



Compassion Joy Perseverance Respect

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

Annual SEN Evaluation Report

November 2024

Achieving Excellence Together

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This report provides an evaluation of the SEN provision at Hunton C of E Primary School.

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The most recent Governor visit to the school was 24th April 2024 and the focus was to discuss the current SEN needs and provision, progression with 'adapting the curriculum' and ongoing plans.

SEND Support at Hunton CE Primary as of July 2024

Year Group	No of Pupils in class	SEN Support	EHC Plan
R	15	3	0
1	15	0	0
2	15	3	0
3	16	3	0
4	15	3	0
5	16	1	1
6	7	1	0
Total	99	14	1

	School	National (mainstream primary)
Total SEND (%)	14.1%	12.6%
EHCP (%)	1.01%	2.2%

The national average for incidence of SEND support students is 12.6%. At Hunton, we are above this average with 14.1% of our pupils having a special educational need or disability. 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.

The national average for incidence of students with an EHCP in primary schools is 2.2%. At Hunton, we are just under the average with 1.01% however we are collating evidence for a further three applications.

During the 2023-2024 academic year, three pupils were added to the SEND register. All of these pupils were in Year R.

National data: March 2023. Please not [pupil premium](#) information is available on our school website.

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	3	1	1	2
1	-	-	-	-
2	1	2	1	-
3	3	1	1	-
4	1	2	2	1
5	-	1	1	-
6	-	-	1	-
Total	8	7	7	3

The table above shows the Primary SEN Need Type. In our school our main area of need is Communication and Interaction followed closely by Cognition and Learning and Social, Emotional and Mental Health Difficulties.

We have delivered dyslexia training to all members of staff in how to support dyslexia (12.01.22) and reviewed this with teaching assistants this year. We have received support from a specialist teacher for Cognition and Learning, including training for three Teaching Assistants for Precision Teaching. All staff attended the Autism Education Trust training 'Making sense of Autism training'. We have also had support for individual pupils from the Specialist Teaching Service, (specifically in the areas of Cognition & Learning, Communication & Interaction and Social, Emotional & Mental Health), Speech and Language Therapy and Occupational Therapists.

Funding provided to the school for SEND 2023-2024

Formula Budget 2023/24		Pupils	Rate	Total
Factor 1	Basic Entitlement Primary	99	£3,338.18	£343,832
	Total Basic Entitlement Funding			£343,832
Factor 2	Deprivation FSM- Primary	19.0	£472.10	£8,970
	Deprivation Ever 6 FSM (Notional SEN Factor)- Primary	19.0	£693.40	£13,175
	Deprivation IDACI Band F (Notional SEN Funding)- Primary	19.0	£226.21	£4,298
	Deprivation IDACI Band E (Notional SEN Funding)- Primary	0.0	£275.40	£0
	Deprivation IDACI Band D (Notional SEN Funding)- Primary	0.0	£432.76	£0
	Deprivation IDACI Band C (Notional SEN Funding)- Primary	2.0	£472.10	£944
	Deprivation IDACI Band B (Notional SEN Funding)- Primary	0.0	£501.61	£0
	Deprivation IDACI Band A (Notional SEN Funding)- Primary	0.0	£658.98	£0

	Total Deprivation Funding			£27,387
Factor 4	English as an additional language (Notional SEN Factor)- Primary	7.0	£570.46	£4,006
Factor 6	Low cost, high incidence SEN (Notional SEN Factor)- Primary	18.2	£1,136.00	£20,649
Factor 7	Lump Sum (Partial Notional SEN Factor)- Primary £6,303			£125,895

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.

Five successful applications have been made for High Needs Funding this academic year, providing an additional £32,727.64. The High Needs Funding is used towards resources, specialist training, interventions as well as support for small groups or 1:1. A further two applications for High Needs Funding were made towards the end of the academic year and confirmed to be successful in August 2024.

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
Reading	No pupils with an EHCP.	-
Writing	No pupils with an EHCP.	-
Maths	No pupils with an EHCP.	-

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

Subject	Number in cohort	School
Reading	1	100% achieved standard.
Writing	1	100% achieved standard.
Maths	1	100% achieved standard.

This data shows the year 6 children who took part in the SATs tests in May 2024. This shows that there were no pupils in that cohort with an EHCP. There was one child in the cohort who received SEN support and they achieved at least the expected standard in all areas of the curriculum. They made accelerated progress and achieved greater depth in Maths.

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

The table below shows the number of children with SEN who have made expected progress or above expected progress this academic year.

% SEN/non SEN on track for <i>expected or better progress</i> from starting point	SEN /No. SEN	Reading	Writing	Maths
EYFS	3/12	67%/92%	67%/92%	67%/92%

Year 1	0/15	-/53%	-/67%	-/60%
Year 2	3/12	67%/92%	67%/92%	100%/83%
Year 3	3/13	100%/100%	67%/92%	100%/100%
Year 4	3/12	100%/75%	100%/67%	100%/83%
Year 5	1/15	100%/80%	100%/94%	100%/87%
Year 6	1/6	100%/100%	100%/86%	100%/86%
No./% pupils in receipt of HNF making expected progress from starting point	5	60%	60%	60%

This table shows that in most areas of learning, children with SEN are making at least expected progress. Some children with SEN are making more than expected progress and hence gaps are closing in some areas; in particular in Year 6, the child with SEN made accelerated progress.

Where this is not the case additional observations and interventions have been put in place (e.g. LIFT, STLS, paediatrician and/or High Needs Funding provision) and paperwork for a request for an assessment for an EHCP has been or planned to be made.

Attendance of Pupils with SEND

2023-2024	% attendance for last academic year	% persistent absentees – absent 10% or more sessions
No SEND	93.83%	20.88%
SEND support	92.91%	13.33%
SEND with statement or EHCP	93.95%	0%

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

Please note, there is currently no national data available for attendance of pupils with SEN, hence it is not possible to compare this currently. However, all groups of pupils are attending more than the national average which is 91.1%.

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

Secondary Destinations of pupils with SEND

One pupil with SEND transitioned to secondary school at the end of the 2023/24 academic year. They were transferred to a mainstream secondary school.

As in previous years, 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 in 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.

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

	2023-2024	
	Parents	Pupils
Fully Satisfied	1 100%	1 100%
Partially Satisfied		
Not Satisfied		
Not completed		

The whole school were surveyed in February 2024 and 47 responses were received in total.

Parents were asked ‘My child has SEND and the school gives them the support they need to succeed.’ 21.28% said strongly agree, 10.64% agree, 59.57% said I don’t know, 2.13% disagree and 6.38% said strongly disagree. This is perhaps down to parents being unsure if their child is on the SEN register. SEN Letters have been implemented and parents receive a letter to inform them if their child is on the SEN register or if there are any changes to their child’s SEN status. We inform all parents that SEN letters have gone out to those on the SEN register so that parents and carers are aware.

Some positive comments to end on:

“Excellent SENCO support, teaching staff are very kind and considerate.”

“Excellent school with wonderful teachers and support staff and a brilliant SEND. Highly recommend.”

“Brilliant lovely small village school with excellent teachers and TAs. Great SEND. Highly recommend.”

“...A lovely school to be a part of.”

An update of the improvements made to the school through the Accessibility Plan and evaluation of the Equality Objectives

An [Accessibility Policy](#) and [Equality Policy](#) has been written and is available via the office or on the website.

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

Having analysed the interventions from the last academic year, as of July 2024, 67.4% of the interventions had a good impact. As expected, this is lower this year mainly due to unexpected staff absence which led to using our schools’ best endeavours to support pupils and prioritising or alternating some additional support.

New resources we've invested in this year were:

Dyscalculia Assessment- A tool to help investigate a pupil's numeracy levels in order to plan an intervention programme for individuals or small groups.

Dyscalculia Solution- A practical teaching guide for addressing and solving particular numeracy difficulties.

RNIB Bookshare- A resource that helps to make a range of books and educational materials accessible for all learners.

GL Dyscalculia screener- An initial screener for teachers concerned about a pupil's numeracy progress and skills application.

Nessy Dyslexia screener- An online, game-based screener to help identify pupils at risk of becoming struggling readers and at risk of dyslexia.

Phonological Awareness Pack- A tool to help identify pupils who have a difficulty of the sound structure in language and phonological awareness. It helps to identify and plan support for those that need additional help in recognising, identifying and manipulating the individual sounds in words.

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 2024-2025 (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	14	15	12	50%	47%	75%	Intervention to continue 2024-2025. Rescreen pupils, new staff to be trained.
SALT Programmes	3	3	3	67%	100%	67%	Intervention to continue 2024-2025. New staff to be trained. Rereferrals for individuals for external specialist support in their next steps.
Lego Play	6	6	3	100%	100%	67%	Intervention to continue 2024-2025. Groups to be designed based on needs and ensure consistency with timetabling.

Talkabout	0	0	4	-	-	100%	Intervention to continue 2024-2025. New staff to be trained on Talkabout. Start new year by reassessing.
Cognition and Learning							
	Terms 1 & 2	Terms 3 & 4	Term 5 & 6	Terms 1 & 2	Terms 3 & 4	Term 5 & 6	
Phonics	32	26	12	47%	27%	83%	Intervention to continue 2024-2025. Baseline assessment to be completed at the start of the academic year to identify those that require additional phonics intervention.
NELI	0	4	3	-	75%	33%	To assess new cohort to see if needed in September.
Precision Teaching	6	6	1	83%	67%	100%	Intervention to continue 2024-2025. New staff to be trained on Precision Teaching. Start new year by reassessing.
Writing Support	0	8	4	-	88%	0%	Intervention to continue 2024-2025. Pupils and their outcomes to be identified in Autumn assessments.
Spellings	4	3	2	75%	100%	100%	No nonsense spelling to continue as whole class, inclusive approach next academic year.
Reading	13	4	5	69%	100%	80%	Intervention to continue 2024-2025. Pupils and their outcomes to be identified in Autumn assessments.
Comprehension	5	6	6	60%	83%	83%	Intervention to continue 2024-2025. Pupils and their outcomes to be identified in Autumn assessments.
Maths support -Plus 1 -Power of 2 -Dyscalculia Solutions	19	22	23	84%	55%	78%	Intervention to continue 2024-2025. Pupils and their

							outcomes to be identified in Autumn assessments.
Memory Skills	0	0	0	-	-	-	Memory Magic to be used from September 2024. Newer resources to be located. New staff trained and re assessments completed in Autumn term.
Physical and Sensory							
	Terms 1 & 2	Terms 3 & 4	Term 5 & 6	Terms 1 & 2	Terms 3 & 4	Term 5 & 6	
Handwriting -Write from the start -Speed up	18	12	10	67%	83%	30%	Intervention to continue 2024-2025. Staff meeting booked for Autumn term 1 to discuss and explore handwriting scheme altogether.
Fine motor/ Clever fingers	2	3	3	100%	100%	67%	Intervention to continue 2024-2025.
Movement breaks	5	5	5	100%	100%	80%	To continue as needed.
Alternatives to writing -scribe -use of laptop (Clicker/immersive reader)	18	9	7	94%	78%	100%	Success seen with the progress of writing, specifically with SEN pupils. To continue to embed strategies in all areas of the curriculum.
Touch Typing	4	4	4	75%	50%	75%	Intervention to continue 2024-2025. Recommended as part of their homework for some individuals.
BEAM	1	1	4	100%	0%	50%	Intervention to continue 2024-2025. Ensure consistency with frequency of sessions. Train new staff.
Sensory Circuits	0	0	5	-	-	100%	Intervention to continue 2024-2025. Ensure consistency with frequency of sessions. Train new staff.
Social, Emotional and Mental Health							
	Terms 1 & 2	Terms 3 & 4	Term 5 & 6	Terms 1 & 2	Terms 3 & 4	Term 5 & 6	
Counselling	4	6	7	100%	100%	100%	Intervention to continue 2024-2025. Pupils will automatically continue.

							Waiting list in place. Boxall Profile's completed as necessary.
Nurture	1	1	1	100%	100%	100%	Intervention to continue 2024-2025. Pupils will automatically continue. Boxall Profile's completed as necessary.
Trusted adult	1	1	1	100%	100%	100%	All children will have the choice whether to keep or change their trusted adult.
Meet and Greet	2	2	1	100%	100%	100%	Intervention to continue 2024-2025.

Having analysed the summer provision maps. The focus of training for September 2024 will be:

BEAM- Additional help was sought from an occupational therapist to support staff and a pupil with their next steps. This will be monitored and further support will be sought if required.

Sensory Circuits- Training was delivered to staff by the SENCO via NHS The Pod. At the end of this year, we had begun putting this intervention into action however we need a longer period of time to monitor the progress and impact.

Handwriting- We have a staff meeting booked for term 1 of the new academic year where staff will be discussing and exploring the school's handwriting scheme altogether.

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 2023-2024 Date provided - Title	Uses in the school and impact
September '23 and ongoing – TA/SENCO meetings	TA meeting themes have been planned based on new guidance, themes arising within the school or from analysis of the provision maps. The training has focussed on: SEN at Hunton, reasonable adjustments, alternatives to writing- sharing good practice, RNIB bookshare, Being a scribe, Precision Teaching, Regulation boxes, Autism, No Nonsense Spelling, SEN Classroom Strategies, Immersive Reader on Office 365, Sensory Circuits, Little Wandle Phonic updates.
Safeguarding- 01/09/23	All staff within the school attended the annual safeguarding training to ensure all knowledge is up to date.
Getting Ready for LIFT- 20/09/23	1 TA has been trained by STLS and can now administer the LIFT tools assessments with children, as part of the SEN TA role.

Pre-Teaching- 26/09/23	An update for support staff with advice relayed from STLS.
Making Sense of Autism- 30/10/23	All school staff, including the teachers, TAs and office staff attended training on autism awareness by Autism Education Trust. Staff are now slightly more aware of autism traits and why children may respond in a certain way.
SEN and the Law 02/11/23	SENCO and Headteacher attended to develop their understanding of the law and SEN
Visual Difficulties- 27/02/23	SENCO updated her knowledge on
Immersive Reader- 21/11/23	SENCO attended training on the updated immersive reader and fed it back to class teachers and support staff so that it can be used in class.
Dandelion Learning Reading 10/01/24 and 16/01/24	Information and strategies shared. Relayed in staff meeting to share good practice.
EAL Children and reading Fluency 18/01/24	Information and strategies shared. Relayed to staff to share good practice.
Designated Teacher, Network and Support- 22/02/24	An update of changes and latest legislation for the designated teacher.
SlideAway- Anticipatory Grief- 19/04/24	An update for the Headteacher with the latest guidance and advice for how to help and support those that experience bereavement.
Special Arrangements Briefing for 11+ May 2024	Staff aware of procedures to apply for special arrangements for 11+
Mainstream Core Standards	All staff are aware of the mainstream core standards and how they can be used to support all children.
Social Media, Mental Health and Emotional Wellbeing 17/06/24	Information and strategies shared. Relayed to staff to share good practice
Training for TAs in EYFS- 20/06/24	1 TA attended Early Years training to support role.
Liaison with outside agencies	We have continued to use our best endeavours to employ the support of outside agencies to work with our children with SEN: <ul style="list-style-type: none"> -High Needs Funding Applications -Statutory Assessments for EHCP -Reviewing personalised plans for pupils with HNF and a high level of need -Liaising with a range of professionals, for example; STLS, SEND Inclusion Advisor, IASK, KCC, SALT, Dyslexia Occupational Therapists and Educational Psychologists -Attending LIFT meetings, SENCO surgeries -Attending KCC SEN Countywide updates, SEN Conference and STLS update forums -Pupil Progress Meetings -Parent meetings -Local SENCo meetings – with 4 SENCos from collaboration of schools meeting to share resources/expertise.
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 <ul style="list-style-type: none"> -Looking at alternatives to writing and reading

	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -Keeping up to date with local and national initiatives and developments -Sharing best practice
Senco Collaboration- 18/01/23, 03/05/23	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -Keeping up to date with local and national initiatives and developments -Sharing best practice
SENDco and Inclusion Conference- 23/03/23	<ul style="list-style-type: none"> -Keeping up to date with local and national initiatives and developments -Sharing best practice
STLS Senco Forum- 17/11/22, 05/07/23	<ul style="list-style-type: none"> -Keeping up to date with local and national initiatives and developments -Sharing best practice
SEN Code of Practice update- 07/07/23	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> Information and strategies shared. Relayed to staff to share good practice
The role of the TA and Quality First Teaching- 08/11/22	<ul style="list-style-type: none"> -Sharing quality first teaching strategies linking to the mainstream core standards
Maths- Reasoning- 15/11/22	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -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.

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

We will continue to work on the objectives in the latest school improvement plan:

-To continue to embed adaptive strategies so that children (especially the bottom 20%) are able to access learning across the curriculum.

Please note: a visit last year from the School Improvement Partner stated that:

-At least one governor should consider attending mainstream core standard training.

Following on from provision map analysis, we also plan to do the following in the Autumn term:

-To have a staff meeting based on exploring and discussing a whole school handwriting scheme.

-To train new staff on Sensory Circuits, BEAM and Precision Teaching to help with the consistency in the delivery of these interventions.

Glossary of terms used:

ALS	Additional Literacy Support (Wave 3 materials for LKS2 for old curriculum)
APS	Average Points Score
ASD	Autistic Spectrum Disorder
BEAM	Balance, Education and Movement Programme
CT	Class Teacher
EAL	English as an Additional Language
EHCP	Education, Health and Care Plan
ELS	Early Literacy Support (Wave 3 materials for LKS1 for old curriculum)
HNF	High Needs Funding
ITACC	Integrated Therapy and Care Co-ordination Service (Physiotherapists and Occupational Therapists)
KS1 and KS2	Key Stage 1 and Key Stage 2
LIFT	Local Inclusion Forum Team
QFT	Quality First Teaching
SALT	Speech and Language Therapist
SAT	Statutory Assessment Tests
SENCo	Special Educational Needs Co-ordinator
SES	Single Equality Scheme
SMART	Specific, Measurable, Attainable, Relevant and Timely
TA	Teaching Assistant