



SEND Annual Information Report – 2021/2022

Name of Headteacher:	Mrs Brown
Name of SENCo:	Mrs Hazeldene
Dedicated time weekly:	fulltime – 5 days a week
Contact email:	senco@singlewell.kent.sch.uk
Name of SEND Governor:	Mrs Robertson

Whole School Approach to Teaching and Learning:

- ✓ High Quality Teaching and Learning – All teachers are responsible for the learning and progress of every child in their class, including those with SEND.
- ✓ An inclusive, differentiated and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life.
- ✓ Refer to Teaching and Learning Policy

Our Graduated Response for Learners:

- ✓ Continual monitoring of the quality of teaching aiming for high quality teaching for all.
- ✓ The use of the Mainstream Core standards and supporting documents to provide universal support
- ✓ Identifying and tracking the progress of children that require support to catch up through formative assessment discussed at Pupil Progress meeting and teacher based summative assessment.
- ✓ Identification of children requiring SEND Support and initiation of “assess, plan, do, review” cycle through Provision Mapping.
- ✓ Personalised Plans put in place for those requiring additional or different provision above our universal offer.
- ✓ Consideration of application for Education, Health and Care Plan.
- ✓ All children/young people identified as requiring SEND Support, or with an Education, Health and Care Plan are on our SEN Register.

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How we identify children that need additional or different provision:

- ✓ Class teachers refer to the Mainstream Core Standards for universal support
- ✓ Class teachers implement high quality targeted strategies and support documenting clear targets and outcomes
- ✓ Class teacher seeks advice and support in implementing high quality targeted strategies and support from SENCO
- ✓ Staff refer children requiring a high level of support to SENCO, providing information on strategies and support already in place
- ✓ Ongoing curriculum assessments and Pupil Progress Meetings
- ✓ Tracking progress using data
- ✓ Further internal assessments and screenings including Speech and Language Link, Boxall Profile, SpLD Checklists, LASS and CoPs assessments, Sensory profiles and Hopscotch.
- ✓ Observation by SENCO
- ✓ Further assessments by specialists, including those from external agencies

We take a holistic approach by all aspects of a child's development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children including those with SEND, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy.

How we listened to the views of children and their parents:

At Singlewell we value the view of children receiving support and their parent. We pride ourselves on our open door policy where concerns and queries can be raised with SLT and our SENCO at any time.

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	All pupils	Daily
Parents' Evenings	All pupils and parents	Twice a year
Book afternoons	All pupils and parents	Twice a year
Reports	All pupils	Once a year
Home-School Book	Individual children	Daily
Personalised Plan meetings 'Assess, Plan, Do, Review'	Individual children	Three times a year
Team Around the Child	Individual pupils	Termly
School Council	Pupils from all classes	Half termly
Questionnaires	All pupils and parents	Annually
General SEND Meetings	Individual meetings	As needed

The Assess, Plan, Do, Review Cycle:

For children on our SEN Register, an Assess, Plan, Do, Review cycle is carried out by the class teacher. This cycle is monitored and overseen by the SENCO. Parents are informed by the class teacher of strategies, support and additional provision their child are receiving. This cycle is recorded on our Provision Mapping documents. Outcomes are agreed with parents at parent consultation and recorded on the Record of parent consultation.

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Children receiving SEN Support:

During the 2021/22 academic year, we had 50 Children on the SEN register. 46 of these received SEN Support and 4 children received support through their Education, Health and Care Plan.

Data from July 2022

Key Stage	Total with EHC Plan	Total receiving SEN Support
EYFS	0	3
KS1	2	14
KS2	2	29
Whole School	4	46

As of July 2022 we had 373 Children on role.

12.3 % received SEN Support who did not have an EHC Plan. National average receiving SEN support was 12.6%. As a school we were below National Average.

1 % of children had an EHC Plan. National average with an EHC Plan was 4%. As a school we were below With National Average.

Through the 'asses-plan-do-review' cycle, formative and summative assessment, assessment from external specialists and consultation with parents, the SEN Register is continually reviewed. Below shows the outcome of reviews.

Review Date	Children Added	Children Removed	Total on Register
September 2021	0	0	39
November 2021	5	0	44
February 2022	5	0	49
April 2022	3	2	50
June 2022	1	1	50
July 2022	0	0	50

Targeted Provision and Impact:

This year, provision made for children on our SEN Register has been:

Provision	Impact
Communication and Interaction	
Phonics Support	Implemented in KS1 and continuing for children needing support in KS2. The whole school Read Write Inc resources were used as well as targeted phonics books designed for older readers.
Speech Link	Most children using the programme made significant progress. Screening tests in Year R and Year 1 helped to identify children requiring support. Screening tests for individual in KS2 gave informative plans for support.
Language Link	All children using the programme made progress. Screening tests in Year R and Year 1 helped to identify children requiring support. Screening tests for individual in KS2 gave informative

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	plans for support. Good progress was made with KS2 individuals using the Junior version of the programme.
Speech Therapy	Targeted support for individual pupils was sought from the Speech and language therapy team. All children with therapy plans in place made progress against their targets.
Language for Learning Star word	Implemented in KS2 with successful results. Used for targeted pupils and as a classroom strategy.
Pre-teaching of vocabulary	Implemented as a whole school strategy and with individual children. This has good impact on language and communication skills as well as engagement with learning.
Colourful Semantics	The use of the programme is widespread across the school from whole class use to individual support. Children using the programme made good progress verbally with language structure and use the resources to support writing, showing in class benefits.
Shared attention	Two children have accessed this with the Speech and Language Therapy Team support. Good progress can be seen in communication skills and engagement in adult led tasks.
Cognition and Learning	
Maths Support	KS1 data significantly above average. KS2 data significantly improved at EXP and GD. KS2 data above national average for both EXP and GD. Additional support was given to key year groups whose prior education was affect by school closures.
English Support	Both reading and writing data was significantly above the national average. Additional support was given to key year groups whose prior education was affect by school closures.
1 – 1 Reading	KS2 data showed a significant increase in in EXP despite the national average staying the same. Both children who made limited progress and those who do not read at home have been targeted.
Reading Comprehension	KS2 data showed a significant increase in in EXP despite the national average staying the same. Additional support was given to key year groups whose prior education was affect by school closures.
Precision Teaching Reading and Spelling	Very successful for most individuals receiving this provision. Progress is improved by daily delivering of provision.
Memory Magic	All children using the programme have made good progress. Mostly used for KS2 individuals with identified need.
Social, Emotional and Mental Health	
Talk About	For children needing support recognising emotions and their social skills with others. Delivered in groups, targeted children will continue on the programme as skills need embedding.
Lego Therapy	Received by a range of groups of children as well as some individuals 1 -1. Good progress can be seen in developing social skills. More regular sessions would have greater impact.
Anger Gremlin	A new programme recommended by specialist teachers this have been delivered to individual children 1-1. Progress with behaviour has been good.

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Anxiety Gremlin	A new programme recommended by specialist teachers this have been delivered to individual children 1-1. Progress has been good.
Zones of Regulation	Used to support whole classes and individual children. Progress towards identifying and managing emotions can be seen in individual children. The system and strategies need to be implanted on a whole school level to have a larger impact.
Social groups	Successful for children who require support in initiating and continuing play with others. Explicit social skills are modelled and taught having a good impact on their wellbeing within school.
Nurture Group	A new provision in the Summer term this supported a range of pupils in KS2 who have higher needs or required wellbeing support. This model is being expanded for provision in the next academic year.
Gardening	A wellbeing support for a group of KS2 and KS1 pupils. Successful improved confidence, self-esteems and supported their wellbeing.
Dog Mentoring	1-1, group and whole class sessions have targeted a pupils through the whole school. Social skills including confidence building and managing anxiety have been improved on and can be seen in individual children.
Play Therapy	Accessed by individual children, this provision was new to the Summer Term and progress is being monitored.
Counselling	Accessed through SALUS, 1 -1 support for individual KS2 children improved coping mechanisms relating to self-regulation.
Sensory and/or Physical Needs	
Handwriting	Pupils are developing proper formation of letters. Individual children targeted for additional individualised support where needed. Good impact seen across whole school.
Clever Fingers Fine Motor skills	Supporting individual children in making handwriting progress. This runs for KS1 and targeted KS2 children and has good progress. Daily sessions see the most impact.
Sensory Circuit	This has been successful for targeted children to refocus and be ready to engage in learning. Improvements in behaviour for learning can be seen. This provision is being expanded for next academic year to impact more children.
Sensory breaks	High individualised for children this supports behaviour for learning and has a positive impact on their engagement with learning.
BEAM	Targeting gross in individual children the programme supports the development of core motor skills primarily in KS1.

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How we monitored the quality of SEND provision:

- ✓ Class teacher seeks advice and support in implementing high quality targeted strategies and support from SENCO
- ✓ Feedback and professional conversations during Teacher and Support staff meetings
- ✓ Monitoring of provision mapping
- ✓ Observations of support and provision
- ✓ Learning Walks
- ✓ Governor Monitoring visits
- ✓ Observations and written reports from Specialist teachers
- ✓ Feedback after observation from Specialist teachers
- ✓ Targets set and outcomes realised in the SEN School Improvement Plan

Support Staff Deployment:

Support staff were deployed in a number of roles:

- ✓ Support in Classroom
- ✓ 1 : 1 Provision
- ✓ Small group intervention
- ✓ Playground support
- ✓ Lunchtime support
- ✓ PPA Cover (HLTAs)
- ✓ First Aid
- ✓ Support for medical needs

Distribution of Funds for SEND:

The first £6000 of any SEN pupil's entitlement is funded through the delegated school budget. Beyond £6000 Singlewell School can apply for high needs funding for individual support needs.

SEND funding was allocated in the following ways:

- ✓ Support staff
- ✓ External Specialist services
- ✓ Teaching and Learning resources
- ✓ Well-Being Provision
- ✓ Staff training

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Continuing Development of Staff Skills:

Individuals' CPD this year:

<u>Area of Knowledge/Skill</u>	<u>Role of Staff undertaking cpd</u>	<u>Training Received from</u>
The Nurture Approach	SENCO, TA	Nurture UK
Boxall Profile	SENCO	Nurture UK
Team Teach Level 1 Behaviour Management	Teacher, SENCO and Head Teacher, Assistant Head	Team Teach
Autism and Behaviour Mentoring	TA	CooperDaley
SEND Diploma	TA	Openlearning
SEND Code of Practice	SENCO	SEN Services Southwest
TQUK Level 2 Understanding Autism	Teacher	Openlearning
Autism Awareness	TA	Certificate of Excellence
SEND Awareness	TA	Certificate of Excellence
Childhood and Youth studies Degree	TA	Open University

Whole Staff / Group Training

<u>Area of Knowledge/Skill</u>	<u>Roles of Staff undertaking cpd</u>	<u>Training Received from</u>
Mainstream Core Standards	Teaching staff	SENCO
De-escalation	Teaching staff	STLS
Sensory Processing	TAs	SENCO
The Nurture Approach	Teaching staff	SENCO
Behaviour and de-escalation	Teaching staff and TAs	CooperDaley

SEND Partnerships with other schools:

We have worked with a number of schools in the area in the following ways:

- ✓ Attending transition meetings
- ✓ SENCO attending Local SENCO forum
- ✓ Attending LIFT meetings
- ✓ Sharing of good practice and efficient use of resources with local partnerships

Transition to Reception:

In 2021/2022 3 children requiring SEN Support and 0 children with Education, Health and Care Plans joined us from other schools.

Pupils were identified to us by STLS or other outside agencies if requiring SEN Support. The pupils were visited in the EY setting by the Class Teacher or SENCO. Transition meetings were arranged to meet with parents and any other agencies involved with the pupil to discuss needs and set targets. If necessary, a Health Care Plan would be completed. All pupils visited the school prior to starting, but additional visits were arranged for SEN pupils if necessary. There were also home visits from the Class Teacher and Teaching Assistant to discuss individual concerns/needs.

The SENCO attended an Early Years transition meeting at the SMILE Centre.

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The above details our usual practice, however 2021/2022 arrangements were different due to COVID-19. This year EYFS settings and new parents were contacted initially by telephone by class teachers or the SENCO. The class teachers and SENCO met with parents at the start of September and the pupils came for a taster session before starting school part time. The teachers also created a virtual tour and video messages for the children prior to the September start. Transition booklets were also sent to all families.

We helped children to make the move from the Early Years Foundation Stage to KS1 and from KS1 to KS2 through meet the teacher afternoons and social stories. Regular visits and meetings with individual children and teachers were arranged where needed.

Transition to Secondary School:

5 children on our SEN Register in 2021/2022 made a successful move to secondary education.

The SENCO and Y6 teacher completed secondary transition forms to make secondary staff aware of SEND/vulnerable pupils. The SENCO attended a Secondary transition meeting at the SMILE Centre attended by local Secondary Schools and discussed the pupil's needs, current targets, levels of attainment and transition arrangements. All relevant paperwork was transferred. The SENCO additionally communicated with Secondary SENCOs in the lead up to the transition as needed.

The transition from year 6 to secondary school has been supported through learning around transitions during PSHE and an in-school transition programme is delivered in Term 6 by the Y6 staff to help to prepare all the pupils. Pupils are visited by Secondary school staff.

Ongoing School development:

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. We do this through our School Improvement Plan, which includes our SEND Improvement Plan.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should refer to our complaints policy located on our website.

This year we received 0 complaints with regard to SEN support and provision.

Other relevant information and documents:

The Designated Safeguarding Leads in our school are Mrs Brown ,Mrs Catt and Mrs Broad.

The Designated Children in Care person in our school is Mrs Hazeldene.

The Local Authority's Offer can be found at <https://www.kent.gov.uk/education-and-children/special-educational-needs>

Our SEND Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website.

Details of how we keep children safe can be found in our Safeguarding Policy which can be viewed on the school website.

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Our SEND Policy, School Offer and Annual SEN Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.

The Governing Body approved this SEND Information Report on