

SEND REPORT TO GOVERNORS November 2023

Current 2023-2024

	SEN Register 'K' code	Inclusion Support	SEN diagnosed need	Pupils on referral pathway	SEN NEED				EHCP	Personalised Plan	HNF	LAC/PLAC	PP
					Cognition & Learning	Communication & Interaction	SEMH	Sensory & Physical					
EYFS	1	8 (3 medical)	0	2	0	3	1	3	0	1	1	1	3
Yr. 1	3	9 (2 medical)	2	3	0	6	4	1	1 app	3	0	0	0
Yr. 2	2	6	3	1	1	5	1	1	1	2	2	1	5
Yr. 3	1	10	1	7	1	6	6	1	0	1	0	0	4
Yr. 4	3	12	7	0	4	5	4	4	1 app	3	2	1	1
Yr. 5	4	10	4	4	3	6	8	0	1 app	4	2	2	7
Yr. 6	3	8	5	3	4	2	2	1	1	3	1	0	8
TOTALS	17	63	22	20	13	33	26	11	2 plus 3 apps	17	8	5	28

*Some pupils present with more than one need.

LAC/PLAC – Looked after pupil/Previously looked after pupil

EHCP – Education, Health and Care Plan

HNF – High Needs Funding

SEMH – Social Emotional and Mental Health

PP – Pupil Premium

Headlines

30% of our pupils are currently being monitored for an area of need.

We currently have 17 pupils on our SEN register

We have a further 45 pupils on our inclusion list requiring additional support and monitoring

We have 2 pupils with an EHCP and another 3 applications that have been submitted

One child is currently on a reduced timetable (not yet 5)

We have 14 pupils with a confirmed ASD diagnosis and a further 13 pupils awaiting an ASD assessment

We have 1 child diagnosed with ADHD and 4 pupils awaiting an assessment

We have 6 pupils with a Dyslexia diagnosis, another 5 pupil who are undiagnosed but with a moderate to high risk of dyslexia.

We have 4 pupil who are looked after or previously looked after

We currently have 17 pupils on our inclusion list with Speech, Language and Communication needs (SLCN) and multiple pupils who have general SLCN.

There are 23 pupils with SEMH needs that are recorded as a priority and many others across the rest of the school. I have implemented various strategies to address this which I explain in further detail below.

We continue to work closely with the Kent Emotional Wellbeing Team and are looking at ways to be more creative in the time we have with them and how to reach more families and pupil.

We have a trainee Play Therapist starting working with us who has supported 6 families this year.

We currently have High Needs Funding for seven pupils. This is attached to each child and is used as creatively as possible in the classroom to ensure maximum support for pupils.

Our school website has been updated with a range of resources, website links and agencies for Parent and Carer support with a range of SEN needs.

How SEN is identified

Whether a child is identified as SEND Support is mainly based on how much support and intervention the child needs. Progress is discussed at Pupil Progress Meetings and appropriate support and intervention is implemented. If the support required goes beyond Mainstream Core Standards, then a personalised plan would be set up and the child added to the Inclusion List. We would then consider whether the additional support required meets the threshold for being on the SEN register. Kent will often describe this threshold being as when £6000 or more is being spent on providing support. This is also the threshold at which we would consider applying for High Needs Funding. This would be discussed with parents at Parent consultations or earlier if the need arises. Referrals for diagnosis can be made by either the parents, the school or the GP. The school would always involve parents in the referral process. Not every child who has a diagnosis will be on the SEN register as their needs may be being met through Mainstream Core Standards.

Social, Emotional and Mental Health

SEMH needs remain very high and rose dramatically following COVID-19. This year, following the departure of Miss Pocock, I have looked at different ways to support SEMH within the school. I have implemented a whole school Emotion Coaching approach to support pupil in becoming more aware of their emotions and to manage their feelings.

I have also trained as a Licensed Thrive Practitioner, enabling me to implement the Thrive Approach as a trauma-informed, whole school approach to improving the mental health and wellbeing of pupil and young people. To date, all classes have had a whole class Thrive assessment. Strategies are being delivered as a whole class to address SEMH needs. The class assessments also highlighted those pupils with a greater SEMH need and individual assessments are due to take place to address this.

Speech, Language and Communication Needs

There is a vastly changing landscape of SLCN across the school and other schools locally, and whilst these have historically been addressed using a 1:1 approach, the high numbers mean this is no longer a viable option. With the lack of SALT services locally, I am looking at ways to address this as a whole school approach. I plan to begin this through the screening of EYFS and KS1 pupil and introduce a whole school strategy to address SLCN.

Website

Our school website now includes a vast range of information on all four areas of SEN need, with links to useful websites resources and agencies to support parents and carers with SEN needs.

Other Agency Support

We continue to work closely with other agencies. This includes the Thanet Local Forum Team, the Specialist, Teaching and Learning Service, Occupational and Physical Therapy services, Kent Emotional Wellbeing Team and a trainee play therapist. We continue to attend LIFT sessions, SENCo forums and work closely with Thanet Inclusion Services. We are continuing to work with Virtual Schools Kent (they support Looked After and Previously Looked After Pupil) and Post Adoption Services.

Examples of Current Intervention Groups

- Phonic Support
- Team teaching and small group catch up
- Individual and Whole Class Thrive sessions
- Fizzy/clever hands
- Maths booster
- Writing booster
- Handwriting booster
- Small teacher led groups – reading and phonics
- Spelling support – groups and 1:1
- Precision teaching

The current picture of SEN and Inclusion across the school:

CLASS	LAC/ PLAC	EAL	EHCP	HNF	SEN REG	PERS PLAN	THRIVE PLAN	NEED	DIAGNOSIS
R	N	N	N	N	N	N	N	Medical	Allergy
R	N	N	N	N	N	N	N	SALT ASC	
R	N	N	N	N	N	N	Y	SALT Sensory/Physical	
R	N	N	N	N	N	N	N	Sensory/Physical	
R	Y	N	N	N	N	N	Y	SEMH	
R	N	N	N	N	N	N	N	Sensory/Physical	
R	N	N	N	Y	N	Y	N	Medical	
R	N	N	N	N	N	N	N	Medical	

CLASS	LAC/ PLAC	EAL	EHCP	HNF	SEN REG	PERS PLAN	THRIVE PLAN	NEED	DIAGNOSIS
1	N	N	N	N	Y	Y	N	SALT Communication & interaction ASD SEMH	ASD
1	N	N	N	N	N	N	N	SALT SEMH	
1	N	N	N	N	N	N	N	Sensory/ Physical	
1	N	N	N	N	Y	Y	N	SEMH Communication & interaction ASD pathway	
1	N	N	N	N	N	N	N	Medical	
1	N	N	N	N	Y	Y	N	Communication & Interaction ASD pathway SEMH	
1	N	N	N	N	N	N	N	Medical	
1	N	N	N	N	N	N	N	SLCN ASD pathway	

								Cognition and Learning	
3	N	N	N	N	N	N	N	No further assessment at this time.	
CLASS	LAC/PLAC	EAL	EHCP	HNF	SEN REG	PERS PLAN	THRIVE PLAN	NEED	DIAGNOSIS
4	N	N	N	N	N	N	N	ASD Sensory	ASD
4	N	N	N	N	N	N	N	Speech and Language	
4	N	N	N	N	Y	Y	N	Dyspraxia/DCD	Development Coordination Disorder
4	N	N	N	N	N	N	N	Cognition and Learning	
4	N	N	N	N	N	N	N	ASD SALT Sensory	ASD SLCN
4	N	N	N	N	N	N	N	Cognition and Learning	
4	N	N	N	Y	Y	Y	Y	ASD Sensory SEMH	ASD – Sensory profile
4	N	N	N	Y	Y	Y	Y	ASD Attachment & Trauma SEMH Sensory	ASD
4	N	N	N	N	N	N	N	SEMH.	Eating disorder –
4	N	N	N	N	N	N	N	Medical	
4	N	N	N	N	N	N	N	Sensory and Physical	
4	N	N	N	N	N	N	N	SEMH	
CLASS	LAC/PLAC	EAL	EHCP	HNF	SEN REG	PERS PLAN	THRIVE PLAN	NEED	DIAGNOSIS
5	N	N	N	Y	Y	Y	Y	SLCN ASD SEMH Cognition and Learning	

5	N	N	N	N	Y	Y	N	Cognition and Learning SEMH	Dyslexia
5	N	N	N	N	N	N	N	ASD SLCN	ASD
5	N	N	N	N	N	N	N	SEMH	
5	Y	N	N	N	N	N	N	SEMH ASD/ADHD/FASD	
5	N	N	N	N	N	N	N	ASD SEMH	
5	N	N	N	N	N	N	N	SEMH	
5	Y	N	N	Y	Y	Y	N	SEMH	ADHD ASD
5	N	N	N	N	Y	Y	N	ASD Cognition and Learning	ASD Dyslexia
5	N	N	N	N	N	N	N	SEMH	
CLASS	LAC/ PLAC	EAL	EHCP	HNF	SEN REG	PERS PLAN	THRIVE PLAN	NEED	DIAGNOSIS
6	N	N	N	N	N	N	N		
6	N	N	N	N	N	N	N	SEMH ASD pathway	
6	N	N	N	N	Y	Y	Y	ASD SEMH	ASD
6	N	N	N	N	N	N	N	Cognition and Learning	
6	N	N	N	N	N	N	N	Cognition and Learning	Dyslexia
6	N	N	Y	Y	Y	Y	N	ASD Cognition and Learning	ASD Developme ntal delay
6	N	N	N	N	N	N	N	Dyslexia	Dyslexia

6	N	N	N	N	Y	Y	N	Cognition and learning	Irlen syndrome Dyslexia
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Glossary of Terms

SEMH – Social, Emotional and Mental Health

C&I – communication and Interaction

C&L – cognition and learning

EPPLAC – Education plan for previously looked after pupil

CYPMHS – Pupil and young people’s mental health services formerly CAMHS

TISS – Thanet Inclusion Specialist Service

Lorraine Lewis

SENDCo