

DITTON CE JUNIOR SCHOOL: Special Educational Need and Disability Information Report to Governors for the academic year 2020 - 2021

This report to the Interim Executive Board 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 Teams, Teachers, Teaching Assistants (TAs) 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 2021 and was subsequently formally adopted. The next review is due in January 2022.
Who is our Special Educational Needs Co-ordinator (SENCO) and how can he/she be contacted?
Mrs Ruth 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 took up a new role as Inclusion Assistant in January 2021 (when she returned from maternity leave), working Monday – Wednesday mornings and all day on Thursday. Her contribution has been invaluable, particularly advancing the team's efforts to speed up the process for identifying barriers to learning and implementing appropriate provision. The Inclusion Team can be contacted via the school office on 01732 843446 or via email usen-coordinator@ditton-jun.kent.sch.uk .
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 SEND page within Key Information. The school contributed to the local offer by providing information about its provision.

<i>The following key questions review the effectiveness of the school in meeting the needs of pupils with SEN&D over the academic year 2020 - 2021</i>
What has gone well for children with SEN&D over the last year?
The Covid-19 pandemic has brought many challenges, but the staff, pupils and parents have worked together tirelessly to make the very best provision for all our children. When children were required to engage in home learning, teachers posted daily activities on Kidblog and latterly using Class Dojo. Over each week this covered the full curriculum timetable as relevant to the term. Teachers and TAs gave individual and personal responses to children's work, as well as holding regular Zoom lessons for the whole class. The system also allowed for activities and resources to be personalised to the needs of individual children as appropriate. Thanks to Government funding, laptops and internet connections were made available to those children who requested them. Paper-based learning opportunities were provided when e-learning was inappropriate and regular contact was maintained with these children through telephone calls home. Meanwhile, learners who were considered vulnerable or were children of key workers were offered a place to continue learning in school and these children benefitted from learning alongside their peers with higher staff:pupil ratios. Many of our pupils with SEN&D have shown real resilience and made very pleasing progress, not only in terms of their learning, but also in their social communication skills.
What challenges has the school had to overcome in order to make provision for pupils with SEN&D?
The Covid-19 pandemic has interrupted the normal working routines of all schools. After the closure of the school, one of the greatest difficulties arising from our Covid safety precautions has been the inability to share learning spaces, resources and staffing. In order to minimise the spread of the virus, resources (including learning spaces and staff) have been allocated to particular year group bubbles, which has reduced the number of pupils that were able to benefit from them. In some cases, it has not been possible to deliver the SEN&D interventions and support in the normal way, however teachers and TAs have worked hard to compensate for this and made best possible and appropriate provision for the children with SEN&D by thinking laterally and working creatively. Our Learning Mentor was allocated to

the year 6 bubble from the start of academic year, so was unable to cross bubbles to give support to other year groups. Given that secondary transition was looming and that it has been impossible for year 6 children to participate in the normal range of end of Key Stage 2 activities over the year, it could be argued that she was well-placed in this year group. The pandemic has had a profound impact upon their expected opportunities and increased the anxieties of these children. In other year groups, teachers and TAs have taken on this wellbeing support for their classes, drawing upon Jigsaw (our PSHE scheme) and the newly purchased Zones of Regulation resources and consulting with the Inclusion Team when needed for additional ideas or resources.

For some individual children, the impact of the pandemic upon their wellbeing and social, emotional and mental health has raised concerns. When this has happened, staff have worked closely with parents to alleviate the difficulties as much as possible. Over the last year 3 children have been discussed at SEN&D Surgeries and/or LIFT and a number of families have benefitted from Early Help.

We have had some changes in TA personnel across the school, but were successful in recruiting 4 new members of the TA team, all of whom are experienced and qualified for their roles in school.

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 Speech, Language and Communication, Specific Learning Difficulty, Social Emotional and Mental Health Autistic Spectrum Condition, Physical Disability and Hearing Impairment. The most frequently occurring needs in our school population are Social, Emotional and Mental Health and Speech, Language and Communication needs.

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

We hold fast to the belief that high quality inclusive provision begins with 'Quality First Teaching' and an engaging curriculum and, despite the pandemic, staff always make this a priority. Teachers have continued to be supported to meet the needs of pupils with SEN&D through comprehensive advice, including that provided by the Inclusion Team and professionals from outside the school. The way we have collaborated with external agencies has largely been virtual through Zoom or Teams, but as always, the support we receive has been worthwhile and useful.

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 visuals and 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/or reading support; metacognitive training for pupils in using steps to success, now-next boards and other organisational structures; use of multi-sensory activities and manipulatives; structured support to help children sustain focus, mediate language, scaffold comprehension of the task and prompting for task completion; and pupil individual activity boxes to target particular needs.

Social, Emotional and Mental Health: interventions such as regular wellbeing self-assessment charts supported by adults; use of the Incredible 5 Point Scale and comic strip conversations; use of visual timetables to manage change; confidence groups; quiet working spaces; support and strategies to manage anxiety; flexible timetabling for individual pupils, including some temporary reduced timetables; and Individual Support Plans.

Physical and Sensory: support, such as motor skills programmes; sensory circuits and movement breaks; physical resources such as pen grips, Move 'n' Sit cushions and coloured overlays.

A safe learning environment is a prime consideration for all staff at all times, but once again this year our provision for pupils with SEN&D has required careful management in response to the Covid-19 pandemic. This has included places for our most vulnerable pupils to continue learning in school whilst schools were closed to the majority of pupils and regular wellbeing/safeguarding calls to those children who are home-learning.

Covid Catch Up funding has been used successfully, deploying a member of staff to reduce class sizes in teaching in order to close gaps.

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

When designing the classroom environment and displays, teachers pay careful attention to making them Covid-secure, whilst meeting the needs of the pupils in their class. Children are positioned within the classroom to optimise their access to the support and resources that they need. Displays include working walls and key vocabulary and learners are provided with individual aids, such as word mats and writing frames. Quiet working spaces have been identified for pupils who need them with clear guidance regarding expectations for their use. Some children have needed adaptations to the class timetable or curriculum, for example a series of shortened tasks within a lesson, additional time to complete tasks, opportunities for breaks from or recapping of prior learning. Specific adaptations to the curriculum and learning environment have been made following consultation with the pupil, parents and specialist teachers involved with the child and where necessary in specific cases this has involved a personalised or temporarily reduced timetable and/or curriculum suitable to the needs of individual children. Listening and effective communication is key in this process.

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

Monitoring and quality assurance of SEN&D provision has been more challenging than normal as staff have been unable to cross bubbles throughout this academic year. A reduced number of formal lesson and intervention observations have taken place, but scrutiny of personalised plans, provision plans and data, book scrutiny and crucial dialogue with parents and staff has continued. The information gathered by these means has been used to identify the areas for development for the coming year.

How have we assessed and reviewed pupil progress towards their identified outcomes?

Each child who has SEN&D has a support plan – a Personalised Plan for those identified at SEN Support and a Provision Plan for children with an Education, Health and Care Plan. Monitoring of these plans over the last year has highlighted some specific challenges for teachers and resulted in a thorough review of the templates used. From the start of the new academic year, SEN&D support plans will be divided into two parts: a **plan** documenting the SEN&D interventions pupils receive in school and a **pupil profile**, which records the 'Quality First' strategies and resources that are vital to the child and also strengthens the pupil/parent voice. Key features of this new paperwork will include stronger entry and exit data, which will make it easier to measure the impact of the learning support children are given.

How well have pupils with SEN&D performed this academic year compared with the whole school population?

As would be expected, the attainment and progress of pupils with SEN&D varies according to their underlying ability and needs and, in this year of pandemic, all of our learners have faced unprecedented challenges. However, there is strong evidence that the majority of pupils with SEN&D have continued to respond positively to the support they have been given. Those who have made the best progress are those who continued to engage consistently with learning through the period of school closure, either in school or at home. Some pupils with SEN&D have made accelerated progress and/or achieved greater depth in some or all of the core subjects.

What methods have we used to identify and assess pupils with SEN&D?

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, Wide Range Intelligence Test, the Tests of Visual Processing Skills and Auditory Processing Skills 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. One child has undergone statutory assessment and now has an EHCP.

How have we enabled pupils with SEN&D to engage in activities with other pupils who do not have SEN&D?

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. This includes learning experiences and opportunities to succeed and engage beyond the curriculum. Careful planning, mixed ability group work, risk assessments, appropriate use of school funding (including Pupil Premium and Covid Catch Up funding) has been key in this. Work completed by children with SEN&D is evident in displays around the school.

A special highlight of the past year was year 5 children's participation in a virtual Cross Country competition, which had a focus on being inclusive and having all children take part. We were thrilled that three of our pupils with SEN&D achieved 1st, 3rd and 4th places in their events.

How have parents and pupils been consulted and engaged in decisions about SEN&D provision?

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. Parents of pupils with SEN&D have received written copies of Personalised/Provision Plans and reviews.

How have we supported pupils with SEN&D to develop their social skills and promoted good mental health?

This has been a challenging year for many of our vulnerable learners. School closure had a serious and profound impact upon the mental health of a few of our children, particularly those who find change and unpredictable situations difficult to manage. School staff have worked hard to maintain close and supportive dialogue with parents in order to give the best possible wellbeing support to the children who need it and we have seen many positive outcomes. Work in this area is ongoing.

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

Once again, transition programmes have had to be adapted because of the pandemic. Never-the-less, a comprehensive plan has been made for year 2 children transferring from the infant school, including Covid-safe visits and each class making an illustrated big book about changing school, which will be copied for every child to take home to refer to over the summer break. Transition support for the most vulnerable year 6 children was supported with a visit from Yogi, the local authority therapy dog. Whether children are joining us or moving on to new schools, comprehensive information exchange takes place to ensure children have the best of starts.

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?

Face-to-face training has been very difficult this academic year, but we are pleased that our staff team have continued to show commitment to seizing professional development opportunities. In particular, both teachers and TAs have been working through a research-based workbook reflecting upon Rosenshine's Principles of Instruction. Effective use has been made of Education People virtual short courses and as a school we benefitted from a 3 month subscription to Creative Education, which offered a range of on-demand training modules covering a range of subjects related to SEN&D. Many of these professional development opportunities have raised staff awareness of the impact of the pandemic upon wellbeing and learning, as well as developing understanding, revisiting theories of teaching and enhancing the learning opportunities we give our children in school. training has strengthened the safe learning environment for our children.

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, although mainly through virtual means.

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?

This year we invested in Zones of Regulation resources, a framework to foster self-regulation and emotional control and started the roll-out across the school. Further reinforcement is planned for September. Various items in our SEN&D resource bank have been updated, refreshed or extended over this last year.

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.

In this very tough year, we are proud that we have sustained quality provision for our pupils with SEN&D. Feedback from a number of stakeholders has been consistently positive.

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?

- *Strengthening collaboration and liaison between outside agencies and school staff, particularly medical professionals, and closer tracking of the impact of advice received.*
This has been an unprecedented year, but in many ways it has raised the profile and importance of collaboration and liaison. It has been vital to our success that we have developed new ways of making this possible, such as setting up Class Dojo for communication and making regular calls home during school closures in support of our vulnerable learners.
- *Speed up process for identifying barriers to learning and implementing appropriate provision.*
Assessments of pupils by outside providers have not always been possible due to the pandemic, but within school we have used creative ways to ensure that children's needs are identified and provided for in a timely manner facilitating learning progress. The addition of Inclusion Assistant to the Inclusion Team has made a significant positive impact on this.
- *Continue to develop and strengthen the assess-plan-do-review cycle for SEN&D provision: engaging parents and pupils more fully; making monitoring and development of practice more robust and extending further the knowledge, understanding and skills of staff.*
Staff skills, knowledge and understanding of a range of SEN&D provisions have developed over the year. An audit has facilitated the drafting of revised processes and procedures for documenting and tracking the impact of provision ready for September 2021.

What key areas related to SEN&D provision have been identified for further development over the coming 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.
- Continue with roll out of Zones of Regulation across the school and monitor its impact.

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?

The published procedures and policies for handling concerns and complaints have been followed and each has been brought to an appropriate conclusion. Reference should be made to the Complaints Policy and Procedure, which is available on the school website. (<https://www.ditton-jun.kent.sch.uk/page/?title=Policies&pid=38>)

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