



SEND Information Report

2019-20

SENDCo: Sharon Denney

SEND Governor: Sir David Noble

1. Contact details

The SENDCo is: Sharon Denney

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Note for 2019-20

Please be aware that this report has been compiled based on pupils who were on roll at the school on 22nd July 2020.

For the year 2019-20, where relevant, figures show data for the full year and for the year up until Friday 20th March, which was the date of school closure due to the Covid-19 pandemic.

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.

2. SEND Support at Hunton CE Primary

Year Group	No of Pupils in class	SEN Support	EHC Plan
R	14	7.1%	0
1	17	11.8%	0
2	10	0	0
3	11	9.1%	0
4	10	30%	0
5	9	11%	0
6	16	18.8%	6.3%
Total	87	12.5%	1.1%
Nat. Average		12.8%	1.8%

Total SEND School	National Average SEND in Primary
13.4%	14%

The national average for incidence of SEND support students is 14% of the school population for state-funded primary schools. At Hunton, we are approximately in line with this figure.

The national average for incidence of ECH Plans is 1.8% of the school population for primary schools. At Hunton, this is currently 1.1%, following the issue of an EHCP to one of our pupils at the end of the summer term.

During the 2019-20 academic year, 1 pupil was removed from the SEND register and two pupils were added. Two pupils on the register moved to other schools due to factors unrelated to their SEND.

Primary SEND Need Type at Hunton CE Primary

Yr Gp.	SEND Need Type			
	Communication and Interaction	Cognition and Learning	Social, Emotional, Mental Health Difficulties	Sensory and / or Physical
R	7.1%	0	0	0
1	11.8%	0	0	0
2	0	0	0	0
3	0	9.1%	0	0
4	20%	10%	0	0
5	0	11%	0	0
6	18.8%	6.3%	0	0
Total	9.2%	4.6%	0	0

Please note that the table above shows the Primary SEND Need type for the school. When secondary needs are taken into account, 5.6% of pupils present with SEMH needs and 5.6% present with cognition and learning 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, 50% of pupils at School Support either have an ASC diagnosis or are on the ASC pathway (under assessment for ASC). This represents 7% of our school population.

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

The school receives SEND notional funding and has made a successful application for High Needs Funding, providing an additional £5,028.75. The school also receives a Notional SEND top up funding amount of £3,130.59. 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 a pupil who is working on a personalised timetable. It is likely that this pupil will need an EHCP in the future.

A further application for High Needs funding to provide 1:1 support for a second child within the school 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
WT	3	4	2	BELOW	0	0	1
EXP	1	0	2	EXP	2	2	2
GDS	0	0	0	EXC	2	2	1
TOTAL	4	4	4	TOTAL	4	4	4

*NB SATs cancelled in May 2020 due to Covid-19 pandemic, therefore date is based on teacher assessment

This data shows that 3 pupils made at least expected progress in all areas from their key stage 2 starting points. 1 pupil made at least expected progress in two areas, but below expected in Maths. This pupil achieved the expected standard in Maths at KS2 but had been assessed as working at greater depth at the end of KS1.

5. Progress data for Current Pupils

Year Gp.	No. of Pupils	Reading SEND / Non SEND	Writing SEND / Non SEND	Maths SEND / Non SEND
R	1	4.0 / 6.1	4.0 / 5.5	6.0 / 5.9
1	2	3.0 / 5.1	1.5 / 4.7	1 / 4.6
2		-	-	-
3	1	1.0 / 5.8	0.0 / 5.3	1.0 / 5.3
4	2	2.0 / 5.4	-1.5 / 4.2	1.5 / 5.8
5	1	No data	No data	No data
6	4	4.3 / 2.0	1.0 / 2.1	2.0 / 1.8

Due to the period of partial school closure between March and July, data is calculated over the period Autumn Term 1 2019-Autumn Term 1 2020.

Expected progress over this period would be 6 points under normal circumstances. For last academic year, expected progress over this period would be between 3 and 4 points reflecting the school closure in March 2020.

Notes:

Year R – pupil remained in school throughout the period of lockdown.

Year 1 – One pupil is in receipt of HNF and was making good, small step progress prior to lockdown. There was a high level of lost learning for this pupil over lockdown.

Year 3 – This pupil was added to the SEND register during lockdown following specialist assessment. Again, there was a high level of lost learning during lockdown, although progress had been slow before.

Year 4 – One pupil with significant SEND has impacted the progress figures for this year group. An application for HNF and an EHCP will be made in the academic year 2020-21. There was a high level of lost learning during lockdown. Figures are based on two pupils only as the third pupils with SEND in this year group left at the end of July and so was not assessed in Autumn 1 2020.

Year 5 - This pupil has not returned to school this academic year and so we have been unable to assess.

Year 6 – Progress for these four pupils was varied across the three areas. Overall, three of the four pupils made expected or better than expected progress from their KS2 starting points in all areas.

The period of school closure has had a significant impact on the learning of several of our SEND pupils. There were a number of reasons for this. 5 pupils did not engage with home learning effectively, despite having the resources to do so. 3 pupils struggled with mental health and self-regulation over the period of school closure and this has impacted on their learning.

All of the pupils with SEND would, under normal circumstances, have accessed a number of specialist, targeted interventions during terms 4, 5 and 6 which they were unable to access due to the partial closure. Initially, this was due to learning taking place at home and, later, due to a lack of staffing (SEND TA was used to provide 1:1 support and to cover a staff member who was shielding).

6. Attendance of Pupils with SEND

Please note, due to Covid-19, no national attendance data was published for the 2019-20 academic year.

<https://www.gov.uk/government/statistics/announcements/pupil-absence-in-schools-in-england-autumn-term-2019-and-spring-term-2020>

	% sessions missed due to overall absence		% persistent absentees – absent 15% or more sessions	
	Sept - March closure / Full Year		Sept – March closure / Full year	
	School	National	School	National
No SEND (87 pupils)	3% / 7.7%	n/a	1.3 (1) / 14.7 (11)	n/a
SEND support (12 pupils)	7.8% / 14.7%	n/a	8.3 (1) / 33.3 (4)	n/a
SEND with statement or EHCP (1 pupil)	0 / 0	n/a	0 / 0	n/a

Attendance data for pupils with SEND is negatively impacted by attendance of two pupils with persistent absence. One pupil's attendance is impacted by their SEND and the pupil and family are being supported accordingly.. The other pupil is GRT and we are working closely with the family to improve attendance. Attendance for the remaining pupils on the SEND register 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

Pupils with SEND have made transitions into various local comprehensive schools. One child, for whom we successfully applied for an EHCP, moved to a specialist provision for Year 7. Transition was particularly challenging this year due to the partial closure of schools as a consequence of the Covid-19 pandemic, but was supported through participation in the Transition Project, led by the specialist teaching service. All pupils in Year 6 took part in a comprehensive programme of transition activities to prepare them for the move to secondary school.

Additional support provided to pupils with SEND included transition focused counselling sessions, Zoom meetings between the SENCo at Hunton and the SENCos at the receiving secondary schools and 1:1 virtual tours for pupils with SEND.

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 as part of the SEND progress reviews at the end of the Autumn term 2020 and will be repeated at the end of the summer term 2021.

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

The school does not currently have an Accessibility Plan. It has been identified as a priority for the new Headteacher to address in January 2021.

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

The Equality Policy is currently out of date and will be reviewed early in the 2020-21 academic year.

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

Intervention (No. of Pupils accessing intervention this year)	Purpose	Impact	Next Steps
Zones of Regulation (10 pupils)	Self-regulation and emotional literacy	6 pupils achieved their targets. 4 pupils partially achieved their targets. One pupil no longer on a Behaviour Plan. Children actively using techniques in class.	Support staff to develop whole school approach to enable pupils to transfer learning into the classroom
Socially Speaking (10 Pupils)	Development of social skills and social communication	5 pupils achieved their targets. 4 pupils partially achieved targets. 1 pupils did not achieve their target	Review the content of the programme and identify whether some children may benefit more from Sulp.
Counselling (11 Pupils)	Support for difficult life situations, good mental health, self-esteem and wellbeing.	3 pupils continued to access during school closure due to significant concerns for their wellbeing.	Develop the use of SDQs for entry and exit data.
Language Link (5 pupils)	Understanding and use of a range of different language skills.	2 pupils achieved their targets. 3 pupils did not receive the intervention as planned due to staffing difficulties.	Train all TAs to deliver Language Link and Speechlink to increase capacity to deliver interventions across the school.
Speech Link (4 pupils)	Listen to, understand and articulate speech sounds	3 pupils achieved their targets. 1 pupil did not achieve their target.	
Sensory Circuits (7 pupils)	Development of gross motor skills and focusing ready for learning	All pupils achieved their targets Evidence of impact on attendance for target pupils, one pupil no longer on Behaviour Plan.	Continue to use interventions for target pupils. Train additional TAs to deliver.
BEAM (1 pupil)	Development of gross motor skills and core strength.	Pupil achieved targets.	
Clever Fingers / Handwriting (7 pupils)	Development of fine motor skills, pencil control and letter formation.	5 pupils achieved their targets 1 pupil partially achieved targets 1 pupil did not achieve target	Liaise with EM to review the teaching of handwriting across the school
Touch Typing (5 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 (8 pupils)	secure understanding of how to segment and blend sounds for reading and writing.	4 pupils achieved their targets 3 pupils partially achieved their targets 1 pupil did not achieve targets	Work with VP to ensure a consistent approach to phonics teaching across the school.
Precision Teaching (8 pupils)	Overlearning of a specific key skill, such as times tables, number bonds, high frequency words	5 pupils achieved their targets 2 pupils partially achieved their targets 1 pupil did not achieve targets	Work with VP to ensure a consistent approach to phonics teaching across the school. Develop links between intervention and classroom practice.
Nurture group support (1 pupil)	To support wellbeing and build positive relationships	Pupil achieved targets	Continue to provide where appropriate.

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

Training & Date	Objective and Impact
Sensory Circuits Oct 19 / Feb 20	2 TAs attended training. Confident to deliver Sensory Circuits interventions to support pupils to be ready to learn at the start of the day. Interventions successful.
Adverse Childhood Experiences and Trauma Informed Practice June 2020	All staff attended training. Staff using strategies to support pupils following full return to school, identify vulnerable children and support LAC.
Dyslexia 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.
SEN Update Sept 2019	All staff attended training on provision mapping and new systems for tracking SEND pupils and their role in the APDR cycle.
Safeguarding Sept 2019	All staff updated on safeguarding policies and procedures.
Zones of regulation Sept 2019	All staff have an overview of ZoR. Class teachers beginning to implement language and each class has a ZoR display.
ASD Sept 2019	All staff have an understanding of barriers to learning for ASD pupils, key strategies and target pupils.
Preparing for PPMs Sept 2019	All staff have an understanding of the revised PPM format and preparation required for these.
Reading Volunteers October 2019	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.
MH Tier 1 Nov 2019	SENCo attended training to develop understanding of mental health difficulties and inform development of a whole school approach.
MH Tier 2 July 2020	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.
Dyslexia Awareness Feb 2019	SENCo attended training. Knowledge used to review the assessment and quality first teaching practices used to support dyslexic pupils.
Children who can Talk but don't Jan 2019	1 TA attended training. Knowledge used to support a pupil with speech, language and communication difficulties.
Attention and Listening Oct 2018	1 TA attended training. Knowledge used to support pupils with speech, language and communication difficulties.

Language Link and Speechlink	1 TA received in-house training on these intervention programmes. TA has since delivered interventions to a number of pupils across the school.
AEN Updates and SENCo Forum	SENCo has attended regularly over the past two years. SENCo is up to date with local and national developments in SEND.

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

- 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
- 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
- Development of a whole school approach to Zones of Regulation linked to mental health
- Work with SLT to develop more effective processes for tracking the progress and attainment of pupils
- Work with SLT on the development and implementation of an Accessibility Plan and any relevant Equality objectives.