



## SEN Annual Report for September 2021

At Bodsham Church of England Primary School, Mrs. Debbie Thomas is the SENCo. She works in school every Wednesday, but can be contacted through the main office (01233 750374 or via email

[admin@bodsham.kent.sch.uk](mailto:admin@bodsham.kent.sch.uk) or [senco@bodsham.kent.sch.uk](mailto:senco@bodsham.kent.sch.uk)). Bodsham CEP School is federated with Saltwood Church of England Primary School and Mrs. Thomas works closely with the SENCo (Mrs. Duffy) 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.

### **Areas of Special Educational Needs (SEN) supported at Bodsham CE 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 (ASC, Asperger's) – Autism is a lifelong developmental condition 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 2021**

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. Currently there is one pupil with an EHCP (Education and Health Care Plans). Bodsham Church of England Primary School currently has 5% SEN children across the school but is monitoring another 17%.

This is in contrast to the academic year of 2020-21 where there were 2.6% of SEN children across the school and 12% being monitored and 2019-20 where there was 1% of SEN children and 10% being monitored.

This shows the increase in SEN support needs over the last 2 years, as we continue to monitor the needs of all of the pupils in the school, and also the impact that Covid-19 has had on our children.

The breakdown of percentage for each year group as of September 2021 can be found below.

<b>Year group</b>	<b>SEN support without HNF</b>	<b>SEN support with HNF</b>	<b>Education, Health and Care Plans</b>
FS	0%	0%	0%
Year 1	0%	0%	0%
Year 2	<b>9%</b>	0%	0%
Year 3	0%	0%	0%
Year 4	<b>10%</b>	0%	0%
Year 5	0%	0%	<b>7%</b>
Year 6	<b>14%</b>	0%	0%

Below is a breakdown of SEN in relation to primary need type. (This includes children on our school monitoring register). It is likely however that learners will have needs spread across more than one of the areas of need set out here.

<b>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>S&amp;P Sensory and/or physical</b>
FS	29%	0%	0%	0%
Year 1	17%	0%	0%	0%
Year 2	9%	0%	0%	0%
Year 3	0%	8%	8%	0%
Year 4	10%	0%	0%	0%
Year 5	0%	7%	7%	0%
Year 6	14%	43%	14%	14%

The main need type is therefore Communication and Interaction (which includes Autism or characteristics of aspects of Autism Spectrum) but this also has a direct impact on Social, Emotional and Mental health, especially in relation to anxiety.

### **Attainment and Progress of SEN children**

Because of the school closure that took place as a result of the Coronavirus (Covid-19) global pandemic, no child was able to fully complete their programme of study for the 2020-21 academic school year. The government cancelled Statutory Assessment tests and therefore the usual performance data cannot be published. Below is an Attainment Analysis of SEN pupils at the end of the academic year 2021; based on teacher assessment through analysis of the Key Performance Indicators completed by the children and completion of summative assessments.

<b>Attainment</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
Working significantly below age expectation	0	1	0
Working just below age expectation	1	2	1
Working at age expectation	3	1	3

All pupils are expected to make 6 steps of progress a year. Below is a breakdown of the progress made by SEN children from 2020-21.

<b>Progress</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
No progress	0	0	0
Below expected - 3 steps progress or less	0	0	0
Below expected - 4 or 5 steps progress	1	2	0
Expected progress – 6 steps	0	0	1
Above expected progress – 7+	3	2	3

### **Attendance information 2020-21**

A comparison of Attendance figures for time spent in school outside of lockdowns for September 2020 to July 2021 are as follows;

SEN – 95.5%

Non-SEN – 96.2%

### **Exclusions 2020-21**

- Number fixed term incidents - 0 sessions (0 pupil with SEN / 0 pupils with no SEN).
- Number permanent exclusions - 0 (0 pupils with SEN / 0 pupils with no SEN)

## **Impact of Intervention support**

Due to the pandemic, and the significant disturbance to normal schooling and staffing levels, we are not able to publish the impact of interventions for this academic year. SEN children did however make good progress and were well supported, including through additional support with home learning and support with SEMH needs and assessments.

## **Teaching Assistant support September 2021-22**

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 within the Foundation Stage. Most of their time in the morning is spent either supporting various year groups with English, Maths and Phonics or carrying out specific interventions. Any afternoon support is widely spent delivering specific interventions to children who require extra provision (especially across Key stage 2). Within the Federation, we also have an experienced Teaching Assistant who specialises in Behaviour, Social and Emotional needs across the Federation. She provides children with specific nurture support for 1 day a week at Bodsham.

All of our staff are willing to attend professional development opportunities so that they can provide the best level of support for our children. 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 (2020-21) are as follows:**

Boxall Online training

Target tracker training for TAs

Working with pupils who have attachment difficulties

Restorative justice

Dyslexia Awareness

Manage Behaviour: Principles and Presence?

Help the Demand Avoidant (PDA) Child in Your Class

## **The school accessibility plan**

The accessibility plan can be accessed through the Special Educational Needs page on the school website: <http://www.bodsham.kent.sch.uk/the-school/special-education-needs/>

As a school we are always focused on how we can improve our school site and continue to strive to make reasonable adjustments to support any physical needs. We have recently replaced and improved our adventure trail and spiritual garden, to support children's wellbeing and opportunities at playtimes.

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

As children return to a more 'normal' school experience after school closures; restricted curriculum experiences and the need for 'bubbles' due to Covid-19, the emphasis will be on a reintroduction of the normal school curriculum and using high quality gap analysis to support planning and the closing of gaps. We will also be continuing to monitor and support wellbeing, by focusing on self-belief, 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.

Improvements to measuring the impact of interventions to support pupil's emotional wellbeing will be implemented to analyze their effectiveness and highlight how to further support pupils. This will be achieved through the use of the Boxall online profile and use of Spence Anxiety Scales.

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.