



SEND Report to Governors Academic year 2021-2022

Presented to Governors: June 2022

Written by
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COBHAM PRIMARY SCHOOL

Caring, Proud, Successful!



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SEND Local Offer: <http://www.kent.gov.uk/education-and-children/special-educational-needs>



1. Overview of changes in SEND 2021 - 2022

I have now been in role as the SENDCo for one academic year following my completion of the NASENDCO. Below are some facts and figures summarising some of the successes and achievements within SEND this academic year.

Area of SEND	2021 - 2022
Education, Health and Care Plans in place	5 (2 EHCPs applied for successfully, 2 awaiting a decision)
High Needs Funding	7 (2 new application and rest reapplied for successfully)
1:1 Support for children with EHCPs	3 TAs
Children under our SALT (Speech and Language Therapist)	21 (2 full reports, 6 new assessments, 2 discharged)
Specialist Teaching and Learning Support	6 (2 children discharged, 1 child taken to LIFT and support received, rest on going)

Parental Engagement

Working together and developing good relationships with parents is very important to me. I have ensured that I have had regular contact with parents either via email, telephone calls or face to face meetings. Throughout term 5 and 6, I have held Annual Review meetings for all children with EHCPs whereby numerous external agencies have been invited and attended, such as, our district PEO (Provision Evaluation Officer), medical teams, future SENDCos and STLS (Specialist Teaching and Learning Services).

I am currently in the process of planning and organising SEND parent workshops for the forthcoming year. A questionnaire will be sent out to all parents asking what information they will find most useful and informative so that I can plan my workshops effectively. The first workshop will be supported by the KCC roadshow in October.

I plan to launch a new SEND newsletter, which I will send out three times a year (to all parents – not just SEND parents). The newsletter will provide information about different areas of SEND, signposts parents to websites, courses and forums, and gives updates of SEND within school. I also share specific SEND related articles with individual parents, for example, online ASD magazine link is emailed to parents of children with ASD.

Observations and meetings

I like to ensure that my knowledge of all SEND (and AEN) learners is as up to date as possible and as part of this I have visited each class to observe every child with SEN needs. Following my observations, I complete a feedback form with a summary of the observation, what I saw working well and next steps and actions. During Pupil Progress Meetings (PPM), I work with Mrs Saunders to talk with each teaching team to discuss the progress and lack of progress for individual children. We discuss the possible barriers to the children's learning and I offer advice and support, as well as agree to observing children, to ensure all reasonable adjustments are being made. I have met with David Edwards, the SEN governor, each term. During each of these



meetings David has provided a useful agenda of points and questions to work through. We have discussed data, been on learning walks and I have shared all new initiatives with him.

CPD

Ensuring that staff CPD is up to date is crucial for everyone, especially those adults working with children who have SEND. Therefore, information is shared with all staff about upcoming CPD on a regular basis. Please see below, the list of CPD I have booked for staff to attend so far this academic year:

- LEGO training for 1 members of staff
- Autism Champion training for 2 members of staff
- ASD awareness course for 1 member of staff
- BEAM training for all Teaching Assistants
- Colourful Semantics training for all staff
- Speech and Language update with therapist for 1 member of staff
- Foetal alcohol syndrome training for 4 members of staff
- Bespoke training from Specialist Teaching and Learning Service (STLS) for 2 new TAs

2. School profile for SEND

Cobham Primary School comprises of seven classes and has 218 children on roll. Of that 218, we have 29 children on the SEND register. This accounts for 13% of our whole school population which have SEN or a disability.

Currently we have 5 children who have an Education, Health and Care (EHC) plan. I have had 2 successful applications for EHCPs within the last academic year, both of which are finalised and support is in place. Another 2 EHCP have been applied for and we are awaiting the assessment from the Local Authority (LA). We also have 7 children receiving High Needs Funding (HNF) and HNF has been successfully applied for a 2022 new starter in September

The table below highlights the areas of need currently being provided for. These needs include:

- Communication and Interaction, for example, Autistic Spectrum Disorder, Speech and Language difficulties.
- Cognition and Learning, for example, Dyslexia, Dyspraxia, ADHD.
- Social, Emotional and Mental Health difficulties, for example, Anxiety Disorder.
- Sensory and/or Physical needs, for example, Visual Impairments, Hearing Impairments, Processing difficulties.

Below is an overview of SEND needs within our school.

Summer 2022

NOR = 218	Total SEND = 29 children (13%)	EHCPs = 5 (17% of SEND children, 2% of whole school)
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DFE SEND Publication/KELSI Facts and Figures

% of SEN Support	National = 12.8%	Kent = 11.5%	Gravesham = 12.4%
% of EHCP	National = 1.8%	Kent = 2.1%	Gravesham = 1.4%

Total SEND across classes

Class	No. of children	No. of SEND	% of class
R	30	0	0%
1	30	2	7%
2	30	3	10%
3	32	7	22%
4	32	3	9%



5	32	7	22%
6	32	7	22%

AREAS OF NEED			
Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Physical and/or Sensory needs
No. of pupils with this need	No. of pupils with this need	No. of pupils with this need	No. of pupils with this need
11	12	5	1
38%	41%	17%	4%

3. Definitions and Identifying pupils with SEND

Definitions

The SEN Code of Practice emphasises the importance of early identification and assessment of children with special educational needs. Developing a wide range of flexible and responsive strategies will help prevent difficulties hindering the pupil's progress. Decisions on the most appropriate type of action should always be applied individually, by considering attainment, nature of difficulty, strengths and achievements and whether current strategies should be changed or amended.

The SEN Code of Practice suggests four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional & Mental Health difficulties
- Sensory and/or physical needs

The broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, young people often have needs that cut across all these areas and their needs may change over time.

A pupil has SEN where their learning difficulty or disability calls for special education provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.

For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with young people should be alert to emerging difficulties and respond early.

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It may also be beneficial to understand what is not SEN:

- Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.
- Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.



Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

- Difficulties related solely to limitations in English as an additional language are not SEN.

(Summary of Code of Practice: pages 83 – 86)

Identification process

At the start of each school year, we will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages. Class teachers will continue to make regular assessment of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

When identifying a child with special educational needs, the first step is for the class teacher to ensure they are providing Quality First Teaching to the individual and implementing appropriate interventions to support the child's area of need. If, after a term of these interventions, very little or no progress is being made, an SEN Concern form is completed and handed to the SENDCo. The SENDCo will then meet with the class teacher to discuss the child's needs further and arrange to observe the child in class to ensure the appropriate next steps are taken. The SENDCo will then support the class teacher in providing specific interventions which are monitored, reviewed and targets are set. When a child is having such support above and beyond what is provided in the classroom and Quality First Teaching, the SENDCo and class teacher will hold a formal meeting with parents when deciding that their child will receive SEN support. During these conversations with parents, we will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of any meetings are added to the child's record

Progress is monitored closely and in some cases, where progress is minimal, the child's case is taken to a LIFT meeting where a specialist teacher will become involved in supporting the child, class teacher and SENDCo.

Personalised Plans

All class teachers write Personalised Learning Plans (PLPs) for each child on the SEN register in their class. The SENDCo and specialists will guide and support the class teacher in formulating an individual Personalised Learning Plan. This document focusses on desired outcomes, strategies, resources and interventions to support the child. They are also reviewed three times a year; at the end of term 2, 4 and 6 with new targets set for the following term. Parents are reported to and informed of any interventions. They receive a copy of their child's PLP which they can discuss with the class teacher and add parent and pupil voice. The parents' views and input is very important in finalising the PLPs collaboratively. Once in agreement, the parents sign and return a copy of their child's Personalised Plans for their records. Parents are also provided with the opportunity to come in and discuss it further with the SENDCo and specialist teachers.

In some cases, despite this additional support, the child demonstrates a high level of need and requires further support, such as an adult present to support them on a 1:1 basis or a bespoke curriculum. At this point it may be decided to apply for High Needs Funding (HNF) and/or an Educational Health Care Plan (EHCP).

Exiting the SEN Register

Once a child has reached and maintained the level of attainment and /or social and emotional development appropriate for their age they will be removed from the SEN register. If outside agencies have supported the pupil, their advice will be sought before removing a child from the register. Parents/ carers will be informed that their child is no longer on the SEN register. The pupil will be closely monitored by the class teacher to ensure they continue to make acceptable progress by accessing high quality first teaching.



4. KS1 and KS2 Attainment of pupils with SEND (2021/2022)

ATTAINMENT OF PUPILS WITH SEND

	Reading	Writing	Maths
Pupils with SEND (Y1-6)*	Emerging = 18 (62%) (8.2% of whole school) Expected = 11 (38%) (5% of whole school) Exceeding = 0% (0% of whole school)	Emerging = 21 (72%) (9.6% of whole school) Expected = 8 (28%) (3.7% of whole school) Exceeding = 0% (0% of whole school)	Emerging = 17 (58%) (7.8% of whole school) Expected = 9 (31%) (4.1% of whole school) Exceeding = 3 (10%) (1.4% of whole school)
Key Stage 1 Pupils with SEND (Y1- 2)	Emerging = 2 (40%) (3.3% of Key Stage) Expected = 3 (60%) (5% of Key Stage) Exceeding = 0% (0% of Key Stage)	Emerging = 4 (80%) (6.6% of Key Stage) Expected = 1 (20%) (1.6% of Key Stage) Exceeding = 0% (0% of Key Stage)	Emerging = 3 (60%) (5% of Key Stage) Expected = 2 (40%) (3.3% of Key Stage) Exceeding = 0% (0% of Key Stage)
Key Stage 2 Pupils with SEND (Y3 - 6)	Emerging = 15 (62.5%) (11.7% of Key Stage) Expected = 9 (37.5%) (7.0% of Key Stage) Exceeding = 0 (0%) (% of Key Stage)	Emerging = 17 (70.8%) (13.3% of Key Stage) Expected = 7 (29.2%) (5.5% of Key Stage) Exceeding = 0 (0%) (% of Key Stage)	Emerging = 14 (58.3%) (10.9% of Key Stage) Expected = 7 (29.2%) (5.5% of Key Stage) Exceeding = 3 (12.5%) (% of Key Stage)

*Data used was End of Term 6 2021 to Term 4 2022 as was the latest data available at the time of writing the report.

PUPIL PROGRESS OF CHILDREN WITH SEND (OVER 4 TERMS)

	Reading	Writing	Maths
Pupils with SEND (Y1-6)*	Average Points Progress of SEN Children = 4.28	Average Points Progress of SEN Children = 3.79	Average Points Progress of SEN Children = 3.93
Key Stage 1 Pupils with SEND (Y1- 2)	Average Points Progress of SEN Children = 5.0	Average Points Progress of SEN Children = 3.20	Average Points Progress of SEN Children = 4.80



Key Stage 2
Pupils with
SEND

(Y3 - 6)

Average Points Progress of SEN
Children = 4.13

Average Points Progress of SEN
Children = 3.91

Average Points Progress of SEN
Children = 3.96

*Data used was Term 6 2021 to Term 4 2022 as was the latest data available at the time of writing the report. All children are expected to make 6 points progress during a whole academic year. Please bear in mind this figures are reporting 4 of the 6 terms.

*Please note, there are currently no children with SEN in Reception.

5. Update on the school's implementation of the SEND system

As a school we are targeting support for pupils with SEN through teacher assessment and tracking progress using the school assessment tracker. Pupil Progress Meetings take place termly between the Class teacher, Head Teacher and SENDCo. During these meetings, data is shared and discussions take place about implementing strategies and support in any areas of need.

The School Partnership Advisor questioned the level of SEN at Cobham in one of his early visits to the school this year. We have responded to this by questioning our practices and thinking reflectively about why we put a child on the SEN register. We felt it important to have a formal document which the leadership team and teaching teams can refer to when we are considering adding a child to the SEN register. We also thought it pertinent to consider an exit strategy so teaching teams, parents and pupils alike understand a child can be taken off of the SEN register if and when a child has all the skills and resources to be able to access the curriculum without the added level of support previously needed.

I believe SEN are catered for well at Cobham, not only in reading, writing and maths but across the curriculum. As a staff we have spent time considering what reasonable adjustments we make every day in all areas of the curriculum and we produced a document which helps us to ensure we are not only helping children access the curriculum through the quality first teaching but by a range of various resources, knowledge and outside the box thinking.

6. Update on the school's implementation of interventions

This year, the interventions have been planned, delivered and reviewed by class teachers and teaching assistants, being overseen by the SENDCo. The wide variety of interventions in school that meet the range of needs has taken place within the classroom setting where possible. We are currently reviewing intervention timetables and planning for TAs to run specific interventions based on their skillset and experience to ensure quality first teaching and support is provided to all children.

The nature of our interventions are varied and cater for a variety of needs such as social skills, speech and language delay, sensory needs and of course those who are not meeting age related expectations in reading, writing and maths. To ensure we are meeting the needs of the children within our school we review during our SEND pupil progress meetings and cater for those needs.

These are the interventions:

- Clever Fingers – to improve dexterity and fine motor skills.
- Lego Therapy – to improve social skills through co-operation, sharing and discussion.
- Colourful Semantics – to develop spoken and written language skills.
- Sensory Circuits – first thing morning and end of lunch break this scheme calms children down and prepares them for lessons, especially good for pupils with emotional problems.
- Memory Magic – to improve retention skills
- Basic Skills intervention.



- BEAM – improving balance, movement and body control.
- Therapeutic Play/Play Therapy – social emotional and mental health intervention. Provided by qualified practitioners.
- Many children also attend Breakfast Club and Pupil Premium pays for qualifying pupils to attend.
- The school has also got a Wellbeing Room for those pupils needing 'down time' for emotional, behaviour and medical reasons.
- In consultation with the pupils' parents Pupil Premium is also used to pay for school trips and visits, uniform subsidies, clubs (in-school and out-of-school).
- Time 2 Talk – school councillor
- Talkabout – social skills groups
- Lunch time Games Club – to encourage sharing, turn taking and inclusivity
- Speech and Language Therapy – to assess and plan programme for children

Each class teacher is to run their own intervention/booster groups for children working below average in Maths, Phonics, Reading and Writing. This is planned and delivered by the class teacher and teaching assistant and involves recapping of previous learning and pre-teaching for future learning as identified during termly Pupil Progress Meetings.

7. SEND funding

- Head Teacher Jacqueline Saunders is responsible for the allocation of the SEND budget and Emma Heasman is responsible for the spending.
- Where pupils with SEND are also eligible for the pupil premium, you can see how the pupil premium is being used to support these pupils in the separate Pupil Premium Report.

8. Roles and responsibilities

The SENDCo role is carried out by Emma Heasman. Emma works in school for two days a week: Wednesday and Thursday. Within her role of SENDCo she will:

- Work with the head teacher (Mrs Saunders) and SEN Governor (David Edwards) to determine the strategic development of the SEN policy and provision within the school.
- Hold responsibility for the operation of our SEN policy and the co-ordination of specific provision made to support individual children with SEN, including those with EHC plans.
- Provide professional guidance to members of staff and parents to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support and direct staff members to appropriate documentation in order to fulfil this approach.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school has up to date records of all pupils with SEN.



9. Work with external agencies

External agencies

This year we have accessed the following agencies:

- Early Help
- Specialist Teaching and Learning Services
- High Needs Funding team
- Educational Psychologist
- Other SENDCOs in the local area
- School Nurse
- Speech and Language Therapist
- Social Services
- Occupational Health
- Paediatricians

The support and diagnosis from such professionals has had a very positive impact on the children's progress and on our success when applying for HNF and EHCPs.