Compassion Joy Perseverance Respect

'Live life in all its fullness' John 10:10

Annual SEN Evaluation report

July 2023

Achieving Excellence Together

1. Contact details

The SENDCo is: Amy Wichall

THE SEND Governor is: Moira Ensoll

Both can be contacted at the school on 01622 820360.

Email: office@hunton.kent.sch.uk

2. SEND Support at Hunton CE Primary as of July 2023

Year Group	No of Pupils in class	SEN Support	EHC Plan
R	15	0	0
1	15	2	0
2	15	3	0
3	16	3	0
4	17	1	0
5	7	1	0
6	17	5	3
Total	102	15	3

	School	National (mainstream primary)
Total SEND (%)	14.7%	13.0%
EHCP (%)	2.9%	4.3%

The national average for incidence of SEND support students is 13.0% of the school population for state-funded primary schools. At Hunton, 14.7% of our pupils have a special educational need or disability. This figure is just above the national average. Parents of children with various vulnerabilities are choosing our school due to the small size and nurturing ethos. This approach is particularly attractive to families of children with SEND. A number of the pupils in KS2 who have transferred from other schools have also had SEND. In many cases, they have been struggling in their previous schools and parents perceive that, as a smaller school, we are able to provide a more suitable environment in which their child's needs will be better met.

The national average for incidence of ECH Plans is 4.3% of the school population for primary schools. At Hunton in July 2023, we have 3 pupils with an EHC Plan.

During the 2022-2023 academic year, 3 pupils were added to the SEND register. One of these pupils was in Year R and the remaining two were moved onto the SEND register from the monitoring list.

Pupil Premium information is available on our school website.

3. Primary SEND Need Type at Hunton CE Primary (number of pupils)

Yr Gp.	SEND Need Type			
	Communication and Interaction	Cognition and Learning	Social, Emotional, Mental Health Difficulties	Sensory and / or Physical
R	-	-	-	-
1	2	1	-	-
2	3	1	1	-
3	2	2	2	1
4	-	1	-	1
5	-	-	1	-
6	1	3	3	1
Total	8	8	7	3

Please note that the table above shows the SEND Need type for pupils within the school. Some pupils may have more then one area of need.

Communication and interaction and cognition and learning represent the area of the highest incidence of need. Communication and Interaction includes children with needs arising from an autistic spectrum condition (ASC). Nationally, data shows that the number of children in state primary schools with Autism is increasing.

4. Funding provided to the school for SEND 2022-2023

Formula Budget 2022/23				
		Pupils	Rate	Total
Factor 1	Basic Entitlement Primary	101	£3,192.00	£322,392
	Total Basic Entitlement Funding			£322,392

Factor 2	Deprivation FSM- Primary	13.0	£470.33	£6,114
	Deprivation Ever 6 FSM (Notional SEN Factor)- Primary	13.0	£345.00	£4,485
	Deprivation IDACI Band F (Notional SEN Funding)- Primary	21.0	£220.16	£4,623
	Deprivation IDACI Band E (Notional SEN Funding)- Primary	3.0	£270.19	£811
	Deprivation IDACI Band D (Notional SEN Funding)- Primary	0.0	£420.30	£0
	Deprivation IDACI Band C (Notional SEN Funding)- Primary	2.0	£460.33	£921
	Deprivation IDACI Band B (Notional SEN Funding)- Primary	0.0	£490.35	£0
	Deprivation IDACI Band A (Notional SEN Funding)- Primary	0.0	£640.45	£0
	Total Deprivation Funding			£16,954
Factor 4	English as an additional language (Notional SEN Factor)- Primary	3.5	£565.40	£1,992
Factor 6	Low cost, high incidence SEN (Notional SEN Factor)- Primary	18.2	£1,130.80	£20,532
Factor 7	Lump Sum (Partial Notional SEN Factor)- Primary £6,303			£121,386

This funding above contributes towards providing a Teaching Assistant in each of our four classes. Individual support and small group support are provided where needed. The funding is also used to purchase subscriptions to a number of different online interventions and resources that are widely used across the school and to support the staffing required for personalised interventions.

Six successful applications have been made for High Needs Funding this academic year, providing an additional £23,921.65. The High Needs Funding is used towards resources, specialist training, interventions as well as support for small groups or 1:1.

One further application for High Needs Funding is being considered for the 2023/24 academic year.

5. **Outcomes Achieved by Last Leaving Group of Pupils with SEND**

Analysis of outcomes of students with statements/EHCPs: % making progress

Subject	Number in cohort	School
English	3	66.7%
Maths	3	66.7%

Analysis of outcomes of students with SEN with support: % making expected progress

Subject	Number in cohort	School
English	2	100%
Maths	2	100%

6. **Progress data for Current Pupils: % of students on track to make expected progress or more than expected progress from their starting point:**

% SEN/non SEN on track for expected or better progress from starting point	No. of Pupils	Reading	Writing	Maths
EYFS	-/15	-/100%	-/100%	-/93%
Year 1	2/15	50%/92%	50%/77%	100%/92%
Year 2	3/15	33%/75%	0%/75%	67%/92%
Year 3	3/16	33%/77%	0%/85%	33%/77%
Year 4	1/17	0%/69%	0%/44%	0%/69%
Year 5	1/7	0%/67%	100%/67%	100%/67%
Year 6	5/17	60%/100%	40%/100%	80%/100%
No./% pupils in receipt of HNF making expected progress from starting point	6	66.7%	50%	66.7%

% all pupils with SEN on track to achieve All Outcomes	>50%	<50%	None
	100%		

Notes:

Although the percentage of pupils who are on track for expected progress is low, these pupils have still made progress from their starting point, just not the level of progress that you'd hope with the level of support that some are receiving. Particularly for writing, this may be due to training that we've received this year, 'Adapting the Curriculum' and 'Enabling Independent

Writers', may need to be imbedded. We will continue to monitor this. All SEN pupils are on track to meet their outcomes.

7. Attendance of Pupils with SEND

2022-2023	% sessions missed due to overall absence	% persistent absentees – absent 10% or more sessions
No SEND **(87 pupils)**	5.2%	16% (14 pupils)
SEND support **(15 pupils)**	8.1%	40% (6 pupils)
SEND with statement or EHCP **(3 pupils)**	6.5%	33.3% (1 pupil)

2021-2022	% sessions missed due to overall absence	% persistent absentees – absent 15% or more sessions
No SEND **(80 pupils)**	6.4%	8.75% (7 pupils)
SEND support **(17 pupils)**	8.7%	17.6% (3 pupils)
SEND with statement or EHCP **(4 pupils)**	27.9%	25% (1 pupil)

Attendance for pupils with SEND is generally good and only marginally above that for non-SEND pupils. The percentage of sessions missed due to overall absence has improved for all pupils compared to the previous academic year.

8. Exclusions Occurring in the Last 12 months

Number of fixed term exclusions – 0% pupils with SEND / 0% pupils with no SEND

Number of permanent exclusions – 0% pupils with SEND / 0% pupils with no SEND

9. **Secondary Destinations of pupils with SEND**

Five pupils with SEND transitioned to secondary school at the end of the 2022/23 academic year. Two pupils with an EHCP were assessed as suitable for specialist provisions. Three further pupils transferred to mainstream secondary schools.

As in the previous year, all pupils in Year 6 took part in a comprehensive programme of transition activities to prepare them for the move to secondary school. This was delivered as part of the Transition Project, led by the specialist teaching service, and includes weekly activities for year 6 pupils to complete as well as tips for parents to help prepare them for the transition. A SENCo Social was also organised for the summer term to offer additional transition support to parents.

Extra support was put in to place for specific pupils that may need it, this included weekly access to the school counsellor, extra transition days and extra meetings with the new school that staff and parents attended.

10. **Result of last satisfaction survey of parents of pupils with SEN- will be collected at annual review of EHCPs**

	2022-2023	
	Parents	**Pupils**
Fully Satisfied	1 50%	1 50%
Partially Satisfied	1* 50%	1* 50%
Not Satisfied		
Not completed		

Comments received from this parent stated "Very happy with the school, I feel listened to and supported, however the LA have been almost unresponsive." The pupil stated "My school listen to my mum and my views but I don't know about anyone at the LA".

The whole school were surveyed in February 2023 and 31 responses were received in total.

Parents were asked 'My child has SEND and the school gives them the support they need to succeed.' 26% said strongly agree, 13% agree, 52% said I don't know, 6% disagree and 3% said strongly disagree. This is perhaps down to parents being unsure if their child is on the SEN register. SEN Letters have now been implemented to inform parents of their child's SEN status and a note to all parents will go home to state that SEN letters have gone out to those on the SEN register so that parents and carers are aware.

A positive comment to end on, stated that "The school is such a friendly and happy place. The SENCo is brilliant and so helpful."

11. **An update of the improvements made to the school through the Accessibility Plan**

An Accessibility policy has been written and is available to read.

Curriculum Accessibility	- Seating plan designed around specific hearing needs - Beginning to use adapted technology - Development of working walls - Specialist arrangement for SATs - Playground markings developed to support physical activity and active learning - Templates for word mats and other visuals beginning to be used - Review of QFT strategies in line with Mainstream Core Standards - Differing clubs offered to pupils - ICT apps to support learning reviewed and shared with parents and staff
Physical Accessibility	- Steps clearly marked with yellow edging - Wheelchair access to main entrance and through school building - Regular checks of environment
Written information	- Content being developed on SEN section of the website - School office able to support and help parents to access information and fill in forms

12. An evaluation of the Equality Objective (if it relates to SEN and disability)

The Equality policy has now been reviewed and updated and was approved by governors at the first meeting of the new academic year 2021-22. It is due to be reviewed September 2024.

Applicable target	Evaluation
Through our curriculum, ensure our pupils develop a good appreciation of difference anddiversity by enhancing their understanding of children who live in different places,who have a different culture and faith and who have different learning needs.	-New Scheme of work for PSHE -Post diagnosis meetings introduced for pupils and their families to help them understand their diagnosis, provide an opportunity to ask questions, instigate a strengths-based approach and include pupils in discussing support needs -Pupils have learnt about mental health and wellbeing through the Family Trust assemblies and a range of activities during Health and Wellbeing week

13. An evaluation of the interventions used by the school to support pupils with SEN

Have analysed the interventions from the last academic year, as of July 2023, 77% of the interventions had a good impact.

New interventions purchased this year were:

Clicker-a child-friendly word processor. Pupils can record written text, as well as use additional support including speech feedback, voice notes, word prediction, spell check and picture/symbol support.

Talkabout - a series of practical workbooks designed to develop the self-awareness, self-esteem and social skills of people with special needs.

Write from the Start – This programme offers an approach to handwriting which develops the muscles of the hand. It includes over 400 graded exercises and activities to develop hand-eye co-ordination, form constancy, spatial organization, figure-ground discrimination and orientation and laterality.

Speed Up! – A kinaesthetic programme to help develop fluent handwriting.

Maths support- Plus 1 and Power of 2 – Two separate books to help pupils with their maths depending on their level.

A wide range of interventions are used to support both children with SEN and those who are identified as struggling in specific areas. The table below outlines the interventions used by need type. These interventions continue to be reviewed regularly via provision maps and at pupil progress meetings.

Provision:	Number of students accessing the provision:			Impact % making progress/achieving targets			Implications for 2023-2024 (continue/drop/re-train TA/ select pupils more accurately)
Communication and Interaction							
	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6	
Speech and Language Link	7	6	5	29%	83%	60%	**Intervention to continue 2023-2024.** Rescreen pupils
SALT Programmes	2	2	2	50%	100%	100%	**Intervention to continue 2023-2024.** New targets now needed.
Lego Play	3	6	3	0%	17%	67%	**Intervention to continue 2023-2024.** Groups to be designed based on needs and ensure consistency with timetabling.
Socially Speaking	7	2	-	57%	50%	-	Talkabout intervention to start instead.
Colourful Semantics	1	3	3	0%	67%	67%	**Intervention to continue 2023-2024.**
Cognition and Learning							
	Terms 1 & 2	Terms 3 & 4	Term 5 & 6	Terms 1 & 2	Terms 3 & 4	Term 5 & 6	
Phonics	23	23	21	48%	78%	86%	**Intervention to continue 2022-2023.** Baseline assessment to completed at the start of the academic year to identify those that require additional phonics intervention.
NELI	-	4	4	-	100%	100%	We are now going to use just speech and language link.
Precision Teaching	12	12	8	50%	58%	50%	Following further training form STLS in September, we are hoping to restart this with a focus group of children initially.
Writing Support	24	15	19	75%	67%	63%	**Intervention to continue 2023-2024.** Pupils and their outcomes to be identified.
Pre- teaching	13	13	12	69%	85%	100%	Completed as a whole class as part of quality first teaching.

Reading	23	19	10	83%	84%	100%	**Intervention to continue 2023-2024.** Pupils and their outcomes to be identified.
Comprehension	3	2	2	100%	50%	100%	**Intervention to continue 2023-2024.** Pupils and their outcomes to be identified.
Maths support	17	14	34	65%	79%	79%	**Intervention to continue 2022-2023.** Pupils and their outcomes to be identified.
Memory Skills	4	4	4	50%	0%	0%	Needs to be consistent in order to be successful.

Physical and Sensory						
	Terms 1 & 2	Terms 3 & 4	Term 5 & 6	Terms 1 & 2	Terms 3 & 4	Term 5 & 6	
Handwriting	3	6	12	0%	50%	58%	**Intervention to continue 2022-2023.**
Clever Fingers	3	3	3	33%	100%	100%	**Intervention to continue 2022-2023.**
Touch Typing	3	2	2	33%	50%	50%	**Intervention to continue 2022-2023.**
Sensory Circuits	-	3	-	-	100%	-	**Intervention to continue 2022-2023.** Ensure consistency with frequency of sessions.

Social, Emotional and Mental Health						
	Terms 1 & 2	Terms 3 & 4	Term 5 & 6	Terms 1 & 2	Terms 3 & 4	Term 5 & 6	
Zones of Regulation	4	6	5	50%	83%	83%	Completed as a whole class as part of quality first teaching.
Counselling	5	3	5	100%	100%	80%	**Intervention to continue 2023-2024.** Pupils will automatically continue. Waiting list in place.
Nurture	2	2	2	100%	100%	100%	**Intervention to continue 2023-2024.** Pupils will automatically continue.
Emotional Literacy	3	3	3	100%	67%	100%	Completed as a whole class as part of quality first teaching.
Growth Mindset	2	2	2	100%	50%	100%	Completed as a whole class as part of quality first teaching.

Having analysed the summer provision maps. The focus of training for September 2023 will be:

- **Precision training**. Emma Eldridge from STLS working with a focus group of pupils and three members of staff in September 2023 to support the roll out of an updated precision teaching intervention.
- **Writing Support-** To embed alternatives to writing in QFT. To ensure staff are supporting pupils to become independent at this too. Learning walks in Term 1 2023 to monitor writing as well as the QFT surrounding this and the resources. Further training will be planned for from results seen.

- **Handwriting**- New handwriting scheme 'Speed Up!' purchased Term 6, to continue to monitor impact. Will refer back in TA training for any questions on it.
- **Touch Typing-** Recommended for parents to support this at home in SEN meetings July 2023. Pupils slow and they need as much practice as possible. Will continue to monitor any improvement in September to see if home support has helped.

14. SEN Training provided to staff over the last 2 years

Staff have undertaken a wide range of training to enhance and develop their ability to improve outcomes for pupils with SEND.

Training 2022-2023 Date provided - Title	Uses in the school and impact
Adapting the Curriculum- 03/01/23, 07/02/23	-Looking at ways to adapt the curriculum for all pupils in the class -Looking at alternatives to writing and reading -Staff have started to use strategies and resources discussed -Constantly reviewing and sharing good practice
LIFT- 20/09/22, 29/11/22, 31/01/22, 28/03/23	-Keeping up to date with local and national initiatives and developments -Sharing best practice
Senco Collaboration- 18/01/23, 03/05/23	-Keeping up to date with local and national initiatives and developments -Sharing best practice
SEN County update- 06/10/22, 08/12/22, 02/01/23, 18/05/23, 13/07/23	-Keeping up to date with local and national initiatives and developments -Sharing best practice
SENDco and Inclusion Conference- 23/03/23	-Keeping up to date with local and national initiatives and developments -Sharing best practice
STLS Senco Forum- 17/11/22, 05/07/23	-Keeping up to date with local and national initiatives and developments -Sharing best practice
SEN Code of Practice update-07/07/23	-Support on any changes and updating the paperwork successfully in line with the code of practice
Enabling Independent Writing-22/11/22, 29/11/22, 31/01/23	-Support for staff on how to develop writing for a range of needs -Staff have begun using strategies and ideas shared -Constantly reviewing and sharing good practice
Provision Maps and Interventions- 06/12/22, 28/02/23, 18/04/23	-An update on the purpose of provision maps and how to ensure targets are SMART -Staff are more aware of the needs within their class

Precision Teaching- 18/04/23	-Providing staff with some knowledge behind Precision Teaching and how to run a successful intervention -Precision Teaching beginning to be set up, further training from STLS in September 2023
Language Fundamental Course- 07/11/22, 15/11/22	
The role of the TA and Quality First Teaching- 08/11/22	-Sharing quality first teaching strategies linking to the mainstream core standards
Maths- Reasoning- 15/11/22	-Reminding staff of good practice and updating them with current training -All staff now monitoring in a consistent approach
Working walls and the Learning Environment- 22/11/22	-Discussing how to make the most of learning walls and the learning environment so that their useful for all -Staff have worked hard to develop working walls
ICT apps to support SEN in class and at home- 24/01/23	-Looking at different apps on how to support learning at both home and school -Some apps have been downloaded -Some apps have been shared with parents to support their child
Colourful Semantics- 28/02/23	-Providing staff with some knowledge behind Colourful Semantics -Colourful Semantics is being completed successfully with a group of pupils. Staff member is supporting another staff member to also set it up successfully
The theory and practice of the Boxall Profile- 09/03/23	-Understanding Boxall -Boxall assessments now being completed at school
Phonics update and assessments- 14/03/23	-Reminding staff of good practice and updating them with current training -All staff now monitoring in a consistent approach
Lego Play- 13/06/23	-Providing staff with some knowledge behind Lego Play and how to run a successful Lego Play intervention -Lego Play is being run successfully with a group of pupils. Staff member is supporting another staff member to also set it up successfully
Mainstream Core Standards- 06/06/23	-Updating staff on latest guidance that has been shared with parents -Reminding staff of the mainstream core standards and the useful documents -Staff using them for QFT
Promoting Independence with Clicker- 25/05/23	-Providing staff with knowledge on how to use Clicker -Providing staff with the knowledge on how to access the resources on Clicker

	-This has since been set up in every class and is beginning to be used to support pupils writing
Identifying and supporting your lowest 20% for reading- 04/07/23	-Supporting staff in identifying the lowest 20% and what we can do next to support them.
Training 2021-2022 Date provided - Title	**Uses in the school and impact**
Handover meeting / Induction	To ensure a smooth handover of the SEND role and responsibilities and prepare the new SENCo for her role in Sept 2022
County SEND Update 14/7/22, 26/05/22, 14/10/21	Keep up to date with local and national initiatives and developments Sharing best practice
Sleep seminar 12-7-22	Develop understanding of how schools can support pupils and families with sleep issues
Gender Identity 28-6-22	Develop understanding of gender identity issues and how pupils can best be supported
Keeping chronologies for SEND pupils 3-5-22	All staff contributing to SEND chronologies
SENCo Practice exchange	Develop more detailed chronologies for pupils with SEND
TA Practice Exchange	Sharing of good practice
STLS SEND Forum 16-3-22	Keep up to date with local and national initiatives and developments Sharing best practice
Designated Teacher Update 7-3-22	Keep up to date with local and national initiatives and developments
Paired reading training 1-2-22	Add to resources for supporting pupils with literacy difficulties
Alphabet Arc 25-1-22	Add to resources for supporting pupils with literacy difficulties
Dyslexia INSET follow-up and Immersive reader 12-1-22	TAs to create a dyslexia toolkit for their class TAs to feel confident to use immersive reader with relevant pupils
Dyslexia 4-1-22	Be aware of some of the signs of dyslexia Understand the difficulties associated with dyslexia Have strategies for supporting pupils with dyslexia
Designated Teacher Update 7-12-21	Keep up to date with local and national initiatives and developments
Sensory training	Understand and respond to the needs of children with sensory needs
Drawing and Talking Practitioner training 5-11-21	Staff trained to deliver a therapeutic intervention for pupils not meeting the threshold for / on the waiting list for counselling Increase capacity to be able to offer a graduated approach to mental health difficulties
NELI courses 1, 2 & 3	Be able to lead the implementation and development of the NELI programme in EYFS

Mental health in Schools Conference 7-11-21	Develop support for pupils with mental health difficulties Develop whole school mental health and wellbeing policy
School Bereavement Co-ordinator training 6-11-21	Develop appropriate support for bereaved pupils
Colourful semantics 6-10-21	To produce colourful semantics resources for their own class / intervention groups
Provision maps and intervention tacking and recording 21-9-21	All TAs to ensure that tracking sheets are being used for each intervention in class

15. Actions that will be included in the next school development plan to improve provision further for pupils with SEND

- To continue to implement and embed adaptive teaching strategies, so that children are able to access learning across the curriculum.
- Ensure staff understand the needs in their class. Embedding teacher ownership of provision mapping and personalised plans, linked to a rigorous review process.
- Work with SLT to develop more effective processes for tracking the progress and attainment of pupils with SEND- Insight
- Training identified from analysis
- Ensure staff follow the correct steps on identify a pupil's needs: 'request for SENCo support' form.