



Compassion Joy Perseverance Respect

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

2020-2021

SEN Information Report

Achieving Excellence Together

SENDCo: Sharon Denney

SEND Governor: Sir David Noble

1. Contact details

The SENDCo is: Sharon Denney

THE SEND Governor is: Sir David Noble

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Note for 2020-21

Please be aware that this report has been compiled based on pupils who were on roll at the school on 23rd July 2021.

Please also be aware of the impact of the small size of the school, and the variations in the number of pupils in each year group, on data shown as percentages. Where relevant, contextual data relating to pupil numbers is also shown to assist in the interpretation of this data.

Furthermore, it is important to bear in mind that this report covers the academic year 2020-21 during which the Covid-19 pandemic was a significant factor. The school was operating under national lockdown rules between 4th January and 12th March and was open only to vulnerable pupils, the children of keyworkers and a skeleton staffing structure at this time.

2. SEND Support at Hunton CE Primary

| Year Group | No of Pupils in class | SEN Support | EHC Plan |
|------------|-----------------------|-------------|----------|
| R | 15 | 13.3% | 0 |
| 1 | 14 | 21.4% | 0 |
| 2 | 16 | 18.7% | 0 |
| 3 | 10 | 30% | 0 |
| 4 | 14 | 35.7% | 0 |
| 5 | 13 | 30.8% | 0 |
| 6 | 10 | 20% | 0% |

| | | | |
|---------------------|----|-------|------|
| Total | 92 | 21% | 0% |
| Nat. Average | | 12.6% | 2.1% |

| | |
|--------------------------|---|
| Total SEND School | National Average SEND in Primary |
| 21% | 12.6% |

The national average for incidence of SEND support students is 12.6% of the school population for state-funded primary schools. At Hunton, 21% of our pupils have a special educational need or disability. This figure is significantly 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 2.1% of the school population for primary schools. At Hunton, we had no pupils with an EHC Plan on 23rd of July 2021. Two pupils were awaiting the result of a statutory EHCP assessment and both have since been awarded an EHCP. One remains at Hunton and the other pupil has transitioned to secondary school. In addition, we anticipate making four requests for EHCPs in the coming academic year.

During the 2020-21 academic year, 8 pupils were added to the SEND register. Four of these pupils were new to the school, wither at the start of or during the academic year. One pupil on the register moved to another school due to factors unrelated to their SEND.

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 | 2 | 0 | 0 | 0 |
| 1 | 3 | 0 | 1 | 0 |
| 2 | 1 | 0 | 1 | 0 |
| 3 | 1 | 1 | 0 | 0 |
| 4 | 1 | 1 | 2 | 0 |
| 5 | 0 | 2 | 2 | 0 |

| | | | | |
|--------------|----------|----------|----------|---|
| 6 | 0 | 1 | 0 | 0 |
| Total | 8 / 8.7% | 5 / 5.4% | 6 / 6.6% | 0 |

Please note that the table above shows the Primary SEND Need type for the school. When secondary needs are taken into account, 10.9% of pupils present with SEMH needs and 9.8% present with cognition and learning needs. C&L remains unchanged and 1.1% of pupils present with P&S needs.

In line with national data, communication and interaction (C&I) represents the area of the highest incidence of need. C&I includes children with needs arising from an autistic spectrum condition (ASC). Nationally, data shows that the number of children in state primary schools with an ASC is increasing. Currently, 5.2% of pupils at School Support in England have an ASC. At Hunton, 42% of pupils at School Support either have an ASC diagnosis or are under investigation by the paediatrician for ASC. This represents 9% of our school population.

3. Funding provided to the school for SEND – this is the SEND Notional Fund and any High Needs Funding

For the academic year 2020-21, the school received £15 517 SEND notional funding. This was based on a census return of 14 pupils. However, by the end of the academic year the number of pupils in the school identified as having SEND had increased to 19. The rapidly increasing number of SEND pupils, largely due to pupil mobility, therefore has implications for resourcing and budgeting.

Two successful applications have been made for High Needs Funding, providing an additional £13,417.78. The school also receives a Notional SEND top up funding amount of £6039.90. The SEND notional fund is used to purchase subscriptions to a number of different online interventions that are widely used across the school and to support the staffing required for personalised interventions.

The High Needs funding is used to provide 1:1 support for two pupils who are working on a personalised timetable. One pupil was undergoing statutory assessment during the last academic year and has since been awarded an EHCP. The second pupil is currently undergoing statutory assessment for an EHCP (in the 21-22 academic year).

Two further applications for High Needs funding to provide 1:1 support for two further children will be made in the Autumn term of 2020.

4. Outcomes Achieved by Last Leaving Group of Pupils with SEND

| YEAR 6 TEACHER ASSESSMENT* | | | | | | | |
|----------------------------|---------|---------|-------|-----------------------------|---------|---------|-------|
| ATTAINMENT | | | | PROGRESS (FROM KS1 SATS) | | | |
| | READING | WRITING | MATHS | | WRITING | READING | MATHS |
| PKS | 1 | 1 | 0 | | | | |
| WT | 0 | 0 | 1 | BELOW | 0 | 0 | 0 |
| EXP | 0 | 0 | 0 | EXP | 1 | 1 | 1 |
| GDS | 0 | 0 | 0 | EXC | 0 | 0 | 0 |
| TOTAL | 1 | 1 | 1 | TOTAL | 1 | 1 | 1 |

*NB SATs cancelled in May 2021 due to Covid-19 pandemic, therefore data is based on teacher assessment

5. Progress data for Current Pupils

| Year Gp. | No. of Pupils | Reading SEND % / Non SEND % | | | Writing SEND / Non SEND | | | Maths SEND / Non SEND | | |
|----------|---------------|--------------------------------|--------|-------|----------------------------|--------|------|--------------------------|---------|------|
| | | Bel | Exp | Acc | Bel | Exp | Acc | Bel | Exp | Acc |
| R | 2 | 0/0 | 50/64 | 50/36 | 0/18 | 100/64 | 0/18 | 0/18 | 50/73 | 50/9 |
| 1 | 3 | 0/0 | 66/100 | 33/0 | 0/0 | 100/93 | 0/7 | 0/0 | 100/100 | 0/0 |
| 2 | 2 | 100/36 | 0/36 | 0/29 | 100/43 | 0/36 | 0/21 | 100/29 | 0/50 | 0/21 |
| 3 | 2 | 0/33 | 100/50 | 0/17 | 0/50 | 100/33 | 0/17 | 50/33 | 50/50 | 0/17 |
| 4 | 4 | 50/0 | 50/50 | 0/50 | 100/0 | 0/88 | 0/13 | 50/0 | 50/75 | 0/25 |
| 5 | 4 | 100/17 | 0/83 | 0/0 | 50/50 | 50/50 | 0/0 | 50/33 | 50/50 | 0/17 |
| 6 | 1 | n/13 | n/50 | n/38 | n/0 | n/38 | n/63 | n/0 | n/63 | n/38 |

BEL – Below expected progress Exp – Expected progress Acc – Accelerated progress (greater than expected)

Notes:

Due to in year admissions to some year groups, no in-year progress data was available for 2 pupils in Year R, 2 pupils in Year 3, 3 pupils in Year 4, 5 pupils in Year 5 and 2 pupils in Year 6. This reflects the high level of pupil mobility over the past 12 months.

Progress data should be viewed very carefully for the academic year 202-21 due to the complex issues resulting from the Covid-19 pandemic. Despite a range of measures adopted by the school to minimise any disadvantage resulting from the pandemic, pupil progress was impacted by the capacity of the family to support pupil learning and the pupils' capacity to engage with remote learning.

Progress has also been impacted by absence rates, with some pupils being forced to engage in remote learning, for periods over and above those of lockdown, due to shielding or self-isolation.

6. Attendance of Pupils with SEND

Please note, due to Covid-19, no national attendance data was published for the 2020-21 academic year.

| | % sessions missed due to overall absence | | % persistent absentees – absent 15% or more sessions | |
|---|--|----------|--|----------|
| | School | National | School | National |
| No SEND (74 pupils) | 2.8% | n/a | 3.2% (3) | n/a |
| SEND support (19 pupils) | 6.4% | n/a | 0 / 0% | n/a |
| SEND with statement or EHCP (0 pupils) | 0 / 0 | n/a | 0 / 0 | n/a |

Attendance data for pupils with SEND has improved from the previous academic year. Attendance for these pupils is generally good.

7. 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

8. Secondary Destinations of pupils with SEND

There were no pupils with SEND transitioning to secondary school in the academic year 2020-21.

However, 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 was particularly important due to the disruption caused by the Covid-19 pandemic.

9. Result of last satisfaction survey of parents of pupils with SEN – will be collected at annual review of EHCPs and SSENs and could be collected by the school as part of the 3 formal meetings with parents of pupils with SEN Support

No survey was completed during the academic year 2019-20 due to the partial school closure and the resulting disruption to the usual support for these pupils. A survey will be carried out in the Autumn term 2021.

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

The school has not previously had an Accessibility Plan. A new plan was created during the summer term of 2020-21 and a regular programme of monitoring and auditing, led by the SENCo, has been established for 2021-22. The following improvements were made in the academic year 2020-21:

- Range of new equipment purchased to support greater structure and engagement for all pupils at playtime. Supports the development of social skills and motor development.
- Quality first teaching identified as a key focus in specific pupil progress meetings across the year. Encouraging staff to have a greater focus on classroom strategies for supporting the needs of all pupils.
- All staff trained on the purpose and practice of using learning walls as both a teaching tool and support strategy. All classes now have learning walls for English and Maths and teachers are developing their practice to make effective use of this resource.
- Equalities act has been added to the Equality policy as a tool for raising staff awareness of key equalities legislation. This is being further supported by the inclusion of reminders in staff briefings of issues relating to equality and diversity.
- Clear structure is now in place for regular auditing and evaluation of the accessibility of the school's curriculum, environment and information sharing mechanisms. Audit is a working document that will be used to inform the annual review of the Accessibility Plan.
- New lighting has been installed on the pathway between the main gate and the school reception area, as well as in the staff car park, to ensure safety and security of staff, pupils, parents and visitors to the school.
- New signage has been installed across the school with clear lettering

11. 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.

The Equality objectives agreed are as follows:

- Through our curriculum, ensure our pupils develop a good appreciation of difference and diversity by enhancing their understanding of children who live in different places, who have a different culture and faith and who have different learning needs
- Continue to ensure effective use of pupil premium, closely monitoring its impact on pupils, to ensure good and outstanding achievement of our pupils compared to that nationally.
- Ensure effective use of the Covid catch up premium, and other resources, to ensure that any learning gaps are closed for all pupils, including those who may have been disproportionately disadvantaged by the pandemic.

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

Covid has had a significant impact on the delivery of interventions across the school for a variety of reasons;

- Staffing has been very stretched due the impact of staff isolating, shielding or caring for dependents. This has meant that some interventions could not take place as usual.
- During term 3 and part of 4, the school was closed to all but vulnerable pupils and the children of keyworkers. At this time a small number of interventions continued to be delivered in school for pupils who were attending school. Others were delivered online over Zoom or, in some cases, pupils were invited in to school specifically to attend an intervention session. Some pupils were set work to do at home that related to their key interventions.
- Intervention delivery has been impacted by the fact that pupils and staff were working in bubbles and staff could not cross bubbles. This reduced our capacity to deliver interventions, particularly where staff had undergone specialist training to equip them to deliver specific interventions.

| Intervention (No. of Pupils accessing intervention this year) | Purpose | Impact | Next Steps |
|---|--|---|--|
| Zones of Regulation (2 pupils) | Self-regulation and emotional literacy | 1 pupils achieved their targets. 1 pupil partially achieved their targets. Children actively using techniques in class. | Further embed whole school approach and use of language. Link to behaviour policy. |
| Socially Speaking (6 Pupils) | Development of social skills and social communication | 1 pupil achieved their targets. 4 pupils partially achieved targets. 1 pupils did not achieve their target | Re-establish the intervention programme post-covid. |
| Counselling (10 Pupils) | Support for difficult life situations, good mental health, self-esteem and wellbeing. | 4 pupils continued to access during school closure due to significant concerns for their wellbeing. | Develop stronger links between counselling sessions and the classroom. |
| Language Link (4 pupils) | Understanding and use of a range of different language skills. | 3 pupils achieved their targets. 1 pupil partially achieved targets | Support JM to manage the transfer form these programmes to the NELI programme. |
| Speech Link (4 pupils) | Listen to, understand and articulate speech sounds | 1 pupil achieved their targets. 2 pupils partially achieved targets. | |
| Sensory Circuits (9 pupils) | Development of gross motor skills and focusing ready for learning | 7 pupils achieved their targets. 1 pupil partially achieved the targets and 1 pupil did not achieve the target. | Continue to use interventions for target pupils. Train additional TAs to deliver. |
| BEAM (14 pupils) | Development of gross motor skills and core strength. | 11 pupils achieved the targets and 3 pupils partially achieved. | |
| Clever Fingers / Handwriting (14 pupils) | Development of fine motor skills, pencil control and letter formation. | 7 pupils achieved their targets 5 pupils partially achieved targets 2 pupils did not achieve target | Liaise with EM / AM to review the teaching of handwriting across the school. Develop Clever Fingers resources. |
| Touch Typing (3 pupils) | Development of keyboard skills for children who benefit from the use of a laptop to support their writing. | All pupils achieved their targets. | Continue with intervention Encourage children in Y3&4 to use the programme at home. |
| Phonics (9 pupils) | secure understanding of how to segment and blend sounds for reading and writing. | 3 pupils achieved their targets 4 pupils partially achieved their targets 2 pupil did not achieve targets | Support SB to implement the Little Wandle support programmes for target pupils. |
| Precision Teaching (7 pupils) | Overlearning of a specific key skill, such as times tables, number bonds, high frequency words | 4 pupils achieved their targets 3 pupils partially achieved their targets. | Develop links between intervention and classroom practice. |
| Colourful semantics (1 pupil) | Development of sentence structure | 1 pupil achieved target | Train all TAs to use Colourful semantics. Work towards whole class practice. |
| Focused literacy support (6 pupils) | Targeted support for specific aspects of literacy | 3 pupils achieved their targets 1 pupil partially achieved their targets. 2 pupils did not achieve their targets | Liaise with AM re purchase of a structured literacy intervention programme. |
| Focused maths support (11 pupils) | Targeted support for specific aspects of maths | 7 pupils achieved their targets 6 pupils partially achieved their targets. | Liaise with AM re purchase of a structured maths intervention programme. |
| Pre-teaching (5 pupils) | Pre-teaching of key vocab, skills or concepts to support curriculum access | 5 pupils achieved their targets | Continue. |

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| Vocab development (2 pupils_ | Focused support to increase range of vocabulary for reading and writing | 2 pupils achieved their targets | Further develop vocab development strategies as part of QfT and linked to colourful semantics |
| Nurture group support (1 pupil) | To support wellbeing and build positive relationships | Pupil achieved targets | Identify more specific targets based on learning from Attachment and trauma training |

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

Covid has had some impact on training and development within the school. During times when the school has been open, capacity for attending training has been significantly reduced, as staff have been stretched by the need to cover colleagues absent due to shielding, caring for dependents who are isolating or who are isolating/ awaiting test results themselves. This has particularly impacted on TA training and development which would normally take place fortnightly.

During times when school has been closed, there has been some opportunity for staff to attend online training when they were not on the rots to be in school supporting keyworker pupils.

In addition, many training providers have moved their provision online meaning that staff have been able to train through different mechanisms.

| Staff Member | Role | Training and Date | Provider | Objective and Impact |
|---------------|-------|--|-------------------------------------|--|
| All TAs | TA | Transition – getting to know key pupils July 21 | In-house | TAs are aware of pupils who require additional support and have an overview of their needs and strategies to support. |
| All TAs | TA | Using questioning in Maths lessons 26 April and 11 May 21 | In-house | TAs using a range of open and targeted questions in Maths lessons, able to use questioning to explore pupils' thinking and identify and correct misconceptions. |
| All staff | All | Anaphylaxis Awareness April-May | School Nursing (online) | All staff able to recognise an anaphylactic reaction and know how to respond. |
| All TAs | TA | Questioning Feb 21 | In-house | TAs have a general introduction to questioning. Some have begun to make changes to their practice. |
| All TAs | TA | Learning Walls Feb 21 | In-house | TAs are working alongside teachers to implement English and Maths learning walls in the classroom. TAs aware of expectations and their role in generating content |
| Sharon Denney | SENCo | Experiences of Children in Care 13-1-21 | British Psychological Society (BPS) | Learning has enabled further development of the provision for LAC pupils within the school. |
| Sharon Denney | SENCo | Supporting YP who are Transgender 13-1-21 | BPS | SENCo has up to date knowledge relevant to the implementation of equality and diversity legislation within the school. |
| Sharon Denney | SENCo | Conversations for Change 13-1-21 | BPS | Development of skills for working with staff and parents to promote change that facilitates inclusion. |

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|----------------|----------------|---|---------------------|--|
| Lisa Evans | SEND TA | Resilience and Wellbeing | KCC | Understanding the KCC resilience and wellbeing toolkit and how it can be used to support our pupils. |
| All TAs | All TAs | Language Link and Speech Link 9-11-20 | In-house | All TAs trained in Language / Speechlink. 4 additional TAs now delivering interventions LE providing occasional support |
| Sharon Denney | SENCo | Introduction to the new Mainstream Core Standards 18-1-21 | KCC | Understanding of the new mainstream core standards for schools and how they can be implemented. Use of standards, linked to QfT to be reviewed and developed as next step. |
| All TAs | TA | Effective Use of TAs Nov 20 | In-house | Awareness of principles of effective TA use Key points identified to improve communication with class teachers Good practice identified |
| Kate Edwards | Class TA | Attachment Lead in Schools 7 days over 12 months | Touchbase (via VSK) | TA will take a lead on attachment and trauma and support the implementation of a trauma informed approach in school. Strategies used to develop provision for LAC pupils |
| Sharon Denney | SENCo | Attachment Lead in Schools 7 days over 12 months | Touchbase (via VSK) | SENCo will lead on implementing a trauma informed approach across the school. Training to be cascaded to all staff. |
| Tiffany Barker | SEN TA | 1:1 TA Induction 2-11-20 | In-house | Induction into school systems, policies and routines. . Training needs identified Timetable in place and handover with LE completed Tracking processes in use |
| All staff | All | Supporting Children with Medical Needs Nov 20 | In-house | All staff understand procedures and record-keeping. Lanyards and wristbands in use. Records being kept. |
| Sharon Denney | SENCo | SEND Updates, STLS Forum and SENCo Forum Ongoing | KCC | SENCo has attended regularly over the past two years. SENCo is up to date with local and national developments in SEND. |
| Sharon Denney | SENCo | Mental Health Tier 3 Sept 2020 | Mid-Kent MIND | SENCo has knowledge to establish a whole school approach to supporting good mental health. |
| All staff | All | Safeguarding training Sept 2020 | In-house | All staff updated on safeguarding policies and procedures. |
| Class teachers | Class teachers | Effective Use of TAs Sept 20 | In-house | Class teachers to experiment with different ways of using TAs in their classroom, including flipped learning. Key training needs for TAs identified and added to TA Development plans. Review in Dec |
| Sharon Denney | SENCo | Mental Health Tier 2 July 2020 | Mid-Kent MIND | SENCo attended training to further develop understanding of mental health difficulties. Learning used to review support for pupils with mental health difficulties. Training to be cascaded at a later date. |

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|--------------------|------------------|---|---------------|--|
| All staff | All | Adverse Childhood Experiences and Trauma Informed Practice June 2020 | In-house | All staff attended training. Staff using strategies to support pupils following full return to school, identify vulnerable children and support LAC. |
| Sylvie Underdown | HLTA | Dyslexia Awareness May 2020 | | 1 TA accessed online training during lockdown. Using her learning to develop a 'Dyslexia Toolkit' for classroom teachers and cascade knowledge to other TAs. |
| Alison Venus | TA | Sensory Circuits Feb 20 | NHS | TA attended training. Confident to deliver Sensory Circuits interventions to support pupils to be ready to learn at the start of the day. Interventions successful. |
| Sharon Denney | SENCo | Mental Health Tier 1 Nov 2019 | Mid-Kent MIND | SENCo attended training to develop understanding of mental health difficulties and inform development of a whole school approach. |
| Reading volunteers | Parent / helpers | Reading Volunteers October 2019 | In-house | Reading volunteers and interested parents trained in sound articulation, basic phonics to support early reading skills and strategies to develop comprehension. Volunteers equipped to provide high quality reading support to pupils. |
| Lisa Evans | TA | Sensory Circuits | NHS | TA attended training. Confident to deliver Sensory Circuits interventions to support pupils to be ready to learn at the start of the day. Interventions successful. |
| Class teachers | Class teachers | Preparing for PPMs Sept 2019 | In-house | All staff have an understanding of the revised PPM format and preparation required for these. |
| All staff | All | ASD Sept 2019 | In-house | All staff have an understanding of barriers to learning for ASD pupils, key strategies and target pupils. |
| Class teachers | Class teachers | Zones of regulation Sept 2019 | In-house | All staff have an overview of ZoR. Class teachers beginning to implement language and each class has a ZoR display. |
| All staff | All | Safeguarding Sept 2019 | In-house | All staff updated on safeguarding policies and procedures. |

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

Many of these actions remain unchanged from last year as Covid has impacted our capacity to develop and embed new practice.

- Continue to develop the use of quality first teaching strategies across the school
- Continue to develop dyslexia and ASC friendly classrooms and embed best-practice approaches

- Development of best practice in the deployment of TAs
- Development of TAs to enhance their knowledge of specific needs and general questioning, and scaffolding skills. Ensure that TA development is closely linked to school priorities and wider staff training
- Develop wider TA capacity to deliver interventions so that cover can be provided in the event of the SEND TA being unavailable
- Embedding teacher ownership of provision mapping and personalised plans, linked to a rigorous review process
- Build on our whole school use of Zones of regulation to develop of a whole school approach to supporting good mental and physical health and wellbeing
- Work with SLT to develop more effective processes for tracking the progress and attainment of pupils