

## SEN/SEND Provision Annual Evaluation Report 2022-2023

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

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	1	0	0	0
Year 1	3	3	0	0	0	1
Year 2	8	0	0	0	0	0
TOTAL	Total SEN support: 15 (5% of roll) EHCP: 1 (0.3% of roll)			SEND total: 1 0.3%		
Total SENS and SEND)	SENS with EHCP: 1 (0.3% of school roll) SENS, EHCP and SEND: 6% of school					

Role 270

SEN Need Type				
	Communication & Interaction	Cognition & Learning	Social Emotional & Mental Health	Sensory
Year R	1	0	0	Not as primary need
Year 1	4	1	1	1
Year 2	2	2	4	Not as primary need
TOTAL	7	3	5	1

Our greatest need type is: Communication and Interaction.

The National average for incidence of SENS/EHCP is 1.4% for primary. At Thurnham CE Infant School this is currently 16 pupils (6% 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
16 (6% of roll)	5 (1.85% of roll)	1 (0.3% of roll)

## Funding April 2022 – March 2023

Formula Budget 2022/23		Pupils	Rate	Total
Factor 1	Basic Entitlement Primary	270	£3,338.18	£901,308
	Total Basic Entitlement Funding			£901,308
Factor 2	Deprivation FSM - Primary	9.0	£472.10	£2,361
	Deprivation Ever 6 FSM (Notional SEN Factor) - Primary	10.0	£693.40	£4,854
	Deprivation IDACI Band F (Notional SEN Factor) - Primary	4.0	£226.21	£908
	Deprivation IDACI Band E (Notional SEN Factor) - Primary	2	275.40	553
	Deprivation IDACI Band C (Notional SEN Factor) - Primary	1	472.10	474
	Total Deprivation Funding			£9,149
Factor 4	English as an additional language (Notional SEN Factor) - Primary	22.60	£570.46	£12,907
Factor 6	Low cost, high incidence SEN (Notional SEN Factor) - Primary	71.90	£1,136	£81,672
Factor 7	Lump Sum (Partial Notional SEN Factor) - Primary £6,537 £125,895			

This funding 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 2022/23 there were 4 pupils receiving additional funding from the local authority equaling April 22 to March 23 we received £25,513.30 in total. 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 Factor 7.

### Pupil Outcomes

Phonics Screening Check – achieved the standard

	2017	2018	2019	2020	2021	2022	2023
SENS	2 33%	2 100%	5 0%	NO SCREENER COVID-19	NO SCREENER COVID-19	4 25%	1 50%
SENS with HNF	0 0%	0	1 0%			0	2 67%
SEND with HNF	1 100%	0	1 100%			1	1 100%
SEN with EHCP	-	1 100%	0			0	0 0%
All pupils		88 96%	80 89%			90 88%	78 87%
Non SEN	82 96%	88 96%	85 91%			86 93%	74 90%

	2017	2018	2019	2020	2021	2022	2023
Pupils meeting benchmark	92%	96% 88 pupils	87% 78 pupils	NO SCREENER	NO SCREENER	88% in Year 1 79 pupils  97% by end of Year 2	87% Year 1 78 pupils  98% by end of Year 2

## Attainment and Progress 2022-23 SENS pupils – compared to non SENS

### EYFS

		List, attention & understanding		Speaking		Self-regulation		Managing self	
		1	2	1	2	1	2	1	2
Year Group	90	13%	87%	4%	96%	12%	88%	9%	91%
Girls	40	10%	90%	7%	93%	2%	98%	5%	95%
Boys	50	16%	84%	4%	96%	20%	80%	12%	88%
SEN status (HNF)	1	100%	0%	0%	100%	100%	0%	100%	0%
Non SEN	89	8%	92%	4%	96%	8%	92%	8%	92%

		Building relationships		Gross motor skills		Fine motor skills		Comprehension	
		1	2	1	2	1	2	1	2
Year Group	90	10%	90%	1%	99%	8%	93%	8%	92%
Girls	40	2%	88%	2%	88%	2%	88%	8%	92%
Boys	50	16%	84%	0%	100%	12%	88%	8%	92%
SEN status	1	100%	0%	0%	100%	100%	0%	0%	100%
Non SEN	89	9%	91%	1%	99%	7%	93%	8%	92%

		Word reading		Writing		Number		Numerical Patterns	
		1	2	1	2	1	2	1	2
Year Group	90	17%	83%	24%	76%	10%	90%	11%	89%
Girls	40	18%	82%	20%	80%	10%	90%	13%	87%
Boys	50	16%	84%	28%	72%	10%	90%	10%	90%
SEN status	1	0%	100%	100%	0%	0%	100%	0%	100%
Non SEN	89	17%	83%	23%	77%	10%	90%	11%	89%

		Past and present		People and culture		The natural world		Creating - materials	
		1	2	1	2	1	2	1	2
Year Group	90	6%	94%	9%	91%	1%	99%	3%	97%
Girls	40	5%	95%	10%	90%	3%	97%	3%	97%
Boys	50	6%	94%	8%	92%	0%	100%	4%	96%
SEN status	1	100%	0%	100%	0%	0%	100%	100%	0%
Non SEN	89	4%	96%	8%	92%	1%	99%	2%	98%

		Being imaginative	
		1	2
Year Group	90	1%	99%
Girls	40	0%	100%
Boys	50	2%	98%
SEN status	1	0%	100%
Non SEN	89	1%	99%

Year 1

RWM Combined					
	Count	Yes	No	On track	Below
Year 1	90	55	35	61%	39%
Girls	38	28	10	74%	26%
Boys	52	27	25	52%	48%
SEN Status (E/K/S/P)	6	1	5	17%	83%
Non SEN Status	84	54	30	64%	36%
High Needs Funding	3	0	3	0%	100%

Reading									
	Count	Below PoS	Emerging	Expected	Exceeding	Below PoS	Emerging	Expected	Exceeding
Year 1	90	4	23	51	12	4%	26%	57%	13%
Girls	38	1	6	24	7	2%	16%	64%	18%
Boys	52	3	17	27	5	6%	33%	51%	10%
SEN Status	6	1	3	1	1	17%	50%	17%	17%
Non SEN Status	84	2	20	50	11	2%	23%	60%	13%
High Needs Funding	3	0	2	1	0	0%	66.6%	33.3%	0%

Writing									
	Count	Below PoS	Emerging	Expected	Exceeding	Below PoS	Emerging	Expected	Exceeding
Year 1	90	4	28	51	7	4%	31%	57%	8%
Girls	38	1	8	26	4	3%	20%	67%	10%
Boys	52	3	20	25	3	6%	39%	49%	6%
SEN Status	6	3	2	1	0	50%	33%	17%	0%
Non SEN Status	84	1	26	50	7	1%	31%	60%	8%
High Needs Funding	3	1	2	0	0	33.3%	66.6%	0%	0%

Maths									
	Count	Below PoS	Emerging	Expected	Exceeding	Below PoS	Emerging	Expected	Exceeding
Year 1	90	2	17	57	14	2%	19%	63%	16%
Girls	38	0	9	25	4	0%	24%	65%	11%
Boys	52	2	8	32	10	4%	15%	62%	19%
SEN Status (E/K/S/P)	6	1	2	3	0	17%	33%	50%	0%
Non SEN Status	84	1	15	54	14	1%	18%	65%	16%
High Needs Funding	3	1	0	2	0	33.3%	0%	66.6%	0%

## Year 2

Reading									
	Count	Below PoS	Emerging	Expected	Exceeding	Below PoS	Emerging	Expected	Exceeding
Year 2	90	1	18	44	27	1%	20%	49%	30%
Girls	51	1	6	30	15	1%	11%	59%	29%
Boys	39	0	12	14	12	0%	32%	36%	32%
SEN Status (E/K/S/P)	8	1	4	3	0	12%	50%	38%	0%
Non SEN Status	82	0	14	41	27	0%	17%	50%	33%
High Needs Funding	0	0	0	0	0	0%	0%	0%	0%

Writing									
	Count	Below PoS	Emerging	Expected	Exceeding	Below PoS	Emerging	Expected	Exceeding
Year 2	90	1	26	51	12	1%	29%	57%	13%
Girls	51	1	10	33	7	1%	20%	65%	14%
Boys	39	0	16	18	5	0%	41%	46%	13%
SEN Status (E/K/S/P)	8	1	4	3	0	12%	50%	38%	0%
Non SEN Status	82	0	22	48	12	0%	27%	59%	14%
High Needs Funding	0	0	0	0	0	0%	0%	0%	0%

Maths									
	Count	Below PoS	Emerging	Expected	Exceeding	Below PoS	Emerging	Expected	Exceeding
Year 2	90	0	12	58	20	0%	13%	64%	22%
Girls	51	0	6	36	9	0%	12%	71%	17%
Boys	39	0	6	22	11	0%	15%	56%	29%
SEN Status (E/K/S/P)	8	0	3	5	0	0%	37%	63%	0%
Non SEN Status	82	0	9	53	20	0%	10%	65%	25%
High Needs Funding	0	0	0	0	0	0%	0%	0%	0%

## Attendance

<b>ALL Years</b>	<b>95.9</b>	<b>270</b>								
			<b>Boys</b>	95.6	141			<b>Girls</b>	96.3%	129
<b>Ever FSM</b>	94.8	5	<b>Non Ever FSM</b>	96.0	265					
<b>Pupil Premium</b>	96.5	7	<b>Non Pupil Premium</b>	97.2	263					
<b>Current FSM</b>	94.8	5	<b>Non Current FSM</b>	96.0	265	<b>SEN</b>	K, A or P	95.7	13	
							E or S	94.2	1	
							<b>All</b>	94.95	14	
							<b>No SEN</b>	96.0	256	

The attendance for SEN children is slightly lower than the whole school by 0.95%.

## Satisfaction of parents of pupils with SEN

93% of parent/carers who report that they are satisfied with the SEN arrangements made by the school for their child at their Review of the SEN Support Plan/EHCP Review.

93% 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 the line with the accessibility planning.

See the Accessibility plan on the school website.

## Equality Objective

See Equality Action Plan on school website

## Review of Interventions run at Thurnham C.E. Infant School during 2022-23

### Language Link – whole school

Language Link Assessment Summary												
Pupils	Assessment Result								Total Pupils Assessed		Pupils Not Assessed	
	● Severe Difficulty		● Moderate Difficulty		● Borderline		● Expected Range		N <sup>o</sup>	%	N <sup>o</sup>	%
	N <sup>o</sup>	%	N <sup>o</sup>	%	N <sup>o</sup>	%	N <sup>o</sup>	%				
Total Non-EAL	5	1.9%	8	3.1%	10	3.9%	138	53.7%	161	62.6%	96	37.4%
Total EAL	0	0%	4	30.8%	2	15.4%	7	53.8%	13	100%	0	0%
Total All	5	1.9%	12	4.4%	12	4.4%	145	53.7%	174	64.4%	96	35.6%

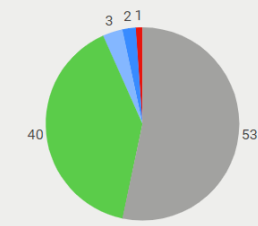
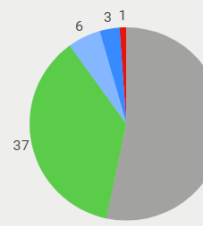
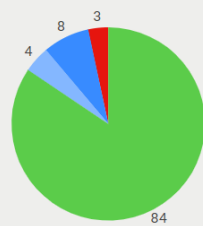
Table shows the number and percentage of pupils identified in the selected year groups within the school at different levels.

#### Primary 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

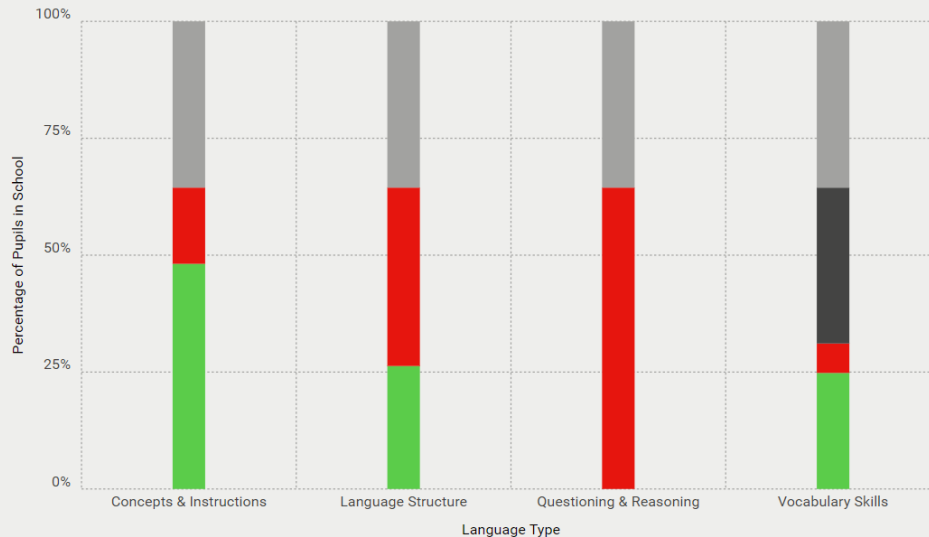
- Severe Difficulty (0 < 6<sup>th</sup> percentile)
- Moderate Difficulty (6<sup>th</sup> < 16<sup>th</sup> percentile)
- Borderline (16<sup>th</sup> < 22<sup>nd</sup> percentile)
- Expected Range (22<sup>nd</sup> – 100<sup>th</sup> percentile)
- Not Marked
- Not Assessed



Charts show Language Link assessment results for each School Year.

#### Primary Language Area Performance for Phase

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##### Key

- Not Assessed
- Not Marked
- Not Applicable
- Some Sections Not Passed
- All Sections Passed

Chart shows language areas where one or more relevant assessment sections were not passed (red) or all relevant assessment sections were passed (green) for the year groups selected in the school. Assessment Sections are grouped by Language Types.

### 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	15	15	0	0	0	0	0	0
Year: Year 1	12	0	0	12	12	0	0	0
Year: Year 2	12	0	0	0	0	0	0	0
Total Identified	39	15	0	12	12	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
62	35	15	12

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

### BOXALL PROGILE 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
Year 2	M	20	12	12	20	7	12	15	17	7	8	0	0	0	3	0	1	1	0	3	1	1	2
Year 2	M	20	10	9	9	7	10	16	18	5	8	2	7	0	3	0	7	7	7	4	0	3	7
Year 1	F	15	5	4	13	5	10	14	18	6	8	0	0	0	1	0	1	0	0	0	0	6	1
Year 1	M	13	8	8	13	5	7	8	8	6	4	9	10	4	3	0	11	9	10	3	1	9	8
Year 2	M	13	7	9	13	6	10	9	14	5	5	4	7	1	6	0	3	6	7	4	5	9	9
Year 1	M	11	5	8	11	4	8	6	12	4	4	5	0	2	10	1	2	5	1	0	1	10	6
EYFS	M	12	7	8	10	4	10	7	14	4	4	8	5	5	14	2	6	11	5	5	2	10	10
Year 1	M	5	5	6	12	5	6	2	8	2	3	8	7	7	8	4	10	12	10	13	6	10	10
Year 1	M	7	6	8	12	2	5	3	5	2	1	8	6	3	11	4	9	12	13	16	8	10	10
		7	7	6	8	7	8	6	7	6	6	7	6	6	9	4	7	7	6	7	4		

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	F	20	12	12	20	8	12	16	19	6	8	1	3	0	0	2	0	0	1	0	0	0	2
Year 2	M	18	11	12	17	8	11	16	19	5	8	0	6	0	0	0	2	2	4	4	0	1	5
Year 1	F	16	9	5	13	7	9	16	19	6	7	2	0	1	1	0	0	0	1	0	0	5	3
Year 2	M	15	11	10	16	7	9	10	14	3	5	1	4	4	11	1	2	5	5	6	8	6	9
Year 1	M	12	8	11	14	6	9	8	10	5	4	2	4	1	6	2	3	6	6	9	3	9	10
Year 1	M	11	7	8	13	5	6	9	11	5	5	4	3	2	9	0	5	1	2	0	0	10	6
EYFS	M	11	7	7	13	5	7	6	9	5	2	11	8	6	15	5	10	10	11	14	5	10	10
Year 1	M	10	5	3	11	5	4	4	9	4	4	8	4	6	7	3	6	4	7	5	7	10	10
Year 1	M	8	6	4	11	5	4	7	11	4	5	8	10	5	11	3	11	10	9	7	0	10	9
		7	6	5	6	5	7	6	6	7	6	6	8	7	7	6	7	6	7	6	4		



There is some improvement in the scoring:

- The data is separated between Development strands on the left-hand side (sections A to J) and the 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

A nurture group ran in Terms 2, 3 and 4. This was for Year 2 pupils. There was a Year 1 Lego and emotions group in Terms 2 -5. There was a Year 2 transition group running in Terms 6.

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 2023-24 (Continue/drop/ Re-train TA/ Select pupils more accurately).
Language Link	Work through the individual Programmes	100% progress all improved score	39	Continue to screen all of Year R on entry With additional staff, re-screen children who have not made expected progress in Year 1 and Year 2. Continue to work with children in to Year 1 and 2 in blocks of the 8 sessions
Speech Link	Work through the individual Programmes	All improved and clearer to understand	62 screened	Continue to screen Year R on entry. Work on Individual Programmes- screen as doing language link
Clever Fingers	Fine motor development	Firmer pencil grip and more control	36	Whole class and 1:4 sessions – develop linking this with gross motor skills as a precursor.
Lego Club	Social interaction	Better social interaction	16	Use of emotional Lego was key. Children were able to discuss and reflect on feelings.
Auditory memory	1:2 /1:1 Programme to develop listening skills	Improved ability to remember instructions	6	50% of children demonstrated an improvement in memory skills within group sessions.
Phonics Intervention	1:3 Little Wande based intervention	All children made at least 70% improvement on starting point	15	Use of LSA on a small group basis was key to this success. A good use of resources.
Speech Bubbles	Developing confidence in language and speech	All children demonstrated a clear development.	16	This was funded externally. We now have trained staff and will run a group within school.
Handwriting Intervention	Developing pencil control and letter formation	75% of children showed improvement in formation.	30	Monitor this as an intervention going forward with introduction of new writing books.
Plus One	1:1 number concepts	Better numeral recognition. May need to run alongside another intervention or be done at home.	20	When followed regularly positive impact. Review needed for starting assessment as this could be informed through Dyscalculia assessments.
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	16	2 members of staff ran daily sessions. 1:1 support ran individual sessions for children. These have really helped regulate children ready for class and within class sessions Led by 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.	Within class, 60% of children demonstrated improved engagement	25	Increased sessions to reach more children in their needs. Link with Nurture has made sure the principles are woven.
Drawing and Talking	A 1:1 therapy session	Children engaged in all sessions.	2	Children now regulated – able to maintain anxiety in class
Nurture Group	2 afternoons / week – same children	80% of children demonstrated improved engagement. These children showed 75% improvement in independence.	18	Year 2 nurture group showed a real impact in coming into school and settled in class.
Year 2 transition Nurture		100% expressed feelings of readiness for new school.	12	An improved transition between infant and junior school.

## SEN Training Record

Name	Course	Date	Cost
Theresa Tezer	Sensory circuits	21.9.22	£37
Sarah O'Brien	Sensory circuits	21.9.22	£37
Claire Lee	EY emotional regulation	21.9.22	£37
Lesley Smith	EY emotional regulation	21.9.22	£37
Nicola Hart	<del>Sensory</del>	<del>15.11.22</del>	<del>£37</del>
Claire Lee	Introduction to working with children with autism in Early Years	29.11.22	£49
Jo Pearce	Promoting positive behaviour	22.11.22	£42
Helen Skinner	Promoting positive behaviour	22.11.22	£42
Hayley	All things visual	7.11.22	£30
Debbie		7.11.22	£30
Deepa	Attention Autism	9.11.22	£30
Josie Crew	Attention Autism	9.11.22	£30
Lynsey	Attention Autism	9.11.22	Free additional place
Rebecca	Dyslexia in Depth	2.2.23	£50
Lucy Roberts, Carolyn Poulton, Andrea Charlton, Claire Lee, Lesley Smith, Clare Cooper	Speech Bubbles – communicate classroom	13.3.23	Free
Whole staff	ASD Awareness – delivered by 5 Acre Wood	24.5.23	£200
Whole Staff	Nurture UK – 6 principles of Nurture	17.4.23	Nurture UK credits
Andrea Charlton Claire Lee	Autism and Girls	12.6.23	£60
Deepa Soragi	Promoting Positive behaviour	19.6.23	£30
Whole Staff	Proact training	17.7.23	£200