



## SEN Annual Report for September 2020

At Bodsham Church of England Primary School, Mrs Debbie Thomas is the SENCo. She is part time and works in school every Thursday, but can be contacted through the main office ([admin@bodsham.kent.sch.uk](mailto: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 however challenging to anyone with significant physical disability, but every reasonable effort would be made to accommodate their needs.

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

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

- English skills (Reading, Writing, handwriting, spelling, and dyslexic tendencies/dyslexia)
- Maths skills (including Dyscalculia tendencies)
- 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 a positive experience of learning and social interaction whilst they are at our school.

### **Current figures September 2020**

Currently 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 2.6% SEN children across the school but is monitoring another 12%. The breakdown of percentage for each year group can be found below.

<b>Sept 2020</b>	<b>Monitoring Register</b>	<b>SEN Support</b>	<b>High Needs Funding (may be included in other columns)</b>	<b>Education, Health and Care Plan</b>
<b>Year group</b>				
FS	20%	0%	0%	0%
Year 1	0%	9%	0%	0%
Year 2	14%	0%	0%	0%
Year 3	0%	12.5%	0%	0%
Year 4	13%	0%	0%	0%
Year 5	33%	0%	0%	0%
Year 6	7%	0%	0%	0%

This is in contrast to the academic year of 2019-20 where there were 1% of SEN children across the school and 10% being monitored.

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

<b>% of pupils in each year group</b>	<b>C &amp; I (Communication and interaction)</b>	<b>C &amp; L- (Cognition and learning)</b>	<b>SEMH (Social, emotional and mental health)</b>	<b>PD, S&amp;M (Sensory and/or physical needs)</b>
FS	20%	0%	0%	0%
Year 1	9%	0%	0%	0%
Year 2	7%	0%	7%	0%
Year 3	0%	0%	12.5%	0%
Year 4	0%	7%	7%	0%
Year 5	0%	33%	0%	0%
Year 6	0%	7%	0%	0%

Because of the school closure that took place as a result of the Coronavirus (Covid-19) global pandemic, no child was able to complete their programme of study for the 2019-20 academic school year. The government cancelled Statutory Assessment tests and therefore the usual performance data is not able to be published.

2019-20 internal data showed that SEN attainment was below national average but progress was average or above average in 2 out of 3 core areas.

## Impact of interventions analysis for end of Term 2 2019-20

Phonics interventions – 67% met or exceeded target - 33% slight/moderate improvement on entry data	<b>ACTIONS</b> <ul style="list-style-type: none"><li>• Look at how best to support Y6 through QFT and TA class support</li><li>• Look for spelling resources and how best to support spelling difficulties</li><li>• Reading comprehension resources</li></ul>
Number interventions – 67% met or exceeded target - 33% slight/moderate improvement on entry data	
Writing punctuation – 60% met or exceeded target - 40% slight/moderate improvement on entry data	
Spelling interventions – 17% met or exceeded target - 33% slight/moderate improvement on entry data	
Reading interventions – 50% no improvement on entry data 38% met or exceeded target - 25% slight/moderate improvement on entry data	
- 38% no improvement on entry data	

### Attendance information 2019-20

Because of the school closure that took place as a result of the Coronavirus global pandemic, attendance data is unable to be published for the academic year 2019-20.

However from September 2019 to end of March 2020 the attendance for SEN compared to non-SEN was 79.74% compared to 94.9%. This was largely due to illness.

### Exclusions 2019-20

Number of permanent exclusions -0 (0 pupils with SEN / 0 pupils with no SEN)

### Teaching Assistant support September 2020

We currently have 1 full-time Teaching Assistant, who is largely class based within Key Stage 2, and 3 who are part-time. One of these is an HLTA who works with the Foundation Stage. 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 undertaken in the last academic year (2019-20) are as follows:

Provision maps and importance of intervention records

Basic Phonics Skills for Teaching Assistants – e learning

Understanding Autism OU course

Adverse Childhood Experience and Early Trauma – E-learning

**Actions that will be included in the next school development plan to improve provision further for pupils with SEN**

As children return to school, after both full school and then partial year group closures due to Covid-19, the emphasis will be on monitoring and supporting wellbeing and continuing to provide support for pupils with SEMH issues, through the use of the specialist in house support available and contracting outside agency support.

Both informal and formal assessment will also be used to identify gaps in learning and specific interventions will be planned and monitored carefully by the SENCo, in consultation with teachers and any outside agencies involved.