



SEND Report to Governors

SENCO:Becky Bass 9/24/21



Shoreham Village School

| | |
|----------------|-------------------------|
| School | Shoreham Village School |
| SENCO | Becky Bass |
| Date of Report | 29/10/2021 |
| SENO Governor | Nicky Sheraton |

SEND Profile September 2021

| | | | |
|--|-------------------------------|---|---|
| Number of pupils on roll | | 92 (40 girls, 52 boys) | |
| Number of pupils with SEND as a % | | 8.28% 9 pupils | National Average 12.6% |
| Number of pupils receiving (FSM, Ever 6 and CIC) - Year R to 6 | | 15.64% 17 pupils | National Average 20.8% |
| Number of pupils with SEND receiving Pupil Premium | | 1.84% 2 pupils | National Average 28.3% |
| Number of pupils with EHC Plan | | 2.76% 3 pupils | National Average 3.7% |
| Higher Needs Funding | | 6.44% 7 pupils | |
| Communication and Interaction | | 4.6% | |
| Social, Emotional and Mental Health | | 1% | |
| Physical and Sensory | | 1% | |
| Cognition & Learning | | 1.84% | |
| ASD | | 3.68% 4 pupils | |
| Specific Learning Difficulty | | 1% | |
| Moderate Learning Difficulty | | 0% | |
| Number of SEND in each Year Group | | | |
| No. of pupils and % in class | No. of pupils and % with SEND | No. of pupils and % in receipt of Pupil Premium | No. of pupils and % with SEND & Pupil Premium |
| Year R 15 pupils | 0 pupils 0% | 2 pupils 13% | 0 pupils 0% |
| Year 1 11 pupils | 0 pupils 0% | 2 pupils 18% | 0 pupils 0% |
| Year 2 15 pupils | 1 pupils 7% | 3 pupils 21% | 0 pupils 0% |
| Year 3 11 pupils | 4 pupils 36% | 3 pupils 27% | 2 pupils 18% |
| Year 4 11 pupils | 1 pupils 9% | 4 pupils 36% | 0 pupils 0% |
| Year 5 13 pupils | 2 pupils 15% | 1 pupils 8% | 0 pupils 0% |
| Year 6 16 pupils | 1 pupils 6% | 2 pupils 12% | 0 pupils 0% |



Shoreham Village School

Strategies used to support children with SEND and close the gaps

- 1:1 interventions
- Small group interventions
- Specific resources used to meet individual needs
- Learning room/Sensory room
- Counselling from Feagans
- Lego Therapy
- Visual support and manipulatives
- Behaviour Management Strategies
- Calm down areas for specific pupils
- BEAM/Sensory Circuits
- Input of Specialist Teachers via LIFT.
- Staff to attend relevant courses e.g. De-escalation techniques
- Pre teaching and post teaching.
- Working Walls
- Visual timetables.
- Talk Time
- 5 Point Scale
- Personalised Plans

How the impact of SEND interventions and SEND pupils are monitored at Shoreham Village School

- Learning Walks (Formal and informal)
- Classroom observations.
- Regular Liaison with Teaching Assistants regarding pupils who have 1:1 interventions.
- Regular observation of specific interventions.
- Regular feedback from TA's regarding impact of specific interventions on individual pupils
- Pupil Progress Interviews with teachers to discuss SEND pupils within the class.
- Meetings with parents 3 x a year December, April and July to evaluate, review and plan targets for personalised plans.
- Informal weekly discussions with teaching staff regarding attainment, behaviour and well-being of the pupils.
- Weekly meetings with SLT to discuss any issues arising regarding SEND
- Check data for impact 3 x year.

SEND Policy and Website

The SEND Information Report is reviewed yearly and adapted when needed throughout the year. Relevant links within the Report relating to The Local Offer are frequently checked to make sure they are current.

SEN AT Shoreham Village School 2020-2021

3 pupils currently have an EHCP.

We started the year with 4 pupils attending the school with an Education and Healthcare Plan. After months of looking for a suitable specialist provision, one of our pupils successfully moved to Rowhill Special School in Longfield in September 2021. He will be among children of a similar academic ability who also have a high level of need.



Shoreham Village School

We have continued to support our pupils with EHC Plans during lockdown and post lockdown. They were supported fully whilst doing home learning and were given the option of attending school with keyworkers. All teachers and myself liaised with families weekly and ensured children had appropriately challenging work. We worked hard to ensure a smooth transition back to school for these pupils. Specific support was put in place e.g. being met and greeted at the door each day by their TA, supervision by staff at playtimes to observe social skills, Time to Talk groups. Teachers assessed all pupils with or without an EHCP and successfully started intervention groups to close gaps.

Current EHCP Applications

2 Further Applications have been submitted.

- One application has been refused and parents are appealing the decision. This was refused due to the success of substantial support being put in place by the class teacher and teaching assistant (as a result of gaining Higher Needs Funding) to support the child academically and socially. The EHCP panel felt that Higher Needs Funding was sufficient to support the child and therefore they would not benefit from having an EHCP.
- Another request is currently being processed for a pupil who has a high level of need and is currently refusing to attend school. The Attendance Officer and HNF have been informed. It has been agreed with parents that this pupils' needs can no longer be met at Shoreham Village School. The EHCP will enable us to find a specialist provision for him.

Higher Needs Funding (HNF)

7 pupils with HNF

We currently have 7 pupils who are in receipt of HNF. This money has enabled us to provide teaching assistant support and appropriate resources and training for specific children. These children need support both academically and socially.

Current HNF Applications

I will be making a request for HNF for a pupil in Year R later in the year when we have collated evidence to support our application.

General Update

I attend the Local Inclusion Forum Team termly meetings that allow me to gain advice from other SENCO's as well as specialist teachers on how best to support a specific pupil. This also enables us to have regular support from specialists in SEMH, Cognition & Learning, Communication & Interaction and Physical/Sensory needs. We currently have pupils in school who are seen by the specialist teacher for SEMH and for Cognition & Learning.

I have attended SENCO Forums where we are updated on SEND information. As a result of these I have delivered some whole school training on The Local Offer and the Mainstream Core Standards. The Mainstream Core Standards is a document that all staff can refer to. It enables them to pinpoint specific challenges children may have and gives suggestions as to how best we can support these children.

The number of pupils on the SEND list has reduced for a range of reasons: leaving to go to a specialist provision, changing school due to moving to a new area. One has been taken off the SEND list as he has made good progress and is working at Age Related Expectations. However, there are several pupils that may be added during the next term.



Shoreham Village School

A number of pupils remain in our Focused Group. These pupils are having interventions during the school day. These interventions are delivered by staff and the impact is monitored. These interventions are fluid and are adapted or changed when necessary.

I have been fortunate to have completed training with Gillian on SEND and Learning Behaviours, this was hugely beneficial and as a result the children are benefitting from a whole new programme 'My Happy Mind'. The pupils are realising the importance of 'happy breathing' and are becoming aware of what parts of their brain support them with different aspects of learning and recalling information. I am attending a Wellbeing Training Day at Sevenoaks School. I will feedback any relevant information to staff. I am extremely grateful for these opportunities that allow me to keep learning.