

**DITTON CE JUNIOR SCHOOL: Special Educational Need and Disability Information Report to Governors for the academic year 2021 – 2022**

This report to the Governors of Ditton CE Junior School documents the annual review of the effectiveness of school's provision for pupils with Special Educational Needs and Disability (SEN&D). The review process undertaken by the Inclusion Manager collated feedback from the Senior Leadership and Inclusion Team, Teachers, Teaching Assistants and parents. To avoid duplication of key information, it should be read in conjunction with the school's Special Educational Needs and Disability (SEN&D) Policy. Both of these documents will be published on the school website annually.

When was the SEN&D Policy last reviewed and when will it be reviewed again?
The latest review of the SEN&D Policy was finalised in January 2022 and was subsequently formally adopted by the School Governors. It is planned that the next review will be completed in September 2022 to bring it in line with the start of the academic year.
Who is our Special Educational Needs Co-ordinator (SENCO) and how can he/she be contacted?
Mrs Campbell remains the Inclusion Manager, which includes the role of SENCO. She works part time and is generally in school on alternate Tuesdays, Wednesdays and Thursdays. Mrs Payne is our Inclusion, working Monday – Wednesday mornings and all day on Thursday. The Inclusion Team can be contacted via the school office on 01732 843446 or via email <a href="mailto:usen-coordinator@ditton-jun.kent.sch.uk">usen-coordinator@ditton-jun.kent.sch.uk</a> .
Where can the local authority's local offer be found and how has the school contributed to it?
The LA's local offer is to be found on the school website in the SEN&D page within Key Information. The school contributed to the local offer by providing information about its provision.

***The following key questions review the effectiveness of the school in meeting the needs of pupils with SEN&D over the academic year 2021-2022***

What has gone well for children with SEN&D over the last year?
<p>After two disrupted school years, the 2021-22 academic year has been much less affected by Covid allowing everyone to have more consistent learning time in school. This has helped children, especially those with SEN&amp;D, to rebuild their positive relationships with peers and staff, develop more positive attitudes to learning, close gaps in learning and to grow in confidence. Zones of Regulation have been used to help children assess their own readiness for learning and enabled staff to give support to individual children when necessary to help them regulate and reach a calm, alert state ready for learning. Sensory circuits have also been introduced with a similar aim and a number of children have found this intervention both enjoyable and beneficial.</p> <p>Teachers are encouraged to draw upon the Mainstream Core Standards, which form the basis for both quality first teaching and additional support for pupils with SEN&amp;D. Collaboration with a range of professionals and focused CPD has supported further development of the collective understanding of a variety targeted and personalised interventions and strategies to support pupils with more complex needs. The Inclusion Team and other professional colleagues (including STLS Surgeries, Specialist Teacher visits, LIFT and Speech and Language Therapists) have coached and supported teachers and TAs in delivering quality support for learning when appropriate, which has been quality assured through a range of monitoring by staff and governors. A number of successful applications for high needs funding have been made for pupils with significant SEN&amp;D and/or complex needs.</p> <p>Reviews of SEN&amp;D Plans (Provision Plans for children with EHCPs and Personalised Plans for SEN Support) and assessment data has revealed that the majority of children met the SMART targets set for them. For a significant number of SEN&amp;D children, reading, phonics and spelling progress has been a strength.</p> <p>Our commitment to regular professional development opportunities for TAs are a particular strength. The local authority training offer for TAs has been very limited, so SEN&amp;D training has either been</p>

delivered by members of our senior leadership team or through quality e-learning resources provided by other organisations, such as Creative Education and the Kent Safeguarding Children Multi-Agency Partnership.

#### What challenges has the school had to overcome in order to make provision for pupils with SEN&D?

For a number of reasons beyond our control, life in school over recent years has been the most challenging many of us can remember. Although changes in school leadership have not directly impacted the aspirations we hold for pupils' learning and progress, they have inevitably brought some changes to working practices in the classrooms. This has been unsettling for some children and staff have needed to be flexible in their responses to the children. In many cases this has required staff to invest considerable additional time and effort into meeting the needs of individuals.

During the last school year we trialled a new way of using TAs. Although they remained class-based in the mornings, each TA adopted areas of specialism, delivering afternoon interventions to pupils across the school. After two terms of using this new model, we conducted a thorough review and found that there were some areas where this worked well. Mixed age phonic interventions, sensory circuits and some social skills groups were impactful, as evidenced by pupil progress or responses. One of our TAs took on responsibility for IT support and her work has been invaluable in managing the IT resources so that they work most efficiently. However, other interventions worked less well and it was clear that as a relatively small school, we did not have sufficient TAs to make the model work well. As the interventions had to be centrally timetabled, it was also much more difficult for teachers to co-ordinate the support that was given to the children in their class. As a result, we made the decision to revert to TAs being largely class or year group based for the remainder of the year.

Covid remains another significant challenge in a number of ways. Staff have fallen victim to the virus, enforcing higher than average staff absence. School leaders have had to make some difficult staffing decisions to cover colleagues unable to be in school. Sometimes, this has meant that it has not always been possible to deliver the identified provision on children's SEN&D plans. The poor attendance of some children, which has a variety of causes, has also been a barrier to their progress. It is also no surprise that some children are also still recovering lost ground following school closures. This often manifests itself as gaps in learning, requiring staff to make careful use of assessments to identify those gaps and adapt learning opportunities so that children can achieve planned learning outcomes. For other children under-developed social communication skills are more of an issue, making group work and less structured times difficult to manage without additional support. Our staff have worked hard to identify the individual needs of children and adapt provision to help them overcome barriers to learning. Another impact of both leadership change and Covid is that our planned calendar of SEN&D dates and deadlines has been repeatedly disrupted or changed, making it very difficult to be consistent and/or timely with some of the important SEN&D tasks and events of the year.

Despite our falling roll and the consequential budgetary constraints, the percentage of children presenting with complex SEN&D has increased in our school over recent years and this has increased workloads for the Inclusion Team and other staff. Whilst we are proactive, constantly seeking novel ways to support our lovely children and extending their skills and knowledge, this can be challenging, particularly when the skills we need do not already exist in our staff. In this we have received excellent support from our professional partners, particularly the Specialist Teaching and Learning Service (STLS) and LIFT.

#### What types of special educational needs and disability (SEN&D) have we provided for at the school?

The school continues to make provision for a broad range of SEN&D. In the last year this has included Autistic Spectrum Condition, Hearing Impairment, Social Emotional and Mental Health needs, Speech Language and Communication Needs, Specific Learning Difficulty and Physical Disability. The most frequently occurring needs in our school population is Speech, Language and Communication, Social, Emotional and Mental Health Needs and Specific Learning Difficulties.

#### What key approaches have been used to teach and make provision for pupils with SEN&D?

We still hold fast to the belief that high quality inclusive provision begins with 'Quality First Teaching' and an engaging curriculum. Following the enforced home learning for many during the pandemic, supporting pupils with SEN&D to redevelop appropriate behaviours for learning in the classroom has

been an important feature of our approach this year. A highly motivating, differentiated curriculum, focused assessment for learning, careful consideration of issues relating to wellbeing, a flexible approach to learning and staff resilience are key to our success. Small group multisensory learning opportunities and the use of Kagan structures have been used to engage children of all abilities. We break instructions into manageable chunks and make good use of the school reward system to assist children in completing learning tasks. Where necessary children have individual timetables and a personalised curriculum and/or resources to promote their success. At times, our skills in de-escalation and restorative justice have been put to good use to support children who find it challenging to learn alongside their peers. We have a trained and experienced TA who has delivered Phonics support across the school. Over the year, many of our SEN&D pupils are now secure with all phonic phases and able to use this phonic knowledge independently in their reading and writing.

This year we have recruited two enthusiastic reading volunteers, who visit weekly to encourage the children with reading. The investment of focused time and mentoring that they have been able to give the children has been of particular benefit and supported progress, both in confidence and in reading skills.

Interventions and individualised programmes have continued to meet the needs of our children and included:

**Communication and Interaction:** programmes for speech articulation; Language Link; pre-teaching of vocabulary and concepts and strategies to check understanding; use of multi-sensory aids; additional processing time and opportunities to rehearse ideas with an adult, talk partner or study buddy; and social skills or friendship groups.

**Cognition and Learning:** programmes such as precision teaching; phonics and reading; reading support through daily reading or working with a reading volunteer; basic maths support focusing on number skills; using now-next boards and other organisational structures and use of multi-sensory activities; pupil individual activity boxes to target particular needs; and learning behaviours groups.

**Social, Emotional and Mental Health:** interventions and strategies such as Zones of Regulation; use of the Incredible 5 Point Scale and comic strip conversations; introduction of behaviour trackers; use of visual timetables to manage change; confidence groups; quiet working spaces; support and strategies to manage anxiety; and flexible timetabling for individual pupils.

**Physical and Sensory:** support, such as motor skills programmes; touch typing training; sensory circuits and movement breaks; and careful classroom acoustic management and deaf awareness strategies to support pupils with hearing impairment.

How has the school adapted the curriculum and learning environment to meet the needs of pupils with SEN&D?

We are blessed with a determined and creative staff at Ditton CE Junior School, who adapt learning to suit the needs of the children. They make or find extra resources for the benefit of individuals, including those that promote appropriate independence in learning such as personal visual timetables, task management boards, topic word mats, knowledge organisers. We routinely break lessons into chunks or adjust the pace of lessons to make learning achievable. Some lessons are completed as a small group to enable children to engage. Questioning is used to good effect to support children's thinking processes and to assess their progress. Many of our children enjoy multi-sensory learning, which requires careful planning and planning to ensure its success. Strong working relationships with parents/carers of pupils with SEN&D is also considered vital to success.

How has SEN&D provision been monitored and quality assured?

Monitoring and quality assurance of SEN&D provision has been achieved through learning walks, lesson observations, conferences with pupils and staff, dialogue and questionnaires, scrutiny of planning and

<p>data analysis. This has been undertaken by the Inclusion Team, Senior Leadership Team, Subject Leaders and Governors.</p>
<p>How have we assessed and reviewed pupil progress towards their identified outcomes?</p>
<p>Observation, talk for learning, marking/feedback of work and analysis of the processes children go through in their learning are all key in identifying progress. In some areas of learning we make regular use of IT programmes, such as Accelerated Reader and Purple Mash, which not only support teachers in providing appropriately differentiated activities for learners, but also provides valuable diagnostic feedback on the pupils' engagement and progress. It is important that all staff liaise closely and are aware of the needs of the child, the priorities for learning, the next steps and the strategies used to support them. Formal or summative assessment also plays a part, as does diagnostic assessment which helps us to unpick where a child's relative strengths and weaknesses lie. Throughout the year, SEN&amp;D Plans are reviewed and updated to reflect achievement and progress. For some children the advice of specialist agencies is crucial to their success.</p>
<p>How well have pupils with SEN&amp;D performed this academic year compared with the whole school population?</p>
<p>As would be expected, the attainment and progress of pupils with SEN&amp;D varies according to their underlying ability and needs. The majority of pupils with SEN&amp;D have continued to respond positively to the support they have been given. Those who have made the best progress are those who attend school regularly and engage consistently with learning both in school and through homework tasks.</p>
<p>What methods have we used to identify and assess pupils with SEN&amp;D?</p>
<p>The progress made by pupils has continued to be monitored and inadequate progress has triggered further diagnostic investigation of the barriers to learning. This has included Lucid LASS, Speech Link, Language Link, the British Picture Vocabulary Scale, the Wide Range Intelligence Test and Visual Stress Assessments. Some pupils have been discussed at SEN Surgeries with Specialist Teachers or taken to the Local Inclusion Forum Team (LIFT) to identify helpful interventions or next steps.</p>
<p>How have we enabled pupils with SEN&amp;D to engage in activities with other pupils who do not have SEN&amp;D?</p>
<p>Teachers and senior leaders are mindful of barriers that need to be overcome to give all pupils equitable access to all that the school offers its pupils. Indeed, sometimes it is necessary to engage in positive discrimination to ensure pupils with SEN&amp;D have fair access to opportunities in school. This includes learning experiences and chances to succeed and engage beyond the curriculum, such as in play or extra-curricular activities. Careful planning and use of resources, mixed ability group work, risk assessments, appropriate use of school funding (including Pupil Premium and Covid Recovery funding) has been key in this. We have the privilege of working with amazing children who are very supportive of each other and love to celebrate the success of others. A pupil role model can be very powerful. Work completed by children with SEN&amp;D is evident in displays around the school.</p>
<p>How have parents and pupils been consulted and engaged in decisions about SEN&amp;D provision?</p>
<p>A variety of methods to consult and engage stakeholders in decision making have been employed, including formal consultation, face to face meetings, telephone calls, Zoom or Microsoft Teams conferences. Staff work hard to consult and engage with parents about SEN&amp;D provision and we have received feedback that has been successful in this aim. Parents of pupils with SEN&amp;D receive written copies of all Personalised/Provision Plans and reviews and are encouraged to contribute to their child's pupil profile. This area of our liaison with parents is something we would like to improve further.</p>
<p>How have we supported pupils with SEN&amp;D to develop their social skills and promoted good mental health?</p>
<p>Parent/carers have told us that they appreciate the efforts of staff in getting to know each child really well. This helps us to understand and provide effectively for individual needs, including those relating to mental health and wellbeing. Close liaison with parents/carers and spending time talking to children on a personal basis is vital in this process.</p>
<p>Social skills, wellbeing and learning behaviours groups have been set up, using games, fun activities and play to support children to develop skills, such as collaboration with other emotional regulation and</p>

learning resilience. We use the Zones of Regulation and questionnaires to assess and monitor children's wellbeing and involvement in school life and when appropriate can go further to analyse a child's mental health needs using the Boxall Profile.

As a Church school, we value the opportunity to gather together for collective worship and reflection. Each class has its own prayer box and children, including those with SEN&D, enjoy making use of our prayer tree.

**How have pupils been prepared for joining or transferring from the school?**

A strong transition programme for pupils moving from Ditton Infant School has been established this year, with children making visits in small groups or as classes to view or use the junior facilities, the year 3/4 staff making visits to the year 2 classes and shared year 2/3 activities. There has been a comprehensive handover of information between the teachers. A pupil transition booklet has been given to every year 2 child to refer to over the summer.

Transitions to secondary school are supported by careful sharing of information in the summer terms and secondary SEN&D colleagues have been invited to attend review meetings for pupils with EHCPs. Vulnerable pupils were invited to take part in additional transition support activities coordinated by the Specialist Teaching and Learning Service, which included additional tasters at their new schools.

When pupils with SEND join our school mid-year, we liaise with parents and the previous school to ensure we understand the pupils' needs and are ready to make appropriate provision from the outset.

**What expertise and training have our staff gained over this academic year and how has this enhanced the provision and support for pupils with SEN&D?**

A range of continuous professional development opportunities have been available to staff this year, including:

- Using the Mainstream Core Standards
- Hearing impairment awareness
- Anxiety Based School Avoidance (ABSA)
- Better Reading Support
- Speech Link
- Lego Therapy
- Sensory circuits and sensory processing
- How to Maximise Your Impact on Learning for TAs

**How have we involved other organisations and specialists in meeting the needs of pupils with SEN&D and what have been the benefits to pupils of this collaboration?**

Specialist Teachers and other professionals have continued to share their invaluable wisdom, through feedback from classroom observations of children, virtual STLS surgeries, LIFT, etc.

**What support services have been made available to parents and families in relation to SEN&D?**

Early Help have given valuable support to individual families.

**What equipment and facilities have been secured to support pupils with SEN&D and what have been the benefits to pupils of this provision?**

Various items in our SEN&D resource bank have been made, purchased, updated, refreshed or extended over this last year. In particular we have invested in Stile Tray, a resource that has been used to good effect to promote independence in learning. Resources to help children sustain focus for learning, such as resistance bands on chairs and fidget toys have been well-used.

**Overall, how effective has the school's SEN&D provision been over the past academic year?**

*The effectiveness of SEN provision may be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level.*

It has been a very challenging year at Ditton CE Junior School for a number of reasons, many of which have been explored above, and both anecdotal and survey feedback from stakeholders has reflected



this. Staff have never had to work so hard to deliver the best SEN&D provision we can for the children. Despite this, we are encouraged that we have been judged by parents/carers to have been effective in some areas, such as the strong collaboration in the reviews of EHCPs. However, we all recognise that it has been difficult to maintain consistency in some areas of SEN&D provision, as outlined above. It is therefore not a surprise that 67% of staff and parent/carer respondents considered that overall we had been 'somewhat effective', 17% scored us as 'neither effective nor ineffective' and 17% considered provision has been 'ineffective'. As a school, we accept these judgements, but are not defeated by them. We are hopeful that the negative impact of Covid is largely behind us and the coming year will be more settled in terms of leadership. We are looking to an exciting future as we join the Aletheia Multi-Academy Trust and are delighted that our Inclusion Manager has already joined their 'best practice' group for SEN&D.

What progress has been made in the key areas related to SEN&D provision that were identified for further development over the current academic year?

- **Roll out of revised SEN&D Plans and associated documentation to strengthen the pupil/parent voice, demonstrate greater impact and engage children in better understanding themselves as learners.**

The personalised plan, provision plan and pupil profile templates that were shared with staff last summer have now been used throughout the academic year and have worked relatively well, although the majority of parents do not choose to record their voice on the pupil profile. Class teachers have identified and documented appropriate provision and resources, set targets and reviewed progress for pupils with SEN&D. Some teachers have been coached and supported in target setting and reviews by the Inclusion Team and this has worked well and will be extended to all staff in the next academic year. Pupil profiles have been created for most SEN&D pupils. The IM/IMA have given focused support to teachers when constructing more detailed SEN&D plans, allowing successful applications for high needs funding to be made for pupils with significant SEN&D and/or complex needs. Some minor tweaks to the templates have been identified for next year in order to make the Microsoft Word templates easier for staff to manipulate. It would be good to explore ways to engage pupils and parents in making a stronger contribution to the pupil profile. After the disruption of Covid over the last few years, it would also be beneficial to strengthen the calendar for identifying need and provision and publishing SEN&D plans across the year.

- **Continue with roll out of Zones of Regulation across the school and monitor its impact**

Due to other staff development commitments, the anticipated training for Zones of Regulation (ZOR) has been deferred to next academic year. However, ZOR is already used at the tier 1 (whole school) level in a variety of ways across the school. Teachers have delivered lessons about the zones and devised ways for children to indicate which zone they are in throughout the school day, some using coloured lolly sticks and others by children moving their own name or photograph on a zone grid. When a child indicates that they are in any zone other than Green (happy, focused, calm, proud), an adult will give time to help them to resolve what is on their mind so they can be ready for learning. A limited amount of tier 2 (intervention support) level has been included in the social skills group programmes.


What key areas related to SEN&D provision have been identified for further development over the coming academic year?

- Re-establish our SEN&D calendar of important dates and deadlines.
- Move the SEN&D Policy review to the Autumn term, so it coincides with the start of the academic year.
- Establish termly SEN&D surgeries with the Inclusion Team to allow for 1:1 coaching for all teachers relating to SEN&D, with a focus on strengthening the assess – plan – do – review cycle, making more effective use of the Mainstream Core Standards in identifying provision, setting SMART SEN&D targets and tightening reviews.

- Termly collaboration with SEN&D colleagues in the Aletheia Multi-Academy Trust and the new Inclusion Manager at Ditton Infant School to identify and promote best practice in SEN&D provision across the school. This may include joint monitoring, moderation and planning.
- Some minor tweaks to the SEN&D Plan templates have been identified for next year in order to make the Microsoft Word templates easier for staff to manipulate.
- Identify ways to engage pupils and parents in making a stronger contribution to the pupil profile.
- Monitor timetabling of TAs to ensure that consistent SEN&D pupil support is maintained throughout the year.
- Audit and investment in SEN&D resources, including IT (Clicker 8).
- Ongoing programme of professional development for staff, including that which is based upon pupil need.

How have we handled complaints from parents of children with SEN&D about provision made at the school and who can parents contact if they have concerns?

There have been no formal complaints from parents with SEN&D about the provision made for their children over the last year. The school's procedures and policies for handling concerns and complaints is available on the school website. (<https://www.ditton-jun.kent.sch.uk/key-information/policies>)

Report compiled by:	 Mrs Ruth Campbell, Inclusion Manager	Date report accepted by Governors:	
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