



SEN Report September 2019

At Bodsham Church of England Primary School, Mrs Debbie Thomas is the SENco. She is part time, but can be contacted through the main office (admin@bodsham.kent.sch.uk or 01233 750374). Bodsham CEP School is federated with Saltwood Church of England Primary School and Mrs Thomas works closely with the SENco (Mrs Keep) there to ensure that SEN Provision is consistent and of a high quality across the Federation.

Pupils with SEND are very welcome at our school and have provision met according to their needs and in discussion with their parents or carers. The site at Bodsham is challenging to anyone with significant physical disability, but every reasonable effort would be made to accommodate their needs.

Currently (September 2019) there are no pupils with EHCP (Education and Health Care Plans), but the school is able to make provision for pupils with a variety of needs, either through school resources or by applying for High Needs Funding from the Local Authority.

The school currently has 1% SEN children across the school but is monitoring another 10%. The breakdown of percentage for each year group can be found below.

Start of Year	Monitoring register	SEN support	High Needs Funding (may be included in other columns)	Education, Health and Care Plan
Year group				
FS	0%	0%	0%	0%
Year 1	8%	0%	0%	0%
Year 2	0%	13%	0%	0%
Year 3	23%	0%	0%	0%
Year 4	0%	0%	0%	0%
Year 5	11%	0%	0%	0%
Year 6	20%	6%	6%	0%

Below is a breakdown of SEN in relation to each type of need. (This includes children on our school monitoring register)

% of pupils in each year group	C & I (Communication and interaction)	C & L- (Cognition and learning)	SEMH (Social, emotional and mental health)	PD, S&M (Sensory and/or physical needs)
FS	0%	0%	0%	0%
Year 1	8%	0%	0%	0%
Year 2	0%	0%	13%	0%
Year 3	0%	8%	16%	0%
Year 4	0%	0%	0%	0%
Year 5	0%	5%	5%	0%
Year 6	10%	10%	0%	0%

Below are the details of attainment and progress attained at the end of the previous academic year (2018 - 2019) by SEN pupils.

Attainment Analysis of SEN pupils (2 pupils)	Reading	Writing	Maths
Working below age expected	2	2	2
Working at age expected			
Working at upper age expected			

Analysis of SEN pupils' progress (2 pupils)	Reading	Writing	Maths
No progress			
< 3 steps of progress			1
3 steps of progress		1	
4+ steps of progress	1	1	1
6+ steps of progress	1		

Key Stage 2 SATs (Year 6)	Reading At Age Expected/+	Writing At Age Expected/+	Maths At Age expected /+
All children (16 pupils)	87.5%	81.3%	81%
SEN register (1)	0	0	0

Attendance comparisons 2018-19

Whole School	SEN	Non SEN
96.5%	95.5%	96.4%

The areas of Special Educational Needs (SEN) that are supported at Bodsham Church of England Primary School

Like many other children, children at Bodsham Church of England School can most commonly have difficulties with their:

- English skills (Reading, Writing, handwriting, spelling, dyslexia)
- Maths skills
- Speech, Language and Communication skills
- Gross (large body movements) motor control
- Fine (small body movements) motor control
- Social and Emotional development (making friendships, understanding boundaries, anxiety, managing their own behaviour, coming to terms with attachment and trauma issues)

- Autism (ASD, Asperger's) – Autism is a lifelong developmental disability that affects how a person communicates with, and relates to, other people. It also affects how they make sense of the world around them
- Attention Deficit Hyperactivity Disorder/ Attention Deficit Disorder (ADHD/ADD) – these are disorders that affect an individual throughout life. They are conditions of the brain that affect a person's ability to pay attention
- Medical and health problems (global learning development, hearing impaired, vision impairment)

However, this is not an exhaustive list and at our school we do all we can to meet the individual needs of the pupil so that they can have the positive experience of learning and social interaction whilst they are at our school.

We currently have 1 full-time Teaching Assistant, who is largely class based within Key Stage 1, and 3 who are part-time. Most of their time in the morning is spent supporting various year groups with English, Maths and Phonics. Their afternoon sessions are widely spent delivering specific interventions to children who require extra provision (especially across Key stage 2).

All of our staff are willing to attend professional development opportunities so that they can provide the best for our children. Within the Federation, Mrs Keep is a Well Being Champion and Mrs Marwood (an experienced Teaching Assistant) specialises in Behaviour, Social and Emotional needs across the Federation. Other staff have had full and comprehensive training in the main areas of need found in a mainstream school.

Examples of training attended in the last academic year are as follows:

- Emotion coaching training
- Principles of nurture training
- Boxhall training
- Supporting pupils with anxiety
- Fun and games to support phonics and spelling interventions including auditory processing