

**DITTON CE JUNIOR SCHOOL: Special Educational Need and Disability Information Report to Governors for the academic year 2019-2020**

This report to the Governors of Ditton Infant School/Ditton CE Junior School documents the annual review of the effectiveness of school's provision for pupils with Special Educational Needs and Disability (SEN&D). The review process undertaken by the Inclusion Manager collated feedback from the Senior Leadership and Inclusion Teams, Teachers, Teaching Assistants and parents. To avoid duplication of key information, it should be read in conjunction with the school's Special Educational Needs and Disability (SEN&D) Policy. Both of these documents will be published on the school website annually.

When was the SEN&D Policy last reviewed and when will it be reviewed again?

Following a thorough review in the Autumn of 2019, the SEN&D Policy was completely redrafted to make it more accessible and easier to follow. It was formally adopted by the School Governors on 17 March 2020.

Who is our Special Educational Needs Co-ordinator (SENCO) and how can he/she be contacted?

Mrs Ruth Campbell remains the Inclusion Manager, which includes the role of SENCO. She works part time and is generally in school alternate Tuesdays, and every Wednesday and Thursday. She can be contacted via the school office on 01732 843446 or via email [usen-coordinator@ditton-jun.kent.sch.uk](mailto:usen-coordinator@ditton-jun.kent.sch.uk).

Where can the local authority's local offer be found and how has the school contributed to it?

The LA's local offer is to be found on the school website in the SEND page within Key Information. The school contributed to the local offer by providing information about its provision.

***The following key questions review the effectiveness of the school in meeting the needs of pupils with SEN&D over the academic year 2019-2020***

What types of special educational needs and disability (SEN&D) have we provided for at the school?

The school makes provision for a broad range of SEN&D. In the last year this has included Autistic Spectrum Condition, Hearing Impairment, Moderate Learning Difficulties, Physical Disabilities, Social Emotional and Mental Health needs, Speech Language and Communication needs, Specific Learning Difficulties and Visual Impairment. The most frequently occurring needs in our school population are Speech, Language and Communication, Specific Learning Difficulties and Social, Emotional and Mental Health needs.

What key approaches have been used to teach and make provision for pupils with SEN&D?

We believe that high quality inclusive provision begins with 'Quality First Teaching' and an engaging curriculum. We also believe learning should be fun and understand the importance of building a child's confidence as a learner. Strong provision for all children will benefit those with SEN&D, so all classrooms have visual timetables, make use of steps to success and clear success criteria and differentiation of work is evident throughout the curriculum. Classes have had allocated TAs, which has facilitated small group work and precision teaching approaches to be used. Praise and reward systems run throughout the school to encourage children to engage with their learning.

Teachers have been supported to meet the needs of pupils with SEN&D through comprehensive advice, including that provided by the Inclusion Manager and external specialists. They employ a range of inclusive strategies to reduce barriers to learning and improve outcomes. In specific cases, this has meant that some children have benefitted from targeted and personalised support, including intensive interventions and individualised programmes to address long term learning and skills development:

**Speech, Language and Communication** programmes for articulation, talk for learning, Language Link, pre-teaching of vocabulary and concepts and strategies to check understanding, use of visuals and multi-sensory aids, additional processing time and opportunities to rehearse ideas with an adult, talk partner or study buddy. Provision in this area has been supported by our own part time Speech and Language Therapist.

**Specific Learning Difficulty** and **Cognition and Learning** programmes, such as precision teaching, Big Cat Phonics and Fluency in Number Facts; reading support through daily reading, reading buddies, Accelerated

Reader, echo reading, decoding and comprehension groups; supporting pupils to develop metacognitive skills (that is understanding how to learn and recognising what words for them) such as using task management systems and other organisational structures, use of multi-sensory activities and learning toolkits/study packs to promote independence in learning; explicit teaching of problem-solving; memory support; and pupil individual activity boxes to target particular needs.

**Social, Emotional and Mental Health** programmes, some of which are led by our Learning Mentor, such as daily wellbeing check-ins and weekly confidence checks, active listening programme, use of readers and prompters in whole class or independent learning situations, the Incredible 5 Point Scale and comic strip conversations, playtime activities and support and time out spaces.

**Autism**-friendly support, such as social skills groups, support and strategies to manage change and/or anxiety, explicit teaching of abstract language structures and flexible timetabling for individual pupils.

**Physical and Sensory** support, such as motor skills programmes, sensory and movement breaks, use of ICT or a scribe, and of an assistive listening device for hearing impairment.

A safe learning environment is a prime consideration for all staff at all times, but this year our provision for pupils with SEN&D has had to reach a new level in response to the Covid-19 pandemic. This has included places for our most vulnerable pupils to continue learning in school whilst schools were closed to the majority of pupils, regular wellbeing/safeguarding calls to those children who are home-learning, daily class Kidblog activities with contact and feedback to work from school staff and a special inclusion Kidblog offering daily differentiated English and Maths activities for children who are working below the level of their year group.

How has the school adapted the curriculum and learning environment to meet the needs of pupils with SEN&D?

When designing the classroom environment and displays, teachers pay careful attention to the needs of the pupils in their class. Children are positioned within the classroom to optimise their access to the support and resources that they need. Displays include working walls and key vocabulary and learners are provided with individual aids, such as word mats and writing frames. Time out spaces have been identified for pupils who need them with clear guidance regarding expectations for their use. Some children have needed adaptations to the class timetable, for example a series of shortened tasks within a lesson, additional time to complete tasks or opportunities for breaks from or recapping of prior learning. Specific adaptations to the curriculum and learning environment are often made following consultation with the pupil, parents and specialist teachers involved with the child. Listening and effective communication is key in this process.

How has SEN&D provision been monitored and quality assured?

Monitoring and quality assurance of SEN&D provision has been undertaken through learning walks, lesson and intervention observations, book-looks, conferencing with pupils, their parents and school staff, scrutiny of support plans and data analysis. The information gathered by these means has been used to identify the areas for development, including the professional development needs of staff and gaps in the SEN&D resource bank. More recently, the oversight of the Inclusion Kidblog, the pupil responses to it and the feedback of parents has helped us to develop a consistent and appropriate provision for home learners during the school closure.

How have we assessed and reviewed pupil progress towards their identified outcomes?

Each child who has SEN&D has a support plan – a Personalised Plan for those identified at SEN Support and a Provision Plan for children with an Education, Health and Care Plan. The review of the SMART targets set against attainment and progress data gives clear evidence about the progress the child has made and identifies appropriate next steps for their learning.

How well have pupils with SEN&D performed this academic year compared with the whole school population?
As would be expected, the attainment and progress of pupils with SEN&D varies according to their underlying ability and needs, but there is strong evidence that all of them have made progress against their identified outcomes. Some pupils with SEN&D have achieved greater depth in some or all of the core subjects. Appended to this report is the SEN&D Baseline, Predictions and Milestones document for this academic year.
What methods have we used to identify and assess pupils with SEN&D?
The progress made by pupils is closely monitored and inadequate progress triggers further diagnostic investigation of the barriers to learning. This has included Lucid LASS, Language Link, the British Picture Vocabulary Scale, Wide Range Intelligence Test, the Tests of Visual Processing Skills and Auditory Processing Skills and Visual Stress Assessments. Some pupils have been discussed with an Educational Psychologist at a School Based Review or by the Local Inclusion Forum Team (LIFT) to identify helpful interventions or next steps. There are 3 current applications for statutory assessment this year.
How have we enabled pupils with SEN&D to engage in activities with other pupils who do not have SEN&D?
Teachers and senior leaders are mindful of barriers that need to be overcome to give all pupils equitable access to all that the school offers its pupils. This includes learning experiences, trips and opportunities to succeed and engage beyond the curriculum. Careful planning, mixed ability group work, risk assessments, appropriate use of school funding (including Pupil Premium) and the support of a learning mentor to encourage and boost confidence has been key in this. Work completed by children with SEN&D is evident in displays around the school.
How have parents and pupils been consulted and engaged in decisions about SEN&D provision?
A variety of methods to consult and engage stakeholders in decision making have been employed, including formal consultation, questionnaires, opportunities for discussion and verbal feedback and review meetings. Parents of pupils with SEN&D have received written copies of all Personalised/Provision Plans and reviews.
How have we supported pupils with SEN&D to develop their social skills and promoted good mental health?
During this year the Inclusion Manager has assumed the new role of Wellbeing Champion, actively promoting good mental health and wellbeing for the whole school community through an action plan, which was informed by the outcome of staff and pupil questionnaires. A Mental Health audit by leading teachers from other schools in the Malling partnership indicated that much had been achieved in a short period of time. The school also employed a Learning Mentor at the start of this academic year, who has taken a key role in developing SEN&D children's social skills and promoting good mental health. TAs have delivered social communication skills groups under the direction of the school Speech and Language Therapist.
How have pupils been prepared for joining or transferring from the school?
Generally for casual admissions, enquiries are made to previous schools for all new children, families are offered school tours and a discussion with a member of the senior leadership team prior to admission. Parents are invited to sign a home-school agreement and preparations are made before the child starts school, eg name on locker and books, etc. Children may be allocated a buddy for their first few days and the head teacher ensures she meets with them at some point in their first week. End of year transfers usually have taster sessions, but the current Covid-19 pandemic has meant that some of our normal arrangements for joining or transitioning from the school have been unable to take place. Video conferencing has been used to communicate with staff in other schools for children leaving us. For children joining us or moving on to new classes within the school, it enabled children to meet their new teacher. There has been a comprehensive handover of information about classes between staff within the school. The Inclusion Blog has included a Positivity Post throughout term 6 to give children strategies to manage emotions and problem-solve anxieties. Vulnerable children have been given a passport, with photographs and introductions to the adults in their new class and all SEN&D children have been given the opportunity to complete a pupil profile to share what is important about them with their new teacher.

Year 2 Kidblog has run through term 6 to engage children with our method of online learning and each year 2 pupil was offered an after-school tour of the school.
What expertise and training have our staff gained over this academic year and how has this enhanced the provision and support for pupils with SEN&D?
Teachers and TAs have received training in Phonics, Autistic Spectrum Disorder, a range of wellbeing and emotional health topics including loss and bereavement. In addition, TAs have followed a fortnightly programme of continuous professional development covering various topics including supporting the development of reading and increasing knowledge of the types of SEN&D represented within the school community and developing an understanding of strategies that can be used to support children with learning.
How have we involved other organisations and specialists in meeting the needs of pupils with SEN&D and what have been the benefits to pupils of this collaboration?
A number of Specialist Teachers have visited throughout the year in support of specific pupils, either observing or working directly with the children or meeting with parents and staff to discuss and refine provision for pupils. Some children have ongoing support from a paediatrician or medical specialists. A few children have benefitted from bereavement or mental health support.
What support services have been made available to parents and families in relation to SEN&D?
Parents have benefitted from dialogue with specialist teachers, Slideaway bereavement support, information about the parent partnership services (IASK). During the Covid-19 pandemic, helpful information to help them support children at home has been posted for parents on the Inclusion Kidblog.
What equipment and facilities have been secured to support pupils with SEN&D and what have been the benefits to pupils of this provision?
No new specialist equipment or facilities have been added to the school's provision during this academic year, but pupils have continued to benefit as appropriate from the coloured paper/overlays/exercise books, Move 'n' Sit cushions, fidget items, manipulatives for learning, whiteboards, writing aids and alternative recording methods including ICT.
Overall, how effective has the school's SEN&D provision been over the past academic year?
<i>The effectiveness of SEN provision may be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level.</i>
Generally the provision made for our pupils with SEN&D has been described as good.
What key areas related to SEN&D provision have been identified for further development over the coming academic year?
<ul style="list-style-type: none"> <li>• Strengthening collaboration and liaison between outside agencies and school staff, particularly medical professionals, and closer tracking of the impact of advice received.</li> <li>• Speed up process for identifying barriers to learning and implementing appropriate provision</li> <li>• Continue to develop and strengthen the assess-plan-do-review cycle for SEN&amp;D provision: engaging parents and pupils more fully; making monitoring and development of practice more robust and extending further the knowledge, understanding and skills of staff.</li> </ul>
How have we handled complaints from parents of children with SEN&D about provision made at the school and who can parents contact if they have concerns?
The published procedures and policies for handling concerns and complaints have been followed and each has been brought to an appropriate conclusion. Reference should be made to the Complaints Policy and Procedure, which is available on the school website. ( <a href="https://ditton-jun.kent.sch.uk/policies/">https://ditton-jun.kent.sch.uk/policies/</a> )

Report compiled by:	<i>Ruth Campbell</i> Mrs Ruth Campbell, Inclusion Manager	Date report accepted by Governors:	
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## Ditton CofE Junior School SEND Report to Governors July 2020

NB Figures crossed through in the tables below are from school data in November 2019 or comparative national data in January 2019.

### SEND profile of school:

No of children	Year group				TOTAL	% of DJS population	SEN National Average All Schs DfE Jan 19 Jan 20	% of DJS SEN population
	Y3	Y4	Y5	Y6				
SEN Support	3	9	<del>10</del> 12	9 8	31 30	13.9% 13.5%	11.9% 12.1%	88.2% 85.7%
SEN Support boys	3	4	7 9	8 7	22 23	16.9% 17.6%	**	64.7% 65.7%
SEN Support girls	0	5	3	1	9	9.8% 9.9%	**	26.5% 25.7%
SEN Support & Pupil Premium	1	3 4	3 6	2 1	9 12	4.1% 5.4%	27.2%* 29.9%*	26.5% 34.3%
Education, Health & Care Plan (EHCP)	1	0	0	2	3	1.4%	3.1% 3.3%	8.8% 8.6%
EHCP Boys	1	0	0	2	3	2.3%	**	8.8% 8.6%
EHCP Girls	0	0	0	0	0	0%	**	0%
EHCP & Pupil Premium	1	0	0	1	2	0.9%	32.7%* 34.6%*	5.9% 5.7%
All SEN TOTAL	4	9	<del>10</del> 12	11 10	34 35	15.3% 15.8%	15.2% 15.4%	100%
All SEN Boys	4	4	7 9	10 9	25 26	19.2% 19.8%	**	73.5% 74.3%
All SEN Girls	0	5	3	1	9	9.8%	**	26.5% 25.7%
All SEN & Pupil Premium	2	3 4	3 6	3 2	11 14	5.0% 6.3%	59.9% 64.5%	32.4% 40.0%
All SEN & LAC	0	0	0	0	0	0%	**	0%
High needs funding	0	0	0	2	2	0.9%	**	5.9% 5.7%

\*National data available for Free School Meals rather than Pupil Premium

\*\*National data unavailable

### Commentary:

- Our percentage of SEN Support remains above the national average, but our percentage of pupils with an EHCP remains below average. Overall, our percentage of SEN in the school population remains a little above average.
- Similar to the national data, our percentage of boys in the school population with SEN is higher than girls.
- In comparison to the national data, our proportion of pupils in the school population with SEN and Pupil Premium is very low.
- Approximately  $\frac{3}{4}$  of our SEN pupils are boys.
- We have no Looked After Children (LAC).
- Two (0.9%) of our children have High Needs Funding. More applications would have been made for High Needs Funding during this academic year had school not closed due to Covid-19.

Primary Area of need	Speech, Language and Communication	Specific, Learning Difficulty	Social, Emotional and Mental Health	Autistic Spectrum Condition/Disorder	Physical Disability	Vision Impairment	Hearing Impairment	Other / No Specialist Assessment
% of DJS SEN population	20.6% 34.3%	20.6% 20.0%	32.4% 22.9%	11.8% 8.6%	2.9% 0%	2.9% 5.7%	2.9%	5.9% 5.7%
SEN National Average All Schs DfE Jan 20	15.0% 15.5%	3.5% 3.6%	13.7% 14.2%	11.0% 30.1%	2.9% 4.9%	1.3% 1.1%	1.8% 2.2%	4.4% 2.6%

Commentary:

- There has been an increase in the % of children identified as having Speech, Language and Communication needs over this academic year and a reduction in the % identified as having Social, Emotional and Mental Health needs or Autistic Spectrum Condition/Disorder.

**SEN&D Baseline, predictions and milestones 2019-2020**

**\*\*\* The end of year results were drawn from data prior to the closure of schools on 20 March 2020 (midway through Term 4) due to Covid-19. \*\*\***

Key			
Milestone	Milestone increased during the year	Actual results	Actual results for all pupils (non-SEN&D + SEN&D)
E = EHCP		K = SEN Support	% figures in brackets = GDS

Year 3	Reading	Writing (TA)	Maths	GPS	Combined
Baseline 1E 3K 1 child = 25%	50% (25%)	25% (25%)	50% (25%)		25%
Term 2 start 1E 3K 1 child = 25%	25% (0%)	25% (0%)	50% (25%)	25% (0%)	25%
Term 4 start 1E 3K 1 child = 25%	25% (25%)	25% (25%)	50% (25%)	25% (25%)	25%
	25% (0%)	25% (0%)	50% (25%)	50% (25%)	25%
End of Year 1E 3K (1 stat ass) 1 child = 25%	25% (25%)	25% (25%)	50% (25%)	25% (25%)	25%
	25% (25%)	25% (25%)	50% (25%)	25% (25%)	25%
End of year attainment for all pupils	73% (29%)	73% (27%)	76% (24%)	76% (33%)	71% (24%)

\*One Y3 class had a change in teacher for the month of January, which unsettled the children. The assessment week at the end of Term 3 was in the class teacher's first week back with the class.

**Comment on results of year 3 children with SEN&D: The number of children with SEN&D remained stable throughout the year. All the year 3 milestones were met.**

Year 4	Reading	Writing (TA)	Maths	GPS	Combined
Baseline OE 9K 1 child = 11%	11% (0%)	11% (0%)	11% (11%)	11% (0%)	11%
Term 2 start OE 9K 1 child = 11%	11% (0%)	11% (0%)	22% (0%)	0% (0%)	11%
Term 4 start OE 8K 1 child = 13%	11% (0%)	11% (0%)	22% (11%)	0% (0%)	11%
	13% (0%)	13% (0%)	13% (0%)	13% (0%)	13% (0%)
End of Year OE 9K 1 child = 11%	44% (0%)	11% (0%)	33% (11%)	11% (11%)	11%
	22% (0%)	11% (0%)	11% (0%)	11% (0%)	11% (0%)
End of year attainment for all pupils	81% (34%)	71% (19%)	71% (19%)	74% (14%)	67% (17%)

**Comment on results of year 4 children with SEN&D: The number of children with SEN&D remained stable throughout the year. The year 4 milestones were met in writing, GPS and combined. Two children with SEN&D did not achieve the predicted standard in reading and maths and none of the children with SEN&D achieved GDS in any core subject.**

Year 5	Reading	Writing (TA)	Maths	GPS	Combined
Baseline OE 8K 1 child = 12.5%	50% (0%)	38% (0%)	38% (0%)	50% (25%)	13%
Term 2 start OE 10K 1 child = 10%	30% (0%)	20% (0%)	40% (10%)	60% (0%)	10%
Term 4 start OE 11K 1 child = 9%	36% (0%)	36% (0%)	36% (9%)	54% (0%)	36%
	45% (0%)	45% (0%)	55% (9%)	55% (0%)	36%
End of Year OE 11K 1 child = 9%	45% (9%)	54% (0%)	54% (9%)	72% (9%)	45%
	64% (9%)	36% (0%)	45% (9%)	55% (9%)	36% (0%)
End of year attainment for all pupils	84% (21%)	74% (16%)	77% (19%)	84% (18%)	70% (9%)

\*One Y5 class had a change in teacher mid-year due to staff absence, which unsettled the children.

**Comment on results of year 5 children with SEN&D: The number of children with SEN&D increased over the year. The year 5 milestones were exceeded in reading, but not achieved in writing, maths, GPS or combined. All the GDS milestones were met.**

Year 6	Reading	Writing (TA)	Maths	GPS	Combined
Baseline 2E 9K 1 child = 9%	36% (18%)	36% (0%)	45% (9%)	27% (9%)	27%
Term 2 start 2E 9K 1 child = 9%	27% (18%)	18% (9%)	45% (9%)	27% (9%)	18%
Term 4 start 2E 9K 1 child = 9%	36% (18%)	45% (9%)	45% (9%)	27% (9%)	36%
	36% (18%)	27% (18%)	36% (9%)	36% (9%)	27%
End of Year 2E 9K (1 stat ass) 1 child = 9%	36% (18%)	45% (9%)	45% (9%)	27% (9%)	36%
	36% (18%)	45% (0%)	36% (0%)	45% (9%)	27% (0%)
End of year attainment for all pupils	79% (39%)	76% (16%)	79% (18%)	71% (24%)	65% (16%)

**Comment on results of year 6 children with SEN&D: The number of children with SEN&D remained stable throughout the year. The year 6 milestones were met in reading and writing and exceeded in GPS, but not met in maths or combined. The GDS milestones were met in reading and GPS, but not in other areas.**