3 SUMMER PW - 4 RC 4 LS - 4 SC - 4 FS -5 SUMMER JC - 6 SUMMER LN - 6 AW - 6 APD SUMMER	7 out of 12 are Summer Born

Other Monitoring	MT - 2 JO - 2 SUMMER SW - 3 ES - 4 OD - 4 FC - 4 LK - 4 AW - 4 LB - 5 AF - 5	IW -3 SUMMER	

SEN Funding

Notional SEN budget top up rate working

Notional AEN/SEN Budget

	IDACI	£22,296
	Ever 6 FSM	£8,625
	Low Cost, high Incidence SEN	£32,341
	English as an additional language	£1,347
	Element of Lump Sum	£6,303
	Area Cost Adjustment-London Fringe	£0
	Minimum Per-Pupil Level Funding (MPPL)	£0
	Minimum Funding Guarantee (MFG)	£0

Total (with Area Cost Adjustment if applicable)	£70,911
School Contribution per Pre-16 Pupil	£6,000
Notional AEN/SEN Top Up per Pre-16 Pupil (10%)	£0
Maximum Contribution for all Pre-16 Pupils (28%)	£19,855

The school also receives High Needs Funding for 6 children (as of)

Pupil 1 JC	
Pupil 2 AW	
Pupil 3 ES	
Pupil 4 KS	
Pupil 5 KW	
Pupil 6 MH	

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.

- NfER Assessments - newly introduced this year

Areas of strength across the school are identified as:

- Relationship with pupils - As a small school staff know children very well. Staff realise the importance of building relationships with pupils and parents.
- Scaffolding -
- Provision for high incidence SEND (visual timetables,, personal activities)
- Training recap on Code of Practice for all staff has happened - this training was on the 5-a-day (EEF) and how we identify SEND.

- Technology - 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.
- Pastoral Support - this has been an area of development this year, with a new member of staff, Laura Smith. This member of staff has had Restorative Justice Training and Drawing and Talking Therapy. This member of staff now runs Fizzy Cola Club (for those across the school) and Buddy Club Social Skills Group (Year 1). Year 1 was identified as a cohort with a high level of comminication and interaction needs. Coffee mornings The development of this role was identified as an area of development in the July 2022 SEND report.
- Parent Voice - Good

Areas for development include:

- Flexible Grouping -
- Staff SEN training in relevant areas - ASC, ADHD, Attachment and Trauma, Dyslexia Training

- Development of a Mental Health Whole School Approach - Mental Health Policy, more sign posting for parents

- Scaffolding across the school is not consistent.

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 the new Year R parents about the transition programme in September 2022. This year normal transition arrangements were in place with teacher meetings and also an evening session with introductions to the school and an opportunity to meet key staff.

Year 6 SEND children have had multiple visits this year to their secondary schools. Key children have been placed on the transition programme some for the ASC transition programme, others on the SEMH programme.

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 so pupils with SEND don't miss non-core 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, SEND pupils have equal opportunity to access these words. 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 Little Wandle Group. There is now a trained member of staff in school who delivers these groups. **All children attending this intervention have made progress, tracked by Little Wandle assessments.**

Morph Mastery This is a new group for pupils in Year 4, 5, 6. It is not designed for those working at the phonological awareness stage.

Better Reading Partnership - More able readers complete the 10 week reading programme, 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.**

Maths intervention - identified for key pupils in Year 6 who are working towards expected. These children were flagged in pupil progress meetings.

Maths guided group - In Y6 the small group of children on the SEN register may sometimes have separate planning and separate input for maths if they are unable to access the whole class learning, although sometimes they are included within the whole class input so this is more bespoke/ flexible grouping.

Reading Approach

1:1 Specialist Teaching - as part of her specialist teaching course Kate Worrall has taught 30 hours 1:1.

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

Language as a means of communication

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 in Year 3 - individual children may require one to one language activities.

Social Skills Group (Fizzy Cola Club and Buddy Club) - This has made significant improvement this academic year. Laura Smith now runs Fizzy Cola Club for children who tend to 'mask' all day. This group is a social skills/ emotional regulation group running three times a week. Buddy Club is for Year 1 pupils, this is a challenging cohort with up to 5 children being referred for ASC or ADHD or both.

Drawing and Talking - Laura has been trained to deliver this. This is now part of Laura's timetable and there is a waiting list of children waiting for this intervention. Two LAC pupils have this intervention.

Colourful Semantics - Is embedded in some classrooms but needs to be embedded in all, due to lots of staff changes this will need a refresher.

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.

Pastoral Support - Laura Smith now in role. She has started the interventions (see above) but has been developing this role; including parent coffee morning, although only a few attended, Laura is exploring different ways to encourage attendance.

Forest School Nurture Group 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. This continues to be a valued addition.

The Nest (intervention/nurture room) 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. This has been develop further, but is now mostly used 1:1 for a pupil on a reduced timetable.

The POD - A new intervention space has been created in the corridor space.

All behaviour is communication

Behaviour Policy -.Staff understand that behaviour is what we see, that behaviour is communicating something. The change in policy from a sanctions based system to a restorative approach was the most

transformative step. 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. Laura Smith and Bradley Atkins have also had the Restorative Justice Training.

Training for staff- top-up training required - ASC, ADHD , Attachment and Trauma, Dyslexia. This has been scheduled into the academic year 2023/ 2024

The Classroom offers a safebase

We have been developing the school environment - all classrooms now have an emotion check-in. This now includes a wheel which is more age appropriate for KS2. There is now one for staff and visitors to the school!

The school is using Widgit symbols very effectively, to create word banks for learners. Working walls are a 'working document' and used by children. 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 continues to be an area of development. The Mental Health Policy has been created but needs to be signed off. Kate Worrall has had Mental Health Lead 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 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. Early Years staff have Supervision with Sarah Sinden, and this needs to be rolled out to all staff (if they want it).

Autumn Term			
Year group	Intervention	Number of pupils	% making progress/achieving targets
R			
1	Little Wandle Catch Up	6	100%
	1:1 Reading Little Wandle - Blending	6	100%
2	Little Wandle Catch Up	7	100%
	1:1 Reading	7	100%

3	Little Wandle Catch Up	5	100%
	1:1 Reading Little Wandle	5	100%
	1:1 Reading BRP	2	100%
4	Little Wandle Catch Up	2	100%
	1:1 Reading Little Wandle	2	100%
	1:1 Reading BRP	2	100%
5	Toe by Toe	1	Unknown
	1:1 Reading BRP	1?	Unclear?
6	1:1 Reading BRP/ Comprehension	2	100%
	1:1 non-readers at home	6	100%
	Maths intensive support	2	100%
	Maths support	6	100%
Other	Forest Nurture Group Lunchtime	6	60%
	Fizzy Cola Club	5	On just started
	Drawing and Talking		

Pre/Post Teaching Maths - Children vary from lesson to lesson
Guided Flexible Groups in class

Spring Term			
Year group	Intervention	Number of pupils	% making progress/achieving targets
R	Neli Screening and Group	6	Ongoing
	1:1 reading	9	100%
	Little Wandle Catch Up	10	100%
1	Little Wandle Catch Up	1	0% Absence
	1:1 Reading Little Wandle	5	100%
	Additional Blending	6	100%
	Sensory Circuits	2	100%
	Buddy Club (Social Skills)	5	?
2	Little Wandle Catch Up	6	100%
	Little Wandle EAL	1	100%
	1:1 additional blending	1	100%
	1:1 Reading Little Wandle		?
	1:1 Reading Non-Readers at home		?
3	Little Wandle Catch Up and Reading	5	80%
	BRP Reading	2	100%
	Inclusion Support Plan	1	

	Sensory/ Calming Box Breaks	4	50%
4	Little Wandle Catch Up	2	100%
	1:1 Reading Little Wandle/ RAP	2	100%
	1:1 Reading BRP	2	100%
	Sensory/ Calming Box Breaks	2	100%
	1:1 Specialist Teaching	1	100%
	Morph Mastery	4	
5	1:1 Reading BRP	2	
	1:1 reading (non readers at home)		
	1:1 Reading BRP		
	Reading Trial		
	Morph Mastery	2	
6	1:1 Reading BRP/ Comprehension		
	1:1 reading (non readers at home)		
	Morph Mastery	2	
	Reading Trial		
	Maths Intervention		
Other	Forest Nurture Group Lunchtime	6	
	Fizzy Cola Club	5	80%
	Drawing and Talking		
Pre/Post Teaching Maths - Children vary from lesson to lesson Guided Flexible Groups in class			

Summer Term			
Year group	Intervention	Number of pupils	% making progress/achieving targets
R	Neli		
	Little Wandle Catch Up		
	1:1 Reading Little Wandle		
	1:1 Reading Non-Readers at home		
1	Little Wandle Catch Up		
	1:1 Reading Little Wandle		
	1:1 Reading Non-Readers at home		
	Buddy Club (Social Skills)		
2	Little Wandle Catch Up		
	1:1 Reading Little Wandle		
	1:1 Reading Non-Readers at home		
3	Little Wandle Catch Up		
	1:1 Reading Little Wandle		
	1:1 Reading BRP		
	1:1 reading (non readers at home)		
4	Little Wandle Catch Up		

	1:1 Reading Little Wandle		
	1:1 Reading BRP		
	1:1 reading (non readers at home)		
	Reading Trial		
	1:1 Specialist Teaching	1	
	Morph Mastery	2	
5	Toe by Toe	1	
	1:1 Reading BRP		
	1:1 reading (non readers at home)		
	1:1 Reading BRP		
	Reading Trial		
	Morph Mastery	3	
6	1:1 Reading BRP/ Comprehension		
	1:1 reading (non readers at home)		
	Morph Mastery	2	
	Reading Trial		
	Maths Intervention		
Other	Forest Nurture Group Lunchtime	6	
	Fizzy Cola Club	5	

Pre/Post Teaching Maths - Children vary from lesson to lesson
Guided Flexible Groups in class

Parent support

The SENCo and/ or Teachers/ SLT have met with many parents of pupils with SEND and pupils with concerns. These meetings are the request of the school or the request of parents.. 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 if they have concerns. In the SUmmer Term, there were two EHCP annual review, these were both for Year 6 pupils who were transitioning to Secondary School. One of these was a challenging review as the pupil is from the Gypsy Roma Traveller Community and there was uncertainty about whether the pupil would attend Secondary School. The Secondary School had also said that they were unable to 'meet need' and we therefore had to support the pupil's parents to appeal this decision.

We have now had our first coffee morning and have linked up with staff from Kent Navigation Teams (Involved) who work from GP surgeries, they can support and signpost families to so many wellbeing services. In addition to regular meetings with the SENCO, SLT and Class Teachers (either at the request of school or the request of parents), the SENCO has slots at parents' evenings, giving all parents the chance to discuss their concerns.

Training and Professional Development

Training in 2022 - 2023	Uses in the school and impact

Austism Training Grangepark (External)	Celia Scholtz
Restorative Justice Training (External)	Bradley Atkins Laura Smith
Little Wandle Rapid Catch-Up Training (internal)	All teaching assistants up to Year 4. Year 5 and 6 teaching assistants scheduled
ECT Training (External STLS)	Celia Scholtz - STLS Service
Mainstream Core Standards (middle leader and teacher) May 2023 (Education People)	All teaching staff
Drawing and Talking Training (External)	Laura Smith
Morph Mastery Training (External)	Kate Worrall
Kate Worrall SENCO - Post-graduate Level 7 (Canterbury Christchurch University	2022/ 2023 Dyslexia Specialist Teacher Post Graduate Course at Canterbury University. This will mean that Kate will be able to formally assess children for dyslexia.
Introspection Training (face to face bespoke training with a member of STLS)	Laura Smith Alex Wall
Dyslexia Conference (British Dyslexia Association)	Kate Worrall
SENCO Conference (Education People)	Kate Worrall
2 x Tonbridge Local SENCO Forum	Kate Worrall

Training Scheduled for next academic Year

- Dyslexia/ SpLD training - Kate Worrall
- Attachment and Trauma Training - Homefinding Fostering (Social Worker)
- Autism Training - Autism Education Trust (ALL STAFF)
- ADHD Training - needs sourcing

As these are now delivered as Twilights we need to ensure that the support staff also access vital training.

Policies

SEND Policy 2022

Medical Needs Policy 2022

Pupil Premium Policy 2022
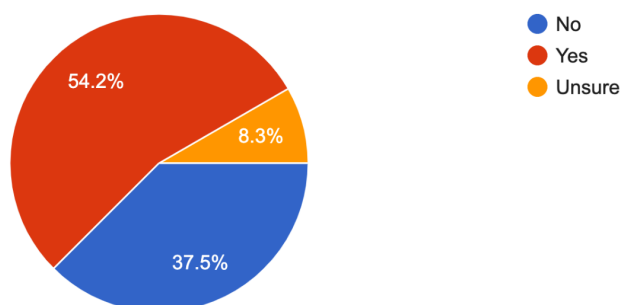
Intimate Care Policy 2022

Accessibility Action Plan 2022

Mental Health and Wellbeing Policy - NEW need reviewing by KE and Govenors

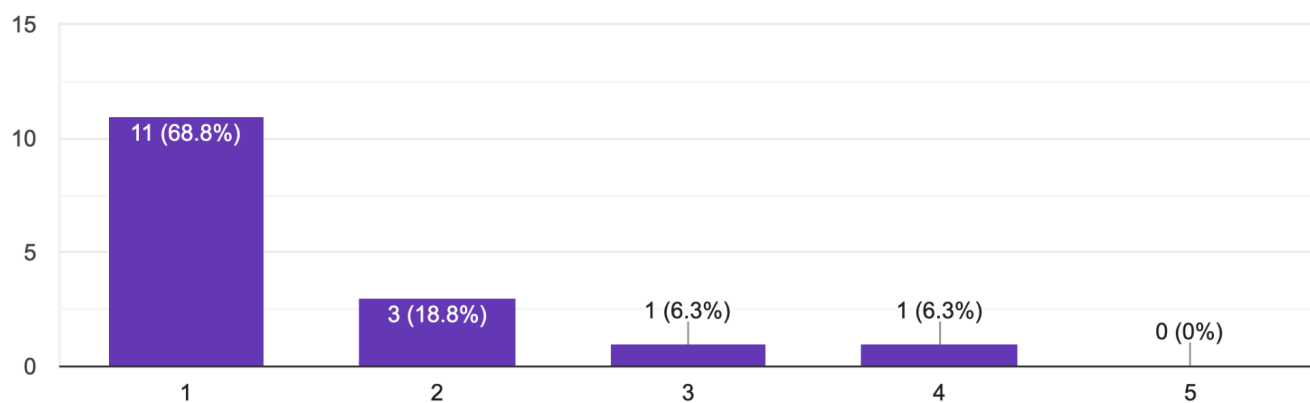**Parent Feedback FORM APRIL 2023**

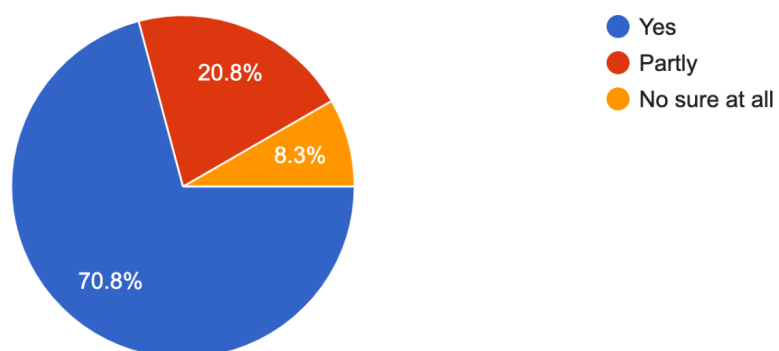Does your child have special needs and requires extra support at school?
24 responses

If you said yes to question 1, do you feel your child's educational needs are supported at school?
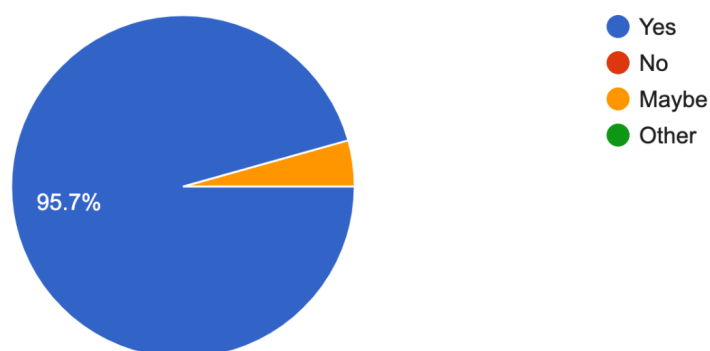16 responses

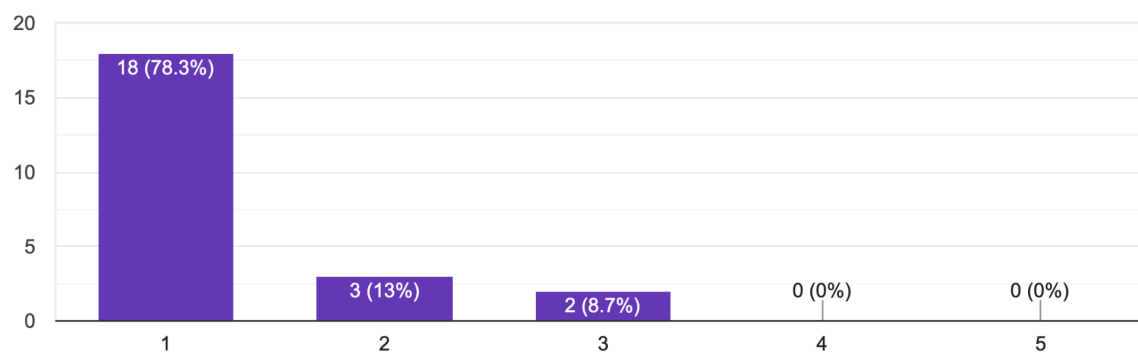# Do you understand how well your child is progressing?

24 responses

- Yes
- Partly
- No sure at all

20.8%
8.3%
70.8%

If you have new concerns about your child do you feel able and happy to talk to staff?

23 responses

- Yes
- No
- Maybe
- Other

95.7%

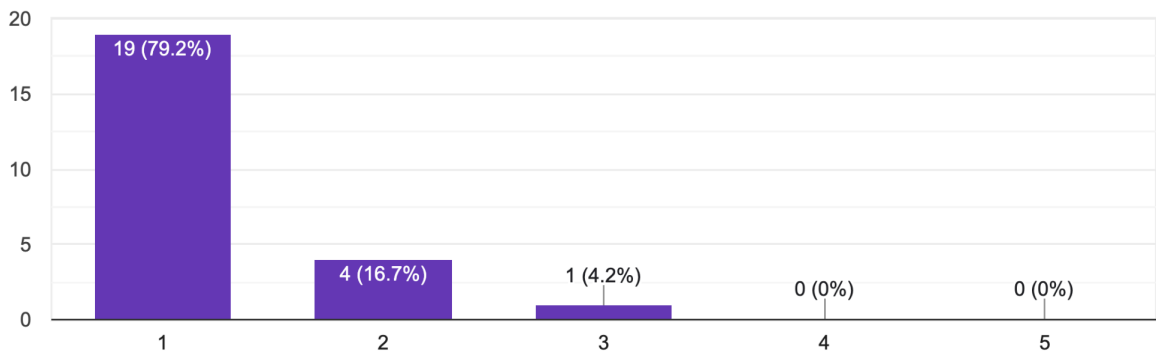# How well do you feel your concerns were dealt with?

23 responses

On a scale of 1 to 5, how happy are you with the communication between school and home?
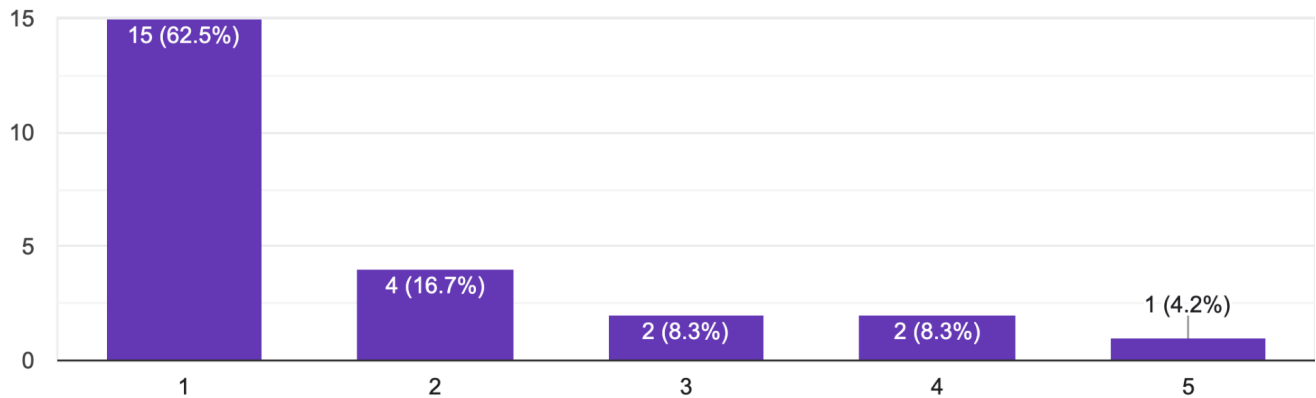24 responses
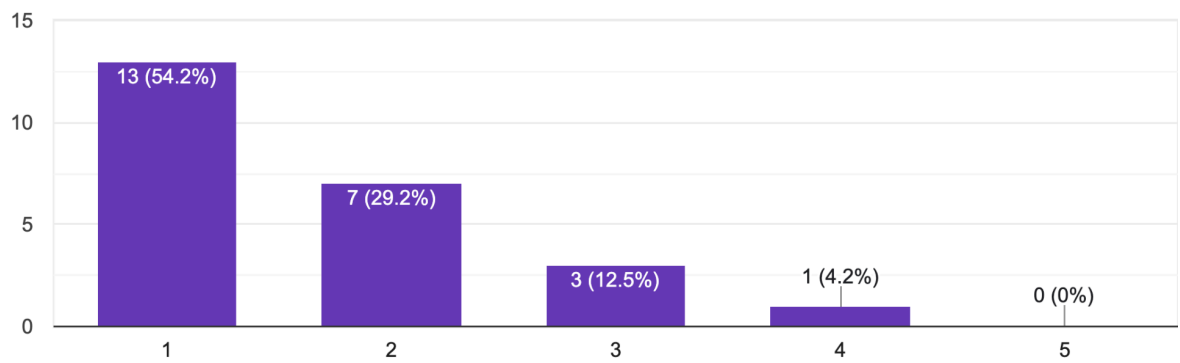
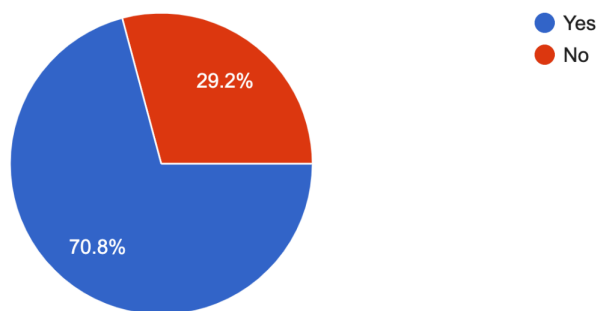## Does your child feel safe at school
24 responses

Is your child happy at school?
24 responses

Do you know where to find the SEND policy and other information about SEND?
24 responses

- Yes
- No

29.2%

70.8%

Anything else you'd like to share... 7 responses

- School has always been very supportive of my child's needs
- Lovely staff and such caring hearts! Always a pleasure to know my child is supported by the best team! Well done all at east Peckham xx
- We are incredibly happy with how well Chester is looked after at EPPS
- Brilliant could not ask for more .
- Thank you for everything you are doing for our children. Our daughter has progressed so much in in one year. She loves her school and enjoys learning. Staff at the school are friendly and approachable. The management have always communicated well with us parents, and value our views and opinions. Thank you everyone.
- Whilst my two children don't have SEND needs, they have had other needs which have required the schools support. From senior leadership team, to class teacher/teaching assistant, to pastoral support and office staff - everyone has been so helpful and supportive. This has enabled the girls to thrive when managing some really complex issues outside of school. Indeed, their confidence has only grown and grown! Thank you all.
- Although my child hasn't officially been diagnosed his needs are being met so well and he is supported all day every day