

Halstead Annual Inclusion Report to Governors July 2021

1. Contact details

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2. Number of pupils on the Halstead Register of SEN

Nationally: 11.9% SEN with Support and 3.1% EHCP. This represents a total of 14.9% nationally.

There are 8 children on the register of SEN at Halstead.

0 EHCP

8 x SEN with Support (11%)

This represents 11% of the current Halstead school population.

The categories are as follows:

Communication and Interaction (C&I)	Cognition and Learning (C&L)	Social, Emotional and Mental Health Needs (SEMH)	Physical Needs
5	2	1	0
This includes children on the Autistic Spectrum (ASD) and those with a Speech, Language and Communication Need (SLCN)	This includes children with specific learning difficulties such as Dyslexia and Dyscalculia.	This includes children with difficulties such as Attention Deficit Hyperactivity Disorder (ADHD)	This includes children with physical disabilities including visual impairment (VI) and hearing impairment (HI)

Many children have more than one difficulty, but are placed in a category according to their **primary** need, although other needs are also noted and taken into consideration.

Boys	Girls	Pupil Premium	These include:
5	3	5	3 x GRT

3. Attainment and Progress of pupils with SEN

Attainment and progress of pupils with SEN has been tracked and monitored. The SEN pupils have been a focus during termly pupil progress meetings when appropriate next steps and support have been identified.

Note:

This data analysis is on teacher assessments in years R, 2 and 6 based on predicted results if lockdown had not happened.

All the teacher assessments have been done with reduced evidence and in house moderation only.

Outcomes achieved by last leaving group of pupils with SEN (KS2)

% achieving Expected +

	No. Pupils	Reading	Writing	Maths	Combined RWM
SEN	3	67%	67%	67%	67%
Non SEN	10	70%	80%	70%	60%

% making expected progress KS1-KS2 (1 pupil no KS1 data available)

	No. Pupils	Reading	Writing	Maths
SEN	2	50%	50%	50%
Non SEN	10	70%	70%	60%

Outcomes achieved in KS1

% achieving Expected+

	No. Pupils	Reading	Writing	Maths	Combined RWM
SEN	1	0%	0%	0%	0%
Non SEN	9	67%	56%	78%	56%

% making expected + progress EYFS-KS1 (1 pupil no EYFS data available)

	No. Pupils	Reading	Writing	Maths
SEN	0	-	-	-
Non SEN	9	67%	56%	78%

% of pupils making expected progress or more than expected progress in year from baseline

	No. Pupils		Reading		Writing		Maths	
	SEN	Non SEN	SEN	Non SEN	SEN	Non SEN	SEN	Non SEN
1	0	8	-	75%	-	75%	-	50%
2	1	9	0%	78%	0%	78%	0%	67%
3	0	7	-	100%	-	86%	-	86%
4	2	9	0%	67%	0%	100%	0%	56%
5	2	7	0%	43%	0%	57%	50%	100%
6	3	10	67%	80%	67%	100%	67%	50%

4. Attendance

	% sessions missed due to overall absence	% persistent absentees – absent 15% or more sessions
SEN	30.6%	63%
Non SEN	5.9%	11%

5. Exclusions

Fixed term exclusions 2020-2021

	% fixed term exclusions for pupils with SEN	% fixed term exclusions for pupils with no SEN
R	0%	0%
1	0%	0%
2	0%	0%
3	0%	0%
4	0%	0%
5	0%	0%
6	0%	0%

Permanent exclusions 2020-2021

	% permanent exclusions for pupils with SEN	% permanent exclusions for pupils with no SEN
R	0%	0%
1	0%	0%
2	0%	0%
3	0%	0%
4	0%	0%
5	0%	0%
6	0%	0%

6. Destinations of pupils with SEN

Secondary School	Number of pupils
Weald of Kent Grammar School	1
Darrick Wood	1
Knole Academy	1

7. Budget allocation

The total overall budget spent on SEN

The majority of SEN spending is on staffing to deliver interventions, training of staff and some on resources. The Headteacher allocates a specific Inclusion Resources budget each financial year.

Inclusion Resources budget spending

Inclusion Resources budget 2020-21 total £400.

£ 144.00	Speech Link
£ 220.00	Junior Language Link
£ 220.00	Infant Language Link
£ 25.00	One Billion Maths App
£ 12.46	Chewable necklace
£ 35.97	Anxiety Gremlin books
£ 5.06	Bendy pencils

£ 662.49	Total spend

Additional funds for higher needs.

We do not currently have any children at Halstead with higher level needs at the school. The following funding was received for the financial year 2020-21 but the child left the school in September 2021:

Element 3	£1742.94
AEN/SEN "Top Up"	£ 747.60

TOTAL	£2490.54

Larger schools had to pay the first £6000 towards the cost of high needs pupils. However, as a small school we received the AEN/SEN "Top Up" as an additional contribution to cover the majority of this £6000 per pupil. Money received is being spent on support TAs to assist the pupils with accessing the curriculum.

Miss Haslingden 4 days a week
Mrs Welsh 3 and half days a week until April 2021, then Miss Farnie 5 days a week
Miss Pullen 5 days per week

Pupil Premium

2020 – 21 £29, 210

Spending on Pupil Premium continues to be on staff time and training to deliver interventions. The impact of spending is shown in Provision maps.

8. Deployment of staff and resources

Staffing to support SEN

Details of how staff have been used to support children with SEN can be found on teachers' plans and on class provision maps and timetables. Class Teachers and Teaching assistants deliver interventions or support individuals and groups of children throughout the school day according to the needs of the children. The timetabling, delivery and recording of interventions is being closely monitored.

9. External Agencies

Involvement of key external agencies

Local Inclusion Forum Team (LIFT) Meetings at Valence School

Specialist Teaching Service – Support visits have been given by Gemma Elliott, Specialist Teacher for Communication and Interaction,

Specialist Teaching Service – Steve Sherrell visited for a child in year 3 – case closed as the child moved to a special school

Outside agencies:

Interpreter – March 2021

Fegans Counsellor

Paediatric Referral for a child in year 2, a child in year 3 and for 2 children in year 6

Ed Psych consultation – relating to EHCP application

EPAC meetings have taken place with parents

Special Needs Secondary School visits to support transition

Child in Need meetings

CAMHS

BromleyY

Integrated Therapy and Care Co-ordination Services (ITACC):

The following services are combined in Kent under ITACC: Physiotherapy, Occupational Therapy (OT), Speech and Language Therapy (SaLT).

10. Staff Development

Key CPD of staff relevant to SEN

Senco forum and AEN updates

Anxiety based school refusal training

TA conference

Kent Resilience Hub (training for TAs)

Staff Meetings

Formative assessment grids for tracking attainment of pupils and coverage of objectives have been completed for reading, writing and maths. The grids have been used to inform the teacher assessment levels at the end of each term. Provision mapping has been reviewed on a termly basis.

Internal moderation of reading, writing and maths throughout the year.

Teaching and Learning Policy has been shared

Non-negotiables/class expectations have been shared with each class

Teachers are taking responsibility for sharing provision maps with parents

Clicker 7 recap

Mind Fitness training recap

Transition/handover meetings to new teachers at the end of the academic year

Adapting the curriculum to meet the needs of children with SEN

Curriculum prioritisation summer term following lockdown

TAs have been introduced to Clever Fingers and One Billion Maths App

Kent Resilience Hub (information for teachers)

11. Information gathered over the year and how it was used to inform planning and action

Pupil Progress Review Meetings are held on a termly basis. Progress of pupils is discussed and decisions made on action to be taken going forward. Data tracking and staff knowledge of the pupils have been used to inform the discussion and next steps. From this, Provision Maps have been created and interventions timetabled to ensure the pupils are supported effectively. The timetabling, delivery and recording of interventions has been closely monitored with entry/exit data and impact provided for the majority of interventions.

12. Steps taken to prevent SEN/disabled pupils from being treated less favourably than other pupils

Specific reference to action taken to ensure inclusion e.g. school trips, extended school activities:

For pupils with disabilities such as Autistic Spectrum Disorder or medical needs (asthma), risk assessments are conducted prior to all school trips, when needs of children are taken into account.

Careful preparations have been made prior to school trips or special events for pupils with Autistic Spectrum Disorder. Personalised Social Stories are made at school and shared with these children by teachers, support staff and parents. This has ensured notably successful inclusion in school trips and off-site curriculum activity (swimming).

13. Parents and Carers involvement in the provision for pupils with special educational needs, and of those with disabilities and/or medical needs.

The policy at Halstead is to review provision with parents three times a year. Individual meetings have been arranged in which the provision map is shared and signed by the parents. In addition, class teachers discuss provision with parents at parent consultations. Meetings have also been arranged with parents at various times throughout the year whenever required.

Information sessions for parents

Parent Meeting for Class Expectations – 22nd September 2020

Parent Consultation Evenings – 5th and 6th October 2020

Parent Consultation Evenings - 22nd and 23rd March 2021

Academic reports – July 2021

New intake meeting

Parent sessions were reduced due to Covid.

14. Evaluation of interventions

Seventeen different types of interventions were delivered involving English, Maths, vocabulary, speech and language, motor skills and SEMH. Some interventions were delivered for several groups across the school. Better Reading Partners, 1:1 reading, Little Ditties and One Billion Maths App were successful in KS1. In KS2 Maths pre-teaching, reading comprehension, One Billion Maths App and social interventions were successful. For every other intervention, there was a measurable impact for the children that were given access to them and also had good attendance.

Produced by S. Saheed
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