

SEN/SEND Provision Annual Evaluation Report

2021-2022

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The SEN Governor is Mrs Becky M^cKintosh 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	2	2	0	0	0	1
Year 1	4	0	0	0	0	1
Year 2	6	0	1	0	0	1
TOTAL	Total SEN support: 14 EHCP 1=15 (6%of roll)			SEND total: 3 (1% of the roll)		
Total SENS and SEND)	18 (7% of school roll)					

Role 270

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

Our greatest need type is Communication and Interaction

The National average for incidence of SSEN/EHCP is 1.4% for primary. At Thurnham CE Infant School this is currently 18 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
18 (7% of school roll)	8 (3% of school role)	2 (0.74% of roll)

Funding 2021–2022

Formula Budget 2022/23				
		Pupils	Rate	Total
Factor 1	Basic Entitlement Primary	270	£3,192.00	£861,840
	Total Basic Entitlement Funding			£861,840
Factor 2	Deprivation FSM - Primary	9.0	£470.33	£4,233
	Deprivation Ever 6 FSM (Notional SEN Factor) - Primary	10.0	£345.00	£3,450
	Deprivation IDACI Band F (Notional SEN Factor) - Primary	4.0	£220.16	£884
	Deprivation IDACI Band E (Notional SEN Factor) - Primary	0.0	£270.19	£0
	Deprivation IDACI Band D (Notional SEN Factor) - Primary	0.0	£420.30	£0
	Deprivation IDACI Band C (Notional SEN Factor) - Primary	0.0	£460.33	£0
	Deprivation IDACI Band B (Notional SEN Factor) - Primary	0.0	£490.35	£0
	Deprivation IDACI Band A (Notional SEN Factor) - Primary	0.0	£640.45	£0
	Total Deprivation Funding			£8,567
Factor 4	English as an additional language (Notional SEN Factor) - Primary	16.6	£565.40	£9,381
Factor 6	Low cost, high incidence SEN (Notional SEN Factor) - Primary	65.8	£1,130.80	£74,394
Factor 7	Lump Sum (Partial Notional SEN Factor) - Primary			£6,303
				£5,641
				£121,388

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 2021/22 there were 3 pupils receiving additional funding from the local authority equalling April 21 to March 22 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 in Year 1 and year 2 – Obtained the Benchmark

	2018	2019	2020	2021	2022 Year 1	2022 Year 2
SENS	2 100%	5 0%	NO SCREENER COVID-19	NO SCREENER COVID-19	4 pupils 25%	6 pupils 67%
SENS with HNF	0	1 0%			0	0
SEND without HNF	0	1 100%			1	1 100%
SEN with EHCP	1 100%	0			0	1 pupil 0%
All pupils	88 96%	90 87%			90 88%	90 pupils 97%
Non SEN	88 96%	85 91%			86 93%	83 pupils 100%

	2019	2020	2021	2022
Pupils meeting benchmark	87% 78 pupils	NO SCREENER	NO SCREENER	88% 79 in Year 1 97% by the end of Year 2

Attainment Term 6 2021-22 SENS pupils – compared to non SENS

End of 2022 Thurnham C of E Infant School outcomes

Early Years Foundation Stage Profile 2022
School Report

For each Early Learning Goal, please identify the percentage of pupils in the school at each level in 2022.

Percentage of all pupils at each level for each Early Learning Goal

Early Learning Goal	Percentage	Number
Communication and Language		
Listening, Understanding and Responding	13.33	48/27
Speaking	3.33	16/24
Physical Development		
Fine Motor Skills	13.33	48/27
Physical Skills	13.33	48/27
Building Foundations	11.11	40/28
Personal, Social and Emotional Development		
Managing Feelings	13.33	48/27
Self-Confidence	13.33	48/27
Building Relationships	11.11	40/28
Literacy		
Comprehension	13.33	48/27
Spelling	13.33	48/27
Reading	11.11	40/28
Mathematics		
Number	13.33	48/27
Shape and Space	11.11	40/28
Understanding the World		
People and Places	13.33	48/27
History, Culture and Communities	13.33	48/27
The Natural World	11.11	40/28
Expressive Arts and Design		
Creating with Imagination	13.33	48/27
Being Imaginative and Expressive	11.11	40/28

Achieved a Good Level of Development: 8

Percentage of pupils not assessed: 0

1. Excludes children who have not been assessed in this area, which includes all pupils in the year.
2. Represents the number of 100 hours teaching.
3. Represents the number of children who have achieved a Good Level of Development (GLD). Please be aware that the reported number for GLD is the number of children who have achieved a Good Level of Development (GLD) in any of the seven areas of learning: Communication and Language, Physical Development, Personal, Social and Emotional Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

Percentage of boys at each level for each Early Learning Goal

Early Learning Goal	Percentage	Number
Communication and Language		
Listening, Understanding and Responding	16.67	30/21
Speaking	3.33	6/21
Physical Development		
Fine Motor Skills	16.67	30/21
Physical Skills	16.67	30/21
Building Foundations	13.33	25/21
Personal, Social and Emotional Development		
Managing Feelings	16.67	30/21
Self-Confidence	16.67	30/21
Building Relationships	13.33	25/21
Literacy		
Comprehension	16.67	30/21
Spelling	16.67	30/21
Reading	13.33	25/21
Mathematics		
Number	16.67	30/21
Shape and Space	13.33	25/21
Understanding the World		
People and Places	16.67	30/21
History, Culture and Communities	16.67	30/21
The Natural World	13.33	25/21
Expressive Arts and Design		
Creating with Imagination	16.67	30/21
Being Imaginative and Expressive	13.33	25/21

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Percentage of girls at each level for each Early Learning Goal

Early Learning Goal	Percentage	Number
Communication and Language		
Listening, Understanding and Responding	11.11	18/28
Speaking	3.33	6/28
Physical Development		
Fine Motor Skills	11.11	18/28
Physical Skills	11.11	18/28
Building Foundations	8.89	15/28
Personal, Social and Emotional Development		
Managing Feelings	11.11	18/28
Self-Confidence	11.11	18/28
Building Relationships	8.89	15/28
Literacy		
Comprehension	11.11	18/28
Spelling	11.11	18/28
Reading	8.89	15/28
Mathematics		
Number	11.11	18/28
Shape and Space	8.89	15/28
Understanding the World		
People and Places	11.11	18/28
History, Culture and Communities	11.11	18/28
The Natural World	8.89	15/28
Expressive Arts and Design		
Creating with Imagination	11.11	18/28
Being Imaginative and Expressive	8.89	15/28

Achieved a Good Level of Development: 8

Percentage of girls not assessed: 0

1. Excludes children who have not been assessed in this area, which includes all pupils in the year.
2. Represents the number of 100 hours teaching.
3. Represents the number of children who have achieved a Good Level of Development (GLD). Please be aware that the reported number for GLD is the number of children who have achieved a Good Level of Development (GLD) in any of the seven areas of learning: Communication and Language, Physical Development, Personal, Social and Emotional Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

YEAR 1

Reading									
	Count	Below	On Track	Above	On Track & Above	Below	On Track	Above	On Track & Above
Year 1	90	26	48	16	64	29%	53%	18%	71%
Girls	50	13	26	11	37	26%	52%	22%	74%
Boys	40	13	22	5	27	33%	55%	13%	68%
SEN Status	4	3	1	0	1	75%	25%	0%	25%
Non SEN Status	86	23	47	16	63	27%	55%	19%	73%
Non PP & Non SEN	83	23	44	16	60	28%	53%	19%	72%
Writing									
	Count	Below	On Track	Above	On Track & Above	Below	On Track	Above	On Track & Above
Year 1	90	34	54	2	56	38%	60%	2%	62%

Girls	50	16	32	2	34	32%	64%	4%	68%
Boys	40	18	22	0	22	45%	55%	0%	55%
SEN Status	4	3	1	0	1	75%	25%	0%	25%
Non SEN Status	86	31	53	2	55	36%	62%	2%	64%
Non PP & Non SEN	83	31	50	2	52	37%	60%	2%	63%
Maths									
	Count	Below	On Track	Above	On Track & Above	Below	On Track	Above	On Track & Above
Year 1	90	29	53	8	61	32%	59%	9%	68%
Girls	50	18	28	4	32	36%	56%	8%	64%
Boys	40	11	25	4	29	28%	63%	10%	73%
SEN Status	4	3	1	0	1	75%	25%	0%	25%
Non SEN Status	86	26	52	8	60	30%	60%	9%	70%
Non PP & Non SEN	83	26	49	8	57	31%	59%	10%	69%

YEAR 2

Reading									
	Count	Below	On Track	Above	On Track & Above	Below	On Track	Above	On Track & Above
Year 2	90	18	45	27	72	20%	50%	30%	80%
Girls	50	10	26	14	40	20%	52%	28%	80%
Boys	40	8	19	13	32	20%	48%	33%	80%
SEN Status (E/K/S/P)	7	5	1	1	2	71%	14%	14%	29%
Non SEN Status	83	13	44	26	70	16%	53%	31%	84%
Pupil Premium	3	1	2	0	2	33%	67%	0%	67%
Non PP & Non SEN	83	13	44	26	70	16%	53%	31%	84%
Writing									
	Count	Below	On Track	Above	On Track & Above	Below	On Track	Above	On Track & Above
Year 2	90	29	58	3	61	32%	64%	3%	68%
Girls	50	16	31	3	34	32%	62%	6%	68%
Boys	40	13	27	0	27	33%	68%	0%	68%
SEN Status (E/K/S/P)	7	6	1	0	1	86%	14%	0%	14%
Non SEN Status	83	23	57	3	60	28%	69%	4%	72%
Non PP & Non SEN	83	23	57	3	60	28%	69%	4%	72%
Maths									
	Count	Below	On Track	Above	On Track & Above	Below	On Track	Above	On Track & Above

Year 2	90	17	52	21	73	19%	58%	23%	81%
Girls	50	10	29	11	40	20%	58%	22%	80%
Boys	40	7	23	10	33	18%	58%	25%	83%
SEN Status (E/K/S/P)	7	3	4	0	4	43%	57%	0%	57%
Non SEN Status	83	14	48	21	69	17%	58%	25%	83%
Non PP & Non SEN	83	14	48	21	69	17%	58%	25%	83%

Attendance

				Percentage Attendance			Nos of pupils (with marks)		
ALL Years	95.4	269		Boys	95.4	132	Girls	95.4	137
Ever FSM	96.9	7		Non Ever FSM	95.3	262	In Care		0
Pupil Premium	96.7	10		Non Pupil Premium	95.3	259	Summer Born	95.4	97
Current FSM	96.9	7		Non Current FSM	95.3	262	SEN	95.2	14
							K, A or P	88.1	1
							E or S	95.4	254
							No SEN		

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

See the Accessibility plan on the school website

Equality Objective

See Equality Action Plan 2021-22 on school website

Review of Interventions run at Thurnham C.E. Infant School during 2021-22

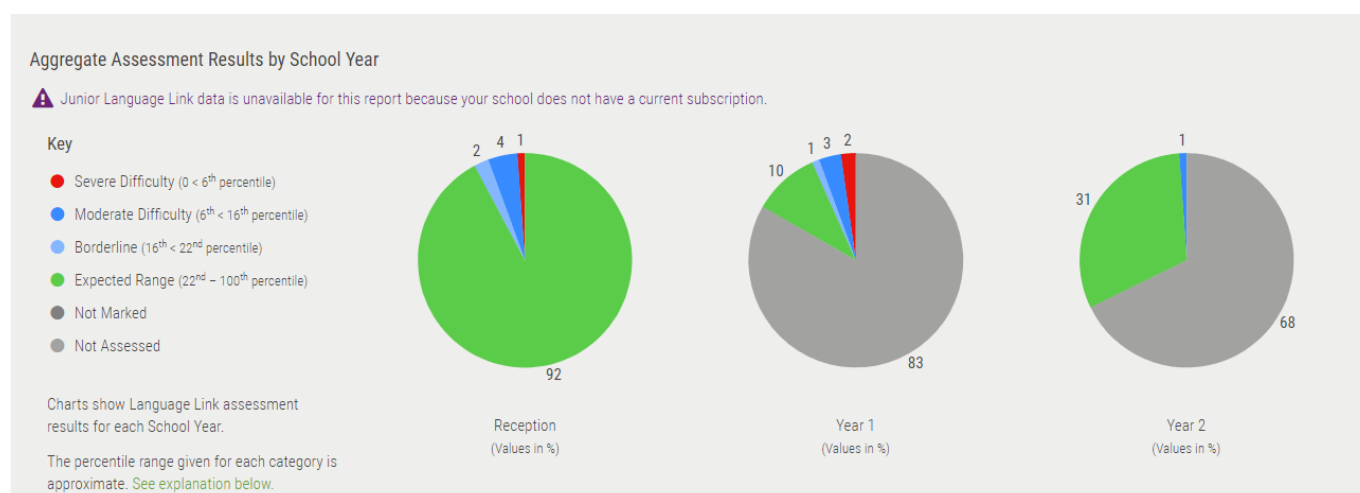
Language Link – whole school

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		N°	%	N°	%	
	N°	%	N°	%	N°	%	N°	%					
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%	

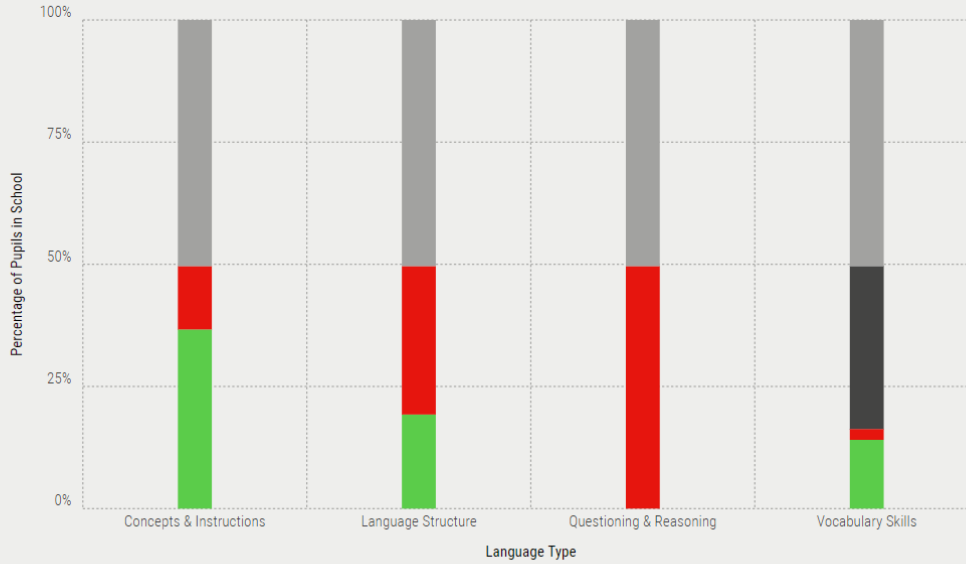
Table shows the number and percentage of pupils identified in the selected year groups within the school at different levels.

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



Language Area Performance for Phase

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



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 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

i 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
	N°	N°	N°	N°	N°	N°	N°	N°
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.

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

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	A	B	C	D	E	F	G	H	I	J	Q	R	S	T	U	V	W	X	Y	Z	De v	Dia g
Year 2	1	1	8	1	6	1	1	1	7	8	3	3	0	0	1	0	0	0	0	0	3	3
Year 2	1	9	9	1	6	1	1	1	6	8	2	4	1	1	0	2	1	1	0	4	4	6
Year 2	1	1	1	1	7	1	1	1	7	7	1	1	0	0	0	2	1	0	0	0	0	1
Year 2	2	9	9	1	6	1	1	1	6	6	5	2	2	0	1	3	1	0	0	0	4	4
Year 1	1	4	6	8	5	7	5	8	3	3	7	9	4	1	5	5	1	1	1	8	10	10
Receptio n	1	9	7	1	4	9	1	1	8	8	8	1	0	7	4	4	5	0	0	0	8	5
Receptio n	1	1	9	1	6	8	1	1	6	4	8	3	2	8	1	2	7	6	7	3	7	10
Receptio n	1	8	7	1	4	7	8	1	4	4	8	2	4	1	0	6	6	1	1	0	10	5
Receptio n	1	1	9	1	6	1	8	9	4	5	0	3	2	1	1	3	5	6	5	7	6	9
Year 1	1	4	6	1	6	8	7	1	4	3	4	4	3	9	0	4	3	3	3	5	10	9
Year 1	1	6	1	1	7	7	6	1	5	3	2	5	1	1	0	2	5	8	6	5	8	9
Year 2	1	1	1	1	8	1	1	2	8	8	6	9	3	1	2	1	4	7	3	1	5	9
	9	7	5	8	9	7	8	8	5	7	1	8	9	9	7	1	8	6	5	7		

Term 6

Year group	A	B	C	D	E	F	G	H	I	J	Q	R	S	T	U	V	W	X	Y	Z	De v	Dia g
Year 2	1	9	7	1	5	1	1	1	7	8	2	4	0	0	1	1	0	0	0	0	5	3
Year 2	1	1	1	1	7	1	1	1	7	6	1	4	0	3	1	1	2	1	1	1	2	4
Year 2	1	1	9	1	6	1	1	1	6	6	5	4	0	0	0	4	4	0	0	0	4	4
Year 2	2	1	1	1	8	1	1	1	8	7	2	3	1	1	0	1	0	1	0	0	0	4
Year 1	1	1	1	1	6	1	1	1	5	4	4	9	2	1	2	5	1	1	1	8	7	10
Receptio n	1	6	7	1	5	1	1	1	7	4	5	3	1	0	6	2	6	3	3	0	7	8
Receptio n	1	1	1	1	7	1	7	1	4	3	7	6	6	1	3	1	4	1	1	1	7	10
Receptio n	1	6	7	9	5	7	6	7	4	4	9	3	6	1	6	1	5	7	1	9	3	10
Receptio n	1	9	1	1	6	1	8	8	6	4	1	5	1	3	0	2	1	0	8	6	8	8
Year 1	1	9	1	1	7	9	8	1	6	4	3	4	3	9	1	2	2	2	5	1	6	9
Year 1	1	8	9	1	7	9	7	1	6	4	1	0	0	6	0	1	2	2	3	2	6	5
Year 2	1	1	1	1	8	1	1	2	8	8	6	9	3	1	2	1	4	7	3	1	5	9

	8	6	3	6	6	6	7	9	3	9	9	1	8	9	8	8	1	8	7	6		
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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

Interventions run in school 2021/2022

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 2022-23 (Continue/drop/ Re-train TA/ Select pupils more accurately).
Language Link	Work through the individual Programmes	100% progress all improved score		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
Precision Monitoring	To be able to recognise phase 3 single letter sounds	All improved their scores and made progress	2	Not used as much once Little Wandle introduced as has individual catch up sessions
	To be able to count fluently in 2s, 5s and 10s		2	
	HFW		4	
Alphabet	To be able to say and sort the letters of the alphabet in the correct order	90% able to fluently recall and order the alphabet in under 2 minutes	21	Important skill for all – more alphabet work included in Little Wandle programme

Phonics Support Group	To become more secure with phase 3 and then phase 5 gpcs.		15	
Phonics Flashcards	To become more secure with phase 3 and phase 5 gpcs and to achieve the phonics screening threshold in December.	80% went on to meet phonics screener threshold	15	All come into the Little Wandle Keep up and Catch up sessions now
Phonics Catch Up sessions	To become more secure with phase 3 and phase 5 gpcs and to achieve the phonics screening threshold in December.	89% went on to meet phonics screener threshold	18	
Phonological awareness Syllable segmentation and rhyme.	To count syllables in words and to complete a rhyming string for cvc word.	All able to segment and rhyme	8	
Sensory Circuits	To be more focused during lesson inputs in order to achieve full learning potential.	Children able to regulate better when went into class	16	Want to re-introduce into the Hall before school as was Pre-pandemic rather than individual classes taking sessions as we are now
Clever Fingers Group	To improve strength and dexterity which will lead to improved fine motor skills such as handwriting and using scissors.	Improvement in fine motor skills and letter formation	36	These are important and tent to take place first thing in the am when the children come into school
Handwriting Group/ Letter formation	I can form letter families correctly, with	Better letter formation	40	Children's fine motor skills have been impacted – the Clever finger groups help

	a lead in and lead out stroke c, a, d, g, q, o, e, s, f			with these – as do the BEAM and gross motor skill sessions
Reading Support Using parents and other adults	To become more fluent and confident with reading.	Increased reading fluency and confidence	40	Being able to have adults back into school has had a positive impact and now we have additional adults to listen to and support individual reading
TRUGs Reading support group Term1 only until Little Wandle	To increase reading fluency	Children all love the Trugs games-made increased gains in blending and word recognition	36	Had to stop using when moved to Little Wandle as concerns about fidelity Would like to reintroduce these as they worked in so many different ways
Maths Support	To be able to differentiate between teens numbers and tens numbers eg 17/70 A range of interventions across the school and year	All children increased their mathematical and number skills	40	Continue to use the Dyscalculia book to help plan small step interventions All children who find number concepts and recognition challenging are supported in some intervention through the year
Language Link interventions	To Learn the rules for good listening	Mrs Poulton 1:4 8 x Sessions 25 mins	4 per group Of 8 sessions Sessions ran throughout the year	These are really important sessions which help close gaps in language concepts – they are n
Nurture Group Term 2 Section B To Participate Constructively Questions 14/21/26 Awareness of happenings Genuine interest in another child's activity Reasonably well organised in assembling materials and clearing away. Term 3	I will be more settled and ready to learn in class.	Year 2: Tuesday and Thursday afternoons Year 1: Wednesday afternoon	6 children in the nurture provision at one time- the children 'leave' when ready 12 children have been part of the nurture until term 6 In term 6 - an additional 18 children took part in the Year 2 transition	Continue the Nurture set up. One of the practioners has left so next year we will need to train our new member 2 sessions for Year 2 and one Lego Nurture/emotions session for Year 1 worked well

<p>To improve emotional wellbeing Strands F and Q to be followed. F Emotionally Secure Q Disengaged</p> <p>To improve emotional wellbeing (Term 5) Strand Q Question 25 Sharing a Pleasurable activity.</p> <p>Term 6 Nurture Transition Support</p>				
LW Phonics (1)	To be able to read words containing Phase 3 GPCs and to be able to write some words containing Phase 3 GPCs.	All children progressed through the LW sessions	6	Continue to use the LW sessions and the new ones being released in Sept 2022
LW Phonics (2)	To be able to read and write words containing all Phase 5 GPCs		18	
I Can Read	To increase reading fluency	Daily at home	4	This helps with regular repetition – not used as much due to LW
<u>HFW / CEW</u> Daily practice of recognising and reading a set of 5 Year 2 CEW which I do not know. Read 5 words each day. Year2	I need to read 40 Year 2 CEW by the end of Term 4		11	Used as a booster initially but not as much when LT introduced

Single letter GPC recognition <u>Year 1</u>	I will be able to recognise all of the single letter GPCs	As above	6	As above
Mental maths fluency	To increase mental fluency and be able to count fwds and backwards in 2s, 5s and 10s. To be able to count on and back in 10s from any number.	Year 2	8	Children needed some additional sessions to help them feel more confident
Sentence Writing Group	To be able to rehearse a sentence orally, write it with correct punctuation and good spelling and check once written.	Mrs T In Year 2	6 in a group	Gave children confidence and support – able to rehearse and be supported in a quiet space
BEAM	To improve core strength and balance. To complete block A.	1:4 in a group Across the school	Varied throughout the year	Important to help develop Core stability and gross motor strength
Comprehension	To improve comprehension skills, using pictures initially. To be able to demonstrate reading comprehension skills as part of reading. To have reached High WTS or Low EXS in reading at end of KS1.	Year 2	20	Helped with answering comprehension questions Additional support and skills to enable them to be able to work independently
Nurture Group (Term 6)	To support wellbeing and transition with	Mrs Tezer and Mrs Poulton	Jacob Ted Rose Freya	To support transition for all children into Year 3 discussing change and any individual concerns.

	discussions surrounding Friendships Emotions & Feelings Change (social story) Visiting Roseacre		Ethan James Sam	
<p><u>Social Interventions</u></p> <p>Games involving turn taking. Show and tell, involving turn taking and listening to others. Social skills board games Circle time activities</p>	<p>1. To be able to wait for my turn when playing a game in a small group.</p> <p>2. To know when it is my turn to speak.</p> <p>3. To demonstrate good listening skills using my own body language.</p> <p>4. To respond to other children's ideas</p> <p>5. To be confident to share my own ideas and suggestions with my peers in a larger group.</p>	EYFS	14	<p>Children in EYFS needed more support in Social Emotional and Social interaction. They did not all attend Pre-school</p> <p>They have increased their abilities to take turns and listen to each other</p>
<p><u>Social stories</u></p> <p>Individualised social stories for children to understand situations they may encounter</p>	To help prepare for changes			Will continue as children need their own individualised support
	I will use the sensory items when needed to help me regulate		A range of children across the school	

XX's Brilliant Book A special book where XX chooses which things to put in.	I will include all the brilliant things I do	4		Every class has their own calm box and range of regulatory items
Individual support Use of a fidget toy Visual cues Lego club Exit card	I can hold onto my words so that I don't stop other people learning	A whole range of children found tht		
Individual support Fill my bucket lego bricks- to collect all the bits to make the model	I will be able to participate in lessons and show perseverance			
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
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
Thrive	A 1:1 well being programme – generated after a screener and personalised programme.	Mrs C ran some 1:1 Thrive- great impact on well being	20	Support and intervention continues to be key Thrive practioner given more time to support more pupils next year
Talking and Drawing	A 1:1 therapy session	LA ran the sessions	4	Children now regulated – able to maintain anxiety in class

SEN Courses / Training - attended this year		
Candidate	Course Name	Date

RG	EY Emotional Regulation	21.04.21
D B	EY Emotional Regulation	21.04.21
A C	Dyscalculia Awareness	28.04.21
EP	SEND Updates	27.05.21
S V	How to monitor Geography using a deep dive approach	23.06.21
M S	Colourful Semantics	23.06.21
D B	Colourful Semantics	23.06.21

SS	Colourful Semantics	23.06.21
SC	Supporting children with SEN in Yr R	30.06.21
LP	SEND Updates	15.07.21
KB	Dyslexia awareness (FAW)	13.10.21
LA	Dyslexia awareness (FAW)	13.10.21
LA	Autism and girls (FAW)	15.10.21
HS	Strategies to support the struggling reader	20.10.21
LA	Dyslexia in Depth	11.11.21
CP	Dyslexia in Depth	11.11.21
AC	Attachment & Trauma	17.11.21
EP	SEND Updates	18.11.21
SS	Autism & Anxiety	25.11.21
HS	Autism & Anxiety	25.11.21
TT	Autism & Anxiety	25.11.21
SS	Questioning	01.12.21
JP	ADHD - Girls with Autism	01.02.22
LA	ADHD - Girls with Autism	01.02.22
EP	Countywide SENCO Forum	24.03.22
SS	National Nurturing Schools Programme	31.03.22

EP	Maidstone STLS Conference	27.04.22
CP	Maidstone STLS Conference	27.04.22
LB	Phonics for SEND	28.04.22
JP	Demand Avoidant Profiles	09.05.22
LA	Demand Avoidant Profiles	09.05.22
LB	Sensory	13.05.22
LA	ADHD Training	18.05.22
LB	SLCN	19.05.22
EP	Countywide SENCO Forum	26.05.22
AC	The Sensational Classroom	17.05.22
CC	The Sensational Classroom	17.05.22
CC	Right here, right now	08.06.22
CC	Relate-Rupture-Repair	23.06.22