

## SEN Evaluation Report 2019-2020

Number of Pupils on SEN list September 2019: 30 children

Number of Pupils with EHCPs: 7 children = 23.3% of SEN children

Number of Pupils with HNF: 7 children = 23.3% of SEN children

### Number and % of pupils with SEN with each need type:

Type of SEN:		September 2016-2017	September 2017-2018	September 2018-2019	September 2019-2020
<b>Communication and Interaction</b>	All	26.9% 7/26	34.5% 10/29	46.7% 14/30	53.3% 16/30
	SEN Support	26.9% 7/26	31% 8/29	36.7% 11/30	43.3% 13/30
	EHCP	0%	3.4% 1/29	10% 3/30	10% 3/30
<b>Cognition and Learning</b>	All	34.6% 9/26	27.6% 8/29	30% 9/30	36.7% 11/30
	SEN Support	34.5% 9/26	24.1% 7/29	26.7% 8/30	26.7% 8/30
	EHCP	0%	3.4% 1/29	3.3% 1/30	6.7% 2/30
<b>Physical and Sensory</b>	All	11.5% 3/26	17.2% 5/29	10% 3/30	6.7% 2/30
	SEN Support	0%	3.4% 1/29	0%	0%
	EHCP	11.5% 3/26	13.8% 4/29	10% 3/30	6.7% 2/30
<b>Social, Emotional, Mental Health</b>	All	26.9% 7/26	20.7% 6/29	13.3% 4/30	6.7% 2/30
	SEN Support	26.9% 7/26	20.7% 6/29	10% 3/30	6.7% 2/30
	EHCP	0%	0%	3.3% 1/30	0/30

- The data for Communication and Interaction (including ASD) shows a four-year trend, increasing from 26.9% in September 2016 to 53.3% in September 2019. This increase is in line with similar national and local trends:
  - National: 2.1% increase in Speech, Language and Communication needs and 0.8% increase in Autistic Spectrum Disorder (ASD)SD between 2015 and 2018
  - Kent: 3.1 % increase in Speech, Language and Communication needs and 1.2% increase in ASD between 2015 and 2018
- By the end of 2019/2020, there were 9 children diagnosed with ASD on the SEN List with a further 7 on the diagnosis pathway. This is an increase from 5 diagnosed cases in September 2018, and 8 diagnosed cases in September 2019.
- Children identified as having a Social, Emotional and Mental Health need has decreased by 20.2% between 2016 and 2019

- Cognition and Learning as a primary need has increased from 27.6% in 2017 to 36.7% in 2019 – a three-year increasing trend. This is particularly noticeable in KS2.

**Analysis of Key Stage 2 Outcomes (SATs): Due to Corona Virus, no data is available for 2019/2020.**

% Achieving expected standard at end of year 6

	Reading	Writing	Maths	Combined
SEN (4)				
Non-SEN				

% Achieving above expected standard at end of year 6

	Reading	Writing	Maths	Combined
SEN (4)				
Non-SEN				

Average Scaled score:

	Reading	Writing	Maths
SEN			
Non-SEN			

Average Progress Score:

	Reading	Writing	Maths
SEN			
Non-SEN			

**Analysis of Key Stage 1 Outcomes (TA):**

% Achieving expected standard at end of year 2 (1 child disappplied)

	Reading	Writing	Maths
SEN (7)			
Non-SEN (22)			

% Achieving above expected standard at end of year 2

	Reading	Writing	Maths
SEN			
Non-SEN			

**Analysis of Year 1 Phonics Screening Outcomes and Year 2 Re-takes:**

	Year 1 Working at standard	Year 2 Re-takes (7)
All SEN (5)		
Non-SEN		

### In-school Data: up to Term 4

Across all year groups	% making expected progress	% making greater than expected progress	Average Steps Progress
Reading: SEN			
Writing: SEN			
Maths: SEN			

### Average In-Year Progress of SEN Children:

	Reading	Writing	Maths
Yr 1 (5)			
Yr 2 (6)			
Yr 3 (4)			
Yr 4 (5)			
Yr 5 (5)			
Yr 6 (5)			

### Analysis of Interventions:

Intervention	Focus	% Success	Implications
Project X Code	Reading and comprehension skills building on phonic knowledge.	50%	Monitor the delivery of this programme and the children selected for it to ensure that it is being targeted effectively.
Rapid Readers	Developing comprehension skills.	87.5%	Continue this intervention. Look to link TAs that deliver Rapid and Project X for skill development.
Small group phonics	Targeted intervention dependent on individual/group needs.	67%	Continue. This will need to be monitored to ensure that the intervention is value for money and has the maximum intervention.
Precision Phonics	Focused 1:1 short term intervention on specific narrow phonic focus.	76.9%	Continue but monitor.
Toe by Toe / Common Words	Focused 1:1 short term intervention on specific word and phonic development.	38.5%	This has not proved successful and is not having the expected impact. The Toe By Toe intervention will be continuing as the children on it have not completed the course to fully assess the impact.
Social Skills	Small group work to develop children's ability to work collaboratively.	67%	Continue but monitor.
1:1 Reading	Development of reading and comprehension skills.	64%	Monitor the frequency and quality of the intervention.

Small group maths focus	Follow up to lessons and/or pre-teaching learning.	56.8%	Continue but monitor the delivery and effectiveness of the intervention.
Times Tables Practice	Developing fluency and recall in times tables.	55.6%	Continue but monitor.
Fizzy	Body awareness, ball control and balance	80%	Continue.
Clever Hands	Fine motor control and hand strength.	42.9%	Monitor the delivery of this programme. Investigate further training.
Nurture Group	Focus on SEMH needs.	60%	Continue. One TA has undertaken online training and is keen to develop this further.

- Based on T1-4Provision Plans
- Sensory Circuits (to support children with sensory processing difficulties) is an on-going intervention.

#### SEN Training 2019-2020:

Training	Attendees	Outcomes
LIFT Meetings	A Crockford	Support and specialist teachers accessed.
Anxiety (virtual) - STLS	B Coles A Crockford	Training to gain understanding in preparation for children's return in September and supporting parents.
Dyslexia Level 2	A Crockford	Deeper understanding to enable identification of children as dyslexic in line with Kent policy.
An Introduction to Developmental Co-ordination Disorder	A Crockford	Raising awareness and understanding to support in the recognition of difficulties in school.
Speech, Language & Communication	A Crockford	Raising awareness and understanding to support in the recognition of difficulties in school.
Annual Online Safety Course for School Staff	All Staff	Raising awareness.
Auditory Processing Disorder	A Crockford	Raising awareness and understanding to support in the recognition of difficulties in school.
Demand Anxiety Avoidant Behaviours	A Crockford	Raising awareness and understanding to support in the recognition of difficulties in school.
Understanding Dyslexia	A Crockford E Paggett K Green	The following courses were undertaken during lockdown for personal CPD and enrichment.
Attachment in the Early Years	A Crockford C Wheeler	

Listening to Young Children: supporting transition	A Crockford E Farrer	
Teaching for Good Behaviour	A Crockford K Simmons	
An Introduction to Infection Prevention and Control	All Staff	
Understanding ADHD	A Crockford K Green D Brice	
Understanding Autism, Asperger's and ADHD	A Crockford	
An Introduction to Speech, Language and Communication	A Crockford	
Managing Behaviour	M Winfeld F Martinho J Wilson-Bell K Simmons N Kent K Green E Farrer E Paggett	
Break the Cycle of Emotionally Based School Avoidance	A Crockford K Green C Neale J Catmull D Brice	
Book talk for the library	E Paggett K Green	
Child Psychology	E Paggett C Neale	
Words and Pictures	E Paggett	
Autism	E Paggett	
Maths Subject Knowledge: Understanding numbers	E Paggett E Farrer	
Ratio, Proportion and scaling STEM course	E Paggett	
Learning how to learn	E Farrer	
Primary Science – supporting children's learning	E Farrer	
An Introduction to Teaching Vocabulary	E Farrer K Green C Neale J Catmull	
Preparing for Teaching	E Farrer N Kent J Cooper	
Planning for learning – formative assessment	E Farrer	
Introduction to assessment for Learning	E Farrer	

Teaching English – a course to help EAL learners	E Farrer	
Exploring Books for Children	K Green N Kent	
What children and young people say	K Green	
Exploring children's learning	K Green	
Good Practice in Autism Education	K Green J Cooper F Martinho	
Trauma Informed schools webinar	K Green L Cooper C Neale	
Cache L2 Understanding Children and Young People's Mental Health	C Neale	
Child Psychology L6	C Neale	
Childhood in the Digital Age	K Simmons	
An Introduction to Child Psychology	K Simmons	
Supporting Successful Learning	J Catmull	
The Role of Play in Children's Learning	C Wheeler	
What Children and Young People Say	J Wilson-Bell	