

SEN/SEND Provision Annual Evaluation Report 2020-2021

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The SEN Governor is Mrs Becky McKintosh bmckintosh@thurnham-infant.kent.sch.uk

The most recent SEN Governor monitoring visit was on data, interventions and progress and catch up.

Year Group	SEN Support Without HNF	SEN support With HNF	EHCP With HNF	EHCP Without HNF	SEND With HNF	SEND Without HNF
Year R	0	0	0	0	0	0
Year 1	5	0	0	0	0	0
Year 2	13	1	2	0	0	0
TOTAL	Total SEN support:19 8%of roll) EHCP: 3 (1% of roll)			SEND total: 0		
Total SENS and SEND)	SENS with EHCP :21 (8% of school roll) SENS ,EHCP and SEND : 21/ % of school					

Role 270

SEN Need type				
	Communication And Interaction	Cognition And Learning	Social Emotional And Mental Health	Sensory
Year R	0	0	0	Not as primary need
Year 1	3	1	1	Not as primary need
Year 2	7	8	1	Not as primary need
TOTAL	10	9	1	

Our greatest need type is Communication and Interaction

The National average for incidence of SEN/EHCP is 1.4% for primary. At Thurnham CE Infant School this is currently 21 pupils (7% of the school roll). We do have other children about whom we are concerned but they are not necessarily SENS – they are on our Vulnerable Register. Pupil Premium information is available in a separate report on our website.

There is not a high correlation between SEN and Disadvantaged children.

Percentage SEN	Percentage of Disadvantaged	Percentage in both
21 (7% of roll)	6 (2% of roll)	2 (0.74% of roll)

Funding April 2021 – March 2022

Formula Budget 2021/22				
		Pupils	Rate	Total
Factor 1	Basic Entitlement Primary	270	£3,093.17	£835,156
	Total Basic Entitlement Funding			£835,156
Factor 2	Deprivation FSM - Primary	5.0	£460.32	£2,302
	Deprivation Ever 6 FSM (Notional SEN Factor) - Primary	5.0	£333.23	£1,666
	Deprivation IDACI Band F (Notional SEN Factor) - Primary	4.0	£215.15	£861
	Total Deprivation Funding			£4,828
Factor 4	English as an additional language (Notional SEN Factor) - Primary	13.5	£550.39	£7,430
Factor 6	Low cost, high incidence SEN (Notional SEN Factor) - Primary	51.6	£1,095.77	£56,512
Factor 7	Lump Sum (Partial Notional SEN Factor) - Primary £6,235, Secondary £5,478			£120,084

This funding (see below) contributes towards providing a Teaching Assistant in each of our 9 classes. Individual support and small group support is provided where needed.

At the end of Term 6 In the School Year 2020/21 there were 4 pupils receiving additional funding from the local authority equalling April 20 to March 21 we received £ 31,819 in total. – This has been reduced by due to the reduction of funding – the school has been making up a significant shortfall. The school also pays £6,235 towards supporting each HNF child from the Factor 7

Pupil Outcomes

Phonics Screener – Obtained the Benchmark

	2015	2016	2017	2018	2019	2020	2021
SENS	4 50%	1 0 %	2 33%	2 100%	5 0%	NO SCREENER COVID-19	NO SCREENER COVID-19
SENS with HNF	-	-	0 0%	0	1 0%		
SEND with HNF	-	-	1 100%	0	1 100%		
SEN with EHCP	0	2 50 %	-	1 100%	0		
All pupils				88 96%	90 87%		
Non SEN	83 92%	83 92%	82 96%	88 96%	85 91%		

	2017	2018	2019	2020	2021
Pupils meeting benchmark	92%	96% 88 pupils	87% 78 pupils	NO SCREENER	NO SCREENER

Attainment and Progress Term 6 2020-21 SENS pupils – compared to non SENS

EYFS

		EY: Listening and Attention			EY: Understanding			EY: Speaking			EY: Moving and Handling		
		1	2	3	1	2	3	1	2	3	1	2	3
Year Group	90	7%	76%	18%	8%	76%	17%	3%	74%	22%	2%	91%	7%
Girls	51	4%	73%	24%	6%	73%	22%	2%	71%	27%	4%	84%	12%
Boys	39	10%	79%	10%	10%	79%	10%	5%	79%	15%	0%	100%	0%
SEN Status (E/K/S/P)	0												
Non SEN	90	7%	76%	18%	8%	76%	17%	3%	74%	22%	2%	91%	7%

		EY: Health and Selfcare			EY: Self Confidence			EY: Managing Feelings			EY: Making Relationships		
		1	2	3	1	2	3	1	2	3	1	2	3
Year Group	90	0%	88%	12%	3%	88%	9%	6%	80%	14%	2%	88%	10%
Girls	51	0%	84%	16%	4%	82%	14%	4%	75%	22%	2%	82%	16%
Boys	39	0%	92%	8%	3%	95%	3%	8%	87%	5%	3%	95%	3%
SEN Status (E/K/S/P)	0												
Non SEN	90	0%	88%	12%	3%	88%	9%	6%	80%	14%	2%	88%	10%

		EY: Reading			EY: Writing			EY: Numbers			EY: Shape, Space & Measure		
		1	2	3	1	2	3	1	2	3	1	2	3
Year Group	90	19%	63%	18%	24%	68%	8%	17%	76%	8%	8%	83%	9%
Girls	51	20%	57%	24%	22%	67%	12%	20%	73%	8%	6%	84%	10%
Boys	39	18%	72%	10%	28%	69%	3%	13%	79%	8%	10%	82%	8%
SEN Status (E/K/S/P)	0												
Non SEN	90	19%	63%	18%	24%	68%	8%	17%	76%	8%	8%	83%	9%

		EY: People & Communities			EY: The World			EY: Technology			EY: Exploring Media & Materials		
		1	2	3	1	2	3	1	2	3	1	2	3
Year Group	90	4%	84%	11%	4%	86%	10%	1%	87%	12%	4%	86%	10%
Girls	51	4%	82%	14%	4%	88%	8%	2%	88%	10%	4%	80%	16%
Boys	39	5%	87%	8%	5%	82%	13%	0%	85%	15%	5%	92%	3%
SEN Status (E/K/S/P)	0												
Non SEN	90	4%	84%	11%	4%	86%	10%	1%	87%	12%	4%	86%	10%

		EY: Being Imaginative		
		1	2	3
Year Group	90	4%	86%	10%
Girls	51	4%	82%	14%
Boys	39	5%	90%	5%
SEN Status (E/K/S/P)	0			
Non SEN	90	4%	86%	10%

YEAR 1

RWM Combined					
	Count	Yes	No	Below	On Track
Year 1	90	53	37	59%	41%
Girls	49	31	18	63%	37%
Boys	41	22	19	54%	46%
SEN Status (E/K/S/P)	6	1	5	17%	83%
Non SEN Status	84	52	32	62%	38%
High Needs Funding	1	0	1	0%	100%

Reading									
	Count	Below PoS	Emerging	Expected	Exceeding	Below PoS	Emerging	Expected	Exceeding
Year 1	90	3	19	50	18	3%	21%	56%	20%
Girls	49	0	10	32	7	0%	20%	65%	14%
Boys	41	3	9	18	11	7%	22%	44%	27%
SEN Status	6	2	2	2	0	33%	33%	33%	0%
Non SEN Status	84	1	17	48	18	1%	20%	57%	21%
High Needs Funding	1	1	0	0	0	100%	0%	0%	0%

Writing									
	Count	Below PoS	Emerging	Expected	Exceeding	Below PoS	Emerging	Expected	Exceeding
Year 1	90	2	32	56	0	2%	36%	62%	0%
Girls	49	0	15	34	0	0%	31%	69%	0%
Boys	41	2	17	22	0	5%	41%	54%	0%
SEN Status	6	2	3	1	0	33%	50%	17%	0%
Non SEN Status	84	0	29	55	0	0%	35%	65%	0%
High Needs Funding	1	1	0	0	0	100%	0%	0%	0%

YEAR 2

Reading									
	Count	Below PoS	Emerging	Expected	Exceeding	Below PoS	Emerging	Expected	Exceeding
Year 2	90	0	19	38	33	0%	21%	42%	37%
Girls	45	0	4	21	20	0%	9%	47%	44%
Boys	45	0	15	17	13	0%	33%	38%	29%
SEN Status (E/K/S/P)	16	0	12	3	1	0%	75%	19%	6%
Non SEN Status	74	0	7	35	32	0%	9%	47%	43%
High Needs Funding	3	0	3	0	0	0%	100%	0%	0%

Writing									
	Count	Below PoS	Emerging	Expected	Exceeding	Below PoS	Emerging	Expected	Exceeding
Year 2	90	0	30	60	0	0%	33%	67%	0%
Girls	45	0	11	34	0	0%	24%	76%	0%
Boys	45	0	19	26	0	0%	42%	58%	0%
SEN Status (E/K/S/P)	16	0	12	4	0	0%	75%	25%	0%
Non SEN Status	74	0	18	56	0	0%	24%	76%	0%
Pupil Premium	2	0	1	1	0	0%	50%	50%	0%
Non PP & Non SEN	81	0	26	55	0	0%	32%	68%	0%
High Needs Funding	3	0	3	0	0	0%	100%	0%	0%

Maths									
	Count	Below PoS	Emerging	Expected	Exceeding	Below PoS	Emerging	Expected	Exceeding
Year 2	90	0	22	49	19	0%	24%	54%	21%
Girls	45	0	9	30	6	0%	20%	67%	13%
Boys	45	0	13	19	13	0%	29%	42%	29%
SEN Status (E/K/S/P)	16	0	11	3	2	0%	69%	19%	13%
Non SEN Status	74	0	11	46	17	0%	15%	62%	23%
High Needs Funding	3	0	3	0	0	0%	100%	0%	0%

Attendance

ALL Years	97.1	270	Boys	97.1	132		Girls	97.2	138
Ever FSM	92.9	4	Non Ever FSM	97.2	266				
Pupil Premium	95.0	6	Non Pupil Premium	97.2	264		Summer Born	97.4	100
Current FSM	92.9	4	Non Current FSM	97.2	266	SEN	K, A or P	95.8	17
							E or S	86.9	1
							All	95.3	18
							No SEN	97.3	252

The attendance for SEN children is slightly lower than the whole school by 2%.

Satisfaction of parents of pupils with SEN

100% of parents/carers who report that they are satisfied with the SEN arrangements made by the school for their child at their Review of their SEN Support Plan/ EHCP Review.

100% of parents of pupils with SEN are confident that the school is meeting their child's needs well, that they are happy and making progress.

Accessibility Planning

The improvements that have been made during the past year to the accessibility of the buildings, the curriculum or information provided in line with the accessibility planning.

See the Accessibility plan on the school website

Equality Objective

See Equality Action Plan 2020-21 on school website

Review of Interventions run at Thurnham C.E. Infant School during 2020-21

Language Link – whole school

LANGUAGE AND SPEECH ASSESSMENTS/ SUPPORT

Report for: Thurnham CE Infant School


Phase Report: 2020 - 2021

Generated: 03/09/2021

Language Link Assessment Summary

Pupils	Assessment Result								Total Pupils Assessed		Pupils Not Assessed	
	● Severe Difficulty		● Moderate Difficulty		● Borderline		● Expected Range					
	Nº	%	Nº	%	Nº	%	Nº	%	Nº	%	Nº	%
Total Non-EAL	3	1.2%	7	2.7%	2	0.8%	120	46.2%	132	50.8%	128	49.2%
Total EAL	0	0%	1	10%	1	10%	0	0%	2	20%	8	80%
Total All	3	1.1%	8	3%	3	1.1%	120	44.4%	134	49.6%	136	50.4%

Table shows the number and percentage of pupils identified in the selected year groups within the school at different levels.

 Junior Language Link data is unavailable for this report because your school does not have a current subscription.

Aggregate Assessment Results by School Year

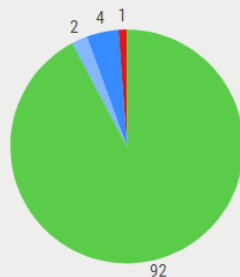
⚠ Junior Language Link data is unavailable for this report because your school does not have a current subscription.

Key

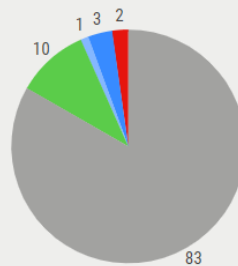
- Severe Difficulty (0 < 6th percentile)
- Moderate Difficulty (6th < 16th percentile)
- Borderline (16th < 22nd percentile)
- Expected Range (22nd – 100th percentile)
- Not Marked
- Not Assessed

Charts show Language Link assessment results for each School Year.

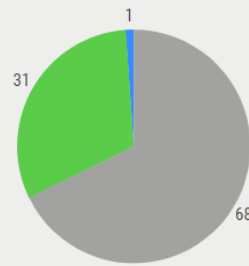
The percentile range given for each category is approximate. See explanation below.



Reception
(Values in %)



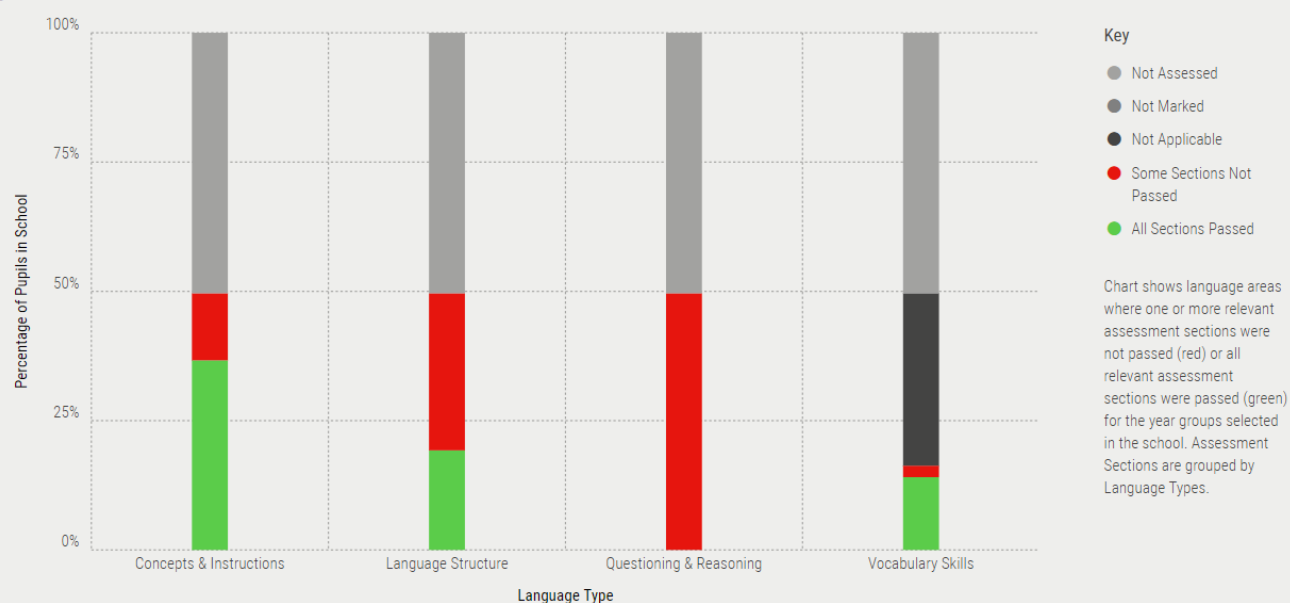
Year 1
(Values in %)



Year 2
(Values in %)

Language Area Performance for Phase

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Language Area Performance Key

Language Types	Assessment Sections
Concepts and Instructions	Concepts, Instructions
Language Structure	Verb Tenses, Pronouns, Negatives
Questioning & Reasoning	Questions, Verbal Reasoning, Figurative Language, Narrative Inference
Vocabulary Skills	Association

ⓘ Not every section will be part of an assessment.

Language Link Intervention Groups

Pupils	Intervention Group Types							
	Listening	General Language Infant	General Language Junior	Concepts And Instructions	Language Structure	Questioning And Reasoning	Vocabulary Skills	Language For Assessment
	Nº	Nº	Nº	Nº	Nº	Nº	Nº	Nº
Year: Reception	14	0	0	0	0	0	0	0
Year: Year 1	10	0	0	9	9	0	0	0
Year: Year 2	11	0	0	11	0	0	0	0
Total Identified	35	0	0	20	9	0	0	0

Table shows the number of pupils in each Intervention Group types which are either in progress or completed for each year.

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Speech Link Assessment Summary

Whole School	Number of Assessments carried out in each Year		
	Reception	Year 1	Year 2
77	56	12	9

Table shows the number of Speech Link assessments carried out in each year.

BOXALL PROFILE SENS/SEND Term 2

Year group	Gender	A	B	C	D	E	F	G	H	I	J	Q	R	S	T	U	V	W	X	Y	Z	Dev	Diag
2	M	15	6	7	12	5	9	11	11	6	4	4	6	2	6	2	7	9	7	7	4	9	10
2	M	13	9	8	16	7	9	9	12	5	4	6	12	1	11	0	3	12	13	10	5	8	9
2	M	12	5	5	8	4	4	9	8	4	3	5	8	0	5	0	6	7	10	16	3	10	8
2	M	18	11	12	19	7	9	13	17	7	6	6	8	2	4	3	4	9	8	1	1	3	8
2	M	18	8	9	16	8	12	12	18	6	5	1	2	0	4	0	0	3	1	5	3	3	4
2	F	20	11	12	16	6	12	15	16	5	5	0	5	1	2	0	1	4	7	9	6	4	7
2	M	16	8	10	16	6	12	11	16	6	5	3	1	2	12	3	1	4	3	1	6	6	7
2	M	19	10	9	17	8	11	16	20	7	8	3	1	0	1	0	2	0	0	0	0	0	3
2	F	20	11	10	19	7	12	16	20	7	8	3	2	4	4	6	1	2	0	1	2	0	6
Y1	M	20	11	12	17	7	11	15	16	6	6	2	5	0	0	1	2	2	0	0	2	2	6
Y 1	M	19	12	8	17	7	11	15	19	8	8	0	0	0	0	0	0	0	0	0	0	1	0
Y1	M	8	5	9	12	5	10	10	11	5	3	3	4	0	2	0	2	2	1	0	1	9	5
Y 1	M	19	10	8	10	6	10	16	16	5	7	2	5	0	2	0	7	1	1	1	0	6	4
Y 1	M	17	9	9	12	7	11	11	18	6	7	4	3	1	8	0	6	1	1	0	1	4	5
Y1	M	11	7	8	10	4	7	7	9	4	4	4	7	4	10	2	5	7	8	10	6	10	10
		9	9	7	6	7	7	9	11	7	10	14	11	9	14	7	12	13	8	7	10		

Term 6

Year group	Gender	A	B	C	D	E	F	G	H	I	J	Q	R	S	T	U	V	W	X	Y	Z	Dev	Diag
Year 2	M	16	8	8	15	6	12	12	13	5	3	4	8	4	7	2	4	8	5	7	4	9	10
Year 2	M	16	11	10	18	7	10	12	15	6	6	8	11	3	10	5	6	14	12	10	5	5	10
Year 2	M	18	9	7	16	7	9	16	19	6	8	4	6	0	1	1	4	6	3	4	1	3	8
Year 2	M	18	12	11	19	8	11	16	19	7	7	3	11	1	1	0	4	8	6	1	0	0	7
Year 2	M	20	8	9	17	8	12	14	19	6	8	0	1	0	2	0	1	0	0	0	2	1	2
Year 2	F	19	9	12	15	5	12	12	17	3	5	1	5	2	1	0	1	5	3	7	4	7	7
Year 2	M	18	10	11	20	7	11	10	16	6	5	1	4	1	7	2	2	5	4	2	5	3	9
Year 2	M	16	9	8	14	8	9	14	17	7	8	8	5	0	1	0	6	1	2	3	2	6	7

Year 2	F	19	11	10	20	8	12	15	19	8	8	2	2	3	4	2	0	0	0	0	1	0	4
Year 1	M	20	11	12	16	6	11	14	12	5	6	0	8	1	2	0	3	1	4	3	2	4	7
Year 1	M	18	10	9	17	8	11	15	19	7	8	1	2	0	0	0	0	0	0	0	0	0	0
Year 1	M	16	9	9	20	8	12	16	19	8	8	6	6	2	3	0	2	1	2	0	1	2	6
Year 1	M	20	12	12	19	8	12	16	19	8	8	0	1	0	1	0	2	0	0	0	0	0	2
Year 1	M	19	12	12	19	8	12	16	20	7	8	0	1	1	2	0	1	0	0	0	0	0	2
Year 1	M	19	11	12	20	7	12	11	19	8	7	0	2	2	4	0	1	3	4	1	3	1	5
Year 2	F	20	12	12	19	8	10	16	19	6	8	1	6	4	3	0	2	3	0	0	0	1	5
Year 2	F	20	12	11	18	8	12	16	20	8	8	0	2	0	0	3	0	2	2	0	3	0	4
Year 2	M	20	11	10	19	8	11	16	20	8	8	0	0	0	0	0	0	0	0	0	0	0	0
Year 2	M	17	10	10	16	8	11	14	20	8	8	2	0	0	0	0	2	0	0	0	0	1	2
		5	6	3	3	3	4	5	6	3	5	8	10	11	15	6	11	9	11	7	9		

There is some improvement in the scoring:

- The data is separated between Developmental strands on the left-hand side (sections A to J) and Diagnostic Profile on the right-hand side (sections Q to Z).
- When interpreting the Profile, both sections should be considered together, as items from Section I Developmental Strands, can affect Section II Diagnostic Profile, and vice versa.

Gives purposeful attention A	Q Disengaged
Is emotionally secure F	R Self-negating
Is biddable and accepts constraints G	T Shows inconsequential behaviour
Accommodates to others H	Z Wants and grabs, disregards others

Due to Covid restrictions the Nurture Group did not run . There was a Year 2 transition group in Terms 5 and 6

Interventions run in school 2020/2021

Intervention and number of pupils who accessed this intervention this year.	Focus	Impact % making progress/achieving targets.	No of pupils Using these interventions	Implications for 2018-19 (Continue/drop/ Re-train TA/ Select pupils more accurately).
Language Link	Work through the individual Programmes	100% progress all improved score	35	Continue to screen all of Year R on entry Continue to work with children in to Year 1 and 2 in blocks of the 8 sessions as they come in in the am

Speech Link	Work through the individual Programmes	All improved and clearer to understand	77 screened	Continue to screen Year R on entry. Work on Individual Programmes- screen as d0 language link
Clever Fingers	Fine motor development	Firmer pencil grip and more control	30	Whole class and 1:4 sessions – remind staff of the 5 areas
Lego Club	Social interaction	Better social interaction	18	Ran on a Monday pm and in individual classes
Phonics Support/RWI	1:1 /1:2- daily programme	Enabled children to achieve phonics threshold.	30	Continue with support next year as worked well
TRUGS	1:1 / 1:4	To enable children to read HFW and increase sight word fluency and spelling	40	Really successful intervention- used across the school in each class and in intervention sessions- children loved the games and made accelerated progress
Auditory memory	1:2 /1:1 Programme to develop listening skills	Improved ability to remember instructions	8	Works but a very time intensive intervention that needs to be done regularly.
Colourful Semantics	Sentence structure and word order	Children's writing improved	20	Works well but needs more resources made in advance so all children can access as part of class teaching
Individual Reading	1:1 confidence in reading	Increased in no. of children making Expected	31	A time/adult intensive –used other adults and grandparents Year 2 have used a lot this year
Maths Support	1:4/1:1 support in closing the gap- addressing mis- concepts.	Increased in no. of children making Expected	40	A worthwhile intervention – child need led. Group membership is fluid as part of QFT
Plus One	1:1 number concepts	Better numeral recognition. May need to run alongside another intervention or be done at home.	23	When followed regularly positive impact.
5 Point Scale	Self-regulation and de-escalation	Helped children to self- regulate.	8	Useful for classroom strategies Worked really well to help regulate the children who used it – they will continue with it – moves on to new class
Sensory Circuits	1:1/1:4 Daily Programme – some OT prescribed.	All made huge impact. All want Ball squash so need to look at equipment	7	Mrs Poulton ran daily sessions. These have really helped regulate children ready for class Other TAs have now been trained and are running their own groups Will be lead each day by a TA in September
BEAM	A small group Gross motor intervention run from a structured programme.	All children had improved core stability. Needs to run regularly for an impact.	41	All classes run BEAM – all children in Year R are assessed. A well established intervention A large increase in children requiring BEAM sessions this year
Thrive	A 1:1 well being programme – generated after a screener and personalised programme.	Mrs B ran some 1:1 Thrive- great impact on well being	20	Training given to all staff – for it to become embedded all staff to use the principles in their classrooms /playground. New practitioner trained
Talking and Drawing	A 1:1 therapy session	LA ran the sessions	4	Children now regulated – able to maintain anxiety in class
Nurture Group	3 afternoons / week – same children	TA and trained LSA	18	Sessions went well – except for Year R children – will run one group for three

				afternoons next year. Children's progress evident in Boxall Profile Scores
Precision Teaching	Daily 1:1	TA in each class	9	Once child in each class as part of some Action Research – huge improvements – just very time consuming – very positive outcomes
SNIP spelling	Daily 1:1 and 1:6	TA	12	Very popular with children and parents – a multi sensory spelling intervention
Extension Maths	Small group	Year 2 teachers ran sessions	42	Children able to be further challenged and extended
Extension English	Small group	Year 2 teachers ran sessions	27	Children able to be further challenged and extended

SEN Courses / Training - attended this year				
Candidate	Course Name		Date	
Sarah Savage	Social Stories		22/04/2020	64.00
Andrea Charlton	The Sensational Classroom		30/04/2020	50.00
Sarah Savage	Social Stories		13/05/2020	0.00
Clare Cooper	Thrive - Making space for grief after lockdown		29/06/2020	76.50
Clare Cooper	Thrive - Reconnecting after Lockdown		15/07/2020	76.50
Kerry Brooker	Sensory Circuits		14/10/2020	0.00
Clare Cooper	Sensory Circuits		14/10/2020	0.00
Clare Cooper	Thrive Induction		09/05/2019	0.00
Clare Cooper	Thrive Induction		13/06/2019	0.00
Clare Cooper	Thrive Induction		14/06/2019	0.00
Clare Cooper	Thrive Induction		11/07/2019	0.00
Michelle Pinto	Phonics Course		11/10/2019	37.00
Clare Cooper	Phonics Course		11/10/2019	37.00
Lorraine Ayling	Phonics Course		11/10/2019	37.00
Liz Pateman	Dyslexia Course		15/10/2019	20.00
Carolyn Poulton	Dyslexia Course		15/10/2019	20.00
Christine O'Brien	Pupils with PDA		13/11/2019	40.00
Michelle Lennox-Robb	Pupils with PDA		13/11/2019	40.00
Liz Pateman	The Contented Child		19/11/2019	10.00
Helen Skinner	Dyslexia Awareness		postponed	37.00
Michelle Pinto	Colourful Semantics		10/02/2020	0.00
Rachel Glover	Narrative		10/02/2020	0.00
Michelle Pinto	Attention and Listening		12/02/2020	0.00
Rachel Glover	Attention and Listening		12/02/2020	0.00
Michelle Pinto	Developing Verbal Reasoning		12/02/2020	0.00
Helen Skinner	Dyscalculia Training		13/02/2020	37.00
M P	Narrative		23/03/2020	0.00
R G	Colourful Semantics		23/03/2020	0.00

K B	Sensory Circuits	12/03/2020	0.00
CC	Sensory Circuits	12/03/2020	0.00

EYFS Emotional Regulation April 2021 – Rachel, Andrea, Debbie
 Phonics Training for all TA and LSAs
 June 2021 Dyscalculia AC
 De-escalation Techniques JS DB
 Selective Mutism AC JS