




There is lots of information about special educational needs and disabilities (SEND) that the school is required to publish, including how we identify and meet the needs of pupils with additional needs. This information can be found in our SEND Policy, which is published on our school website and contains all the information parents should need about our SEND processes, click the link for more information [SEND Policy](#). If however, you need clarification or have any questions please contact the SENCo (Mrs V. Fresneda Alcala).


The purpose of this report is to **provide a snapshot of SEND at the school for 2021-22**. The SENCo produces this report every year.


The SEND Team at the Discovery School

- 
Miss T. Gobell – Head Teacher
 (National Award for Special Educational Needs, Post Graduate Certificate in SEN and Diploma in SEN).

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Mrs V. Fresneda Alcala – SENCo
 (National Award for Special Educational Needs and Post Graduate Certificate in SEN)

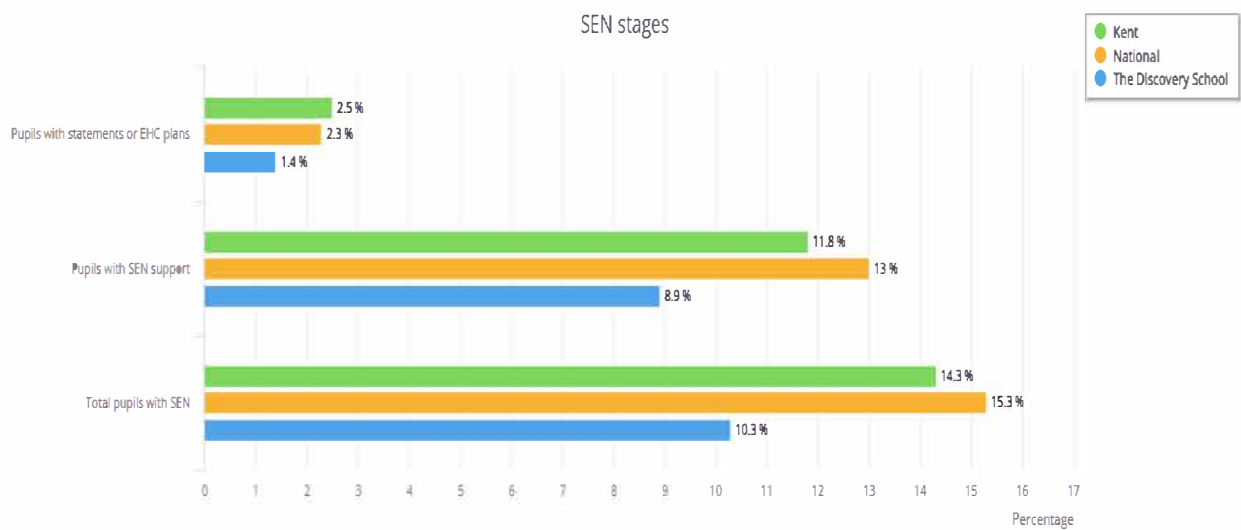
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Miss P. Mones – SENCo Assistant
 MSc Psychology of Education.

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Mrs A. Lihou – Mental Health and Wellbeing Manager
 (Post Graduate Certificate in Therapeutic Play, Diploma in Child Counselling).

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SEN Key Workers and Specialist Teaching Assistants - (Individual Pupil Support)

1. School Profile

For the 2021-22 Academic year, the school identified 66 **children on the SEND Register**. This represents 10% of the school population (the national average stands at 15%). Of these 66 children, 6 have **Education, Health and Care Plans**, representing 1% of the school population (national average 2%). Find below a comparison of the percentage of SEN stages and SEN needs in The Discovery School to Kent and National average.





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The school has a low proportion of children identified as SEND according to the definition in our policy. However, we do not believe that the school has a low amount of need and that instead our excellent core offer of support enables us to avoid identifying those children as needing additional and different provision. For example, a child with Dyslexic difficulties may not need to be identified on the SEND register as the high quality teaching, excellent in class strategies and widely available interventions that they are able to achieve their potential and make good progress without any highly specific or highly tailored adult support.

We group these children according to their main area of need (more information on what each area covers can be seen in the SEND Code of Practice). The spread is as follows:

Area of Need - Code of Practice	SEN Support			EHCP			High Needs Pupils		
	EYFS	KS1	KS2	EYFS	KS1	KS2	EYFS	KS1	KS2
Cognition and Learning	0	4	18	0	0	2	0	0	3
Communication & Interaction	8	12	10	0	1	2	1	3	2
Physical and/or Sensory (including medical needs.)	0	2	2	0	1	0	0	2	1
Social Emotional and Mental Health	1	0	3	0	0	0	1	0	1
Complex needs	0	0	0	0	0	0	0	0	0
Total :	60			6			14		

**High Needs Pupils indicates that pupils are in receipt of additional funding; they may be on the register at SEN Support or EHCP level.*

Identification of pupils with SEND is in line with our [SEND Policy](#). Following identification of SEND, the SENCo would work with class teacher, parents and other professionals to establish a programme of support for the child, detailed in a provision plan. This is reviewed regularly throughout the year.



2. Additional funding

In the 2021-2022 academic year, the school received £110,602 of budget for Low cost-high incidence SEN from the government. This is funding for the school to meet the special educational needs of *all* pupils in the school. However, if a child is identified as needing support that exceeds £6000, we can claim for additional money to enable that support, called 'High Needs Funding'.

In 2021-22 academic year, the school made claims for High Needs Funding to Kent County Council for 5 children with EHCPs and 9 children at SEN Support, all claims totalled £129,320. Therefore £108,000 of our notional SEND budget is utilised supporting these 14 high needs children.

The SEND department is not responsible for the management of the Pupil Premium budget but works alongside the Head teacher in managing the provision for those pupils with SEND that are also in receipt of the pupil premium grant (10 children).

3. Outcomes for Pupils with SEND.

School data is compiled in a document called ASP, which is produced by the government every November and allows schools to compare their SATS data with other schools nationally. Although statutory assessments took place in the Summer Term 2022, the Department for Education (DfE) recognised that the impact of school closures due to Covid 19, made the reliability of the data across England and Wales variable.

KS2 Attainment 2021-2022	Reading	Writing	SPaG	Maths	RWM Combined
	% AE+	% AE+	% AE+	% AE+	%AE
<i>National Average (All children)</i>	74%	69%	72%	71%	59%
<i>School Non-SEND (81)</i>	91%	94%	95%	91%	85%
<i>School SEND Support (11)</i>	36%	45%	36%	63%	27%
<i>School SEND EHCP (1)</i>	0%	0%	100%	0%	0%



4. Progress of Pupils with SEND for the 2021-22 academic year

In this section, we consider the academic progress of pupils with SEND and compare that to pupils without SEND, however the school feels that this information is not a helpful indicator of the progress of SEND pupils. Ofsted’s research from May 2021, into SEND suggested that ‘As some pupils with SEND may need longer to master particular areas of the curriculum, schools and parents have difficult decisions to make about how to enable learning while also working to ensure that the pupils are included in school life.’ Therefore, the progress of SEND pupils here is identified as progress against individual targets highlighted on pupils’ individual provision plans.

Pupil Need Type	SEND Level		On Track to achieve outcomes		Individual targets achieved	
Cognition and Learning	SEN Support (K)	22	EYFS		EYFS	
			KS1	67%	KS1	83%
			KS2	100%	KS2	100%
	EHCP	2	EYFS		EYFS	
			KS1		KS1	
			KS2	100%	KS2	
	High Needs Pupils (SEN support/ non EHCP)	3	EYFS		EYFS	
			KS1	100%	KS1	80%
			KS2		KS2	
Communication & Interaction	SEN Support (K)	30	EYFS	100%	EYFS	100%
			KS1	100%	KS1	100%
			KS2	100%	KS2	70%
	EHCP (E)	3	EYFS		EYFS	
			KS1	100%	KS1	100%
			KS2	100%	KS2	80%
	High Needs Pupils (SEN support/ non EHCP)	6	EYFS	100%	EYFS	100%
			KS1	90%	KS1	88%
			KS2		KS2	



Physical and/or Sensory (including medical needs.)	SEN Support (K)	4	EYFS		EYFS	
			KS1	100%	KS1	100%
			KS2	100%	KS2	100%
	EHCP (E)	1	EYFS		EYFS	
			KS1	100%	KS1	100%
			KS2		KS2	
	High Needs Pupils (SEN support/ non EHCP)	2	EYFS		EYFS	
			KS1	100%	KS1	100%
			KS2	100%	KS2	75%
Social Emotional and Mental Health	SEN Support (K)	5	EYFS		EYFS	
			KS1	80%	KS1	50%
			KS2	50%	KS2	50%
	EHCP (E)	0	EYFS		EYFS	
			KS1		KS1	
			KS2		KS2	
	High Needs Pupils (SEN support/ non EHCP)	2	EYFS	100%	EYFS	80%
			KS1		KS1	
			KS2	100%	KS2	71%

5. Attendance of Pupils with SEND

	Attendance of SEN Support pupils	Attendance of pupils with EHC Plans	Attendance of non-SEND Pupils
2021-22 Academic Year	91%	94%	93%

6. Exclusions

There were no exclusions during the 2021-22 academic year.

7. Transition to secondary school for pupils with SEND

The SENCo supported transitions for SEND pupils to secondary schools. Specialist teaching Services were accessed to support these children ASD Transition Support as well as SEMH. Other transitions were done virtually or by phone with secondary schools.

Destinations for Year 6 Leavers 2022

Mainstream High School	Independent School	Selective High School	Specialist Resource Provision	Special School
11	1	0	0	0

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

Accessibility Plan Target	Key Actions	Outcomes / Impact
<ul style="list-style-type: none"> Increase access to the outside curriculum for pupils with a disability 	<ul style="list-style-type: none"> Additional staff recruited and deployed to meet the needs of pupils with acute medical and physical needs. High needs funding utilised to enable this. Flexibility in staffing means that all pupils with disabilities are able to access off-site curriculum activities (e.g. swimming, school trips). Robust risk assessments enable staff to plan for inclusion. Forest School site moved onto the school grounds so that the school has autonomy over accessibility. Work with parents and other outside agencies facilitates access. 	<ul style="list-style-type: none"> Outdoor learning offers opportunity of enrichment activities for children with SEND. Staff understand specific children's needs. Pupils are provided with the specific resources to enable them to access the outside curriculum

<ul style="list-style-type: none"> SEND - Pupils with SEND will achieve exceptionally well against individualised targets 	<ul style="list-style-type: none"> Tracking system as well as SENCo surgeries provided to support teaching and support staff. SENCo attending medical appointments and/or TAC meetings to be able to set robust personalised plans for children with SEN Multi—agency approach in school enables expertise to be utilised and needs to be quickly met. Strategic and flexible deployment of staff to ensure the needs of the most vulnerable pupils are met. Regular and systematic parent review meetings undertaken SENCO moderation of assessment judgements and case studies explored. 	<ul style="list-style-type: none"> <i>The vast majority of children with SEND will make outstanding progress regardless of relative starting points.</i>
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9. An evaluation of the Equality Objective (if it relates to SEN and disability)

Objective 4: Pupils with SEND achieve exceptionally well against individualised targets

The progress of children against their individualised targets can be seen in section 4, above. We believe that we set challenging and robust targets and that the outstanding provision enables children to make excellent progress.

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

The school uses specialist software to plan and track the additional provision put in place to support all its pupils. The impact of the interventions in each of the four areas of need can be seen below, separated into pupils with no identified SEND, identified on the register at SEN Support (K) and those with EHCPs (E) who were part of a group intervention. (High needs pupils’ individualised interventions are not included in these calculations).

Interventions by Area of need:

Cognition and Learning- Intervention costs and outcomes

Cognition and Learning Needs	168	27,277.03	0.14 Progress as expected	
	168	27,277.03	0.14 Progress as expected	
E	6	1,116.93	-0.04 Progress as expected	
	6	1,116.93	-0.04 Progress as expected	
K	39	13,818.83	-0.10 Progress as expected	
	39	13,818.83	-0.10 Progress as expected	
Total	213	42,212.79	0.07 Progress as expected	

Communication and Interaction – Intervention costs and outcomes

Category	Pupils	Cost	Average outcome
Communication and Interaction Needs	5	60.15	0.75 More progress than expected
	5	60.15	0.75 More progress than expected
K			
Communication and Interaction Needs	11	208.05	0.57 More progress than expected
	11	208.05	0.57 More progress than expected
Total	16	268.20	0.61 More progress than expected

Physical and/or Sensory - Intervention costs and outcomes

Category	Pupils	Cost	Average outcome
Sensory and/or Physical Needs	2	155.57	0.00 Progress as expected
	2	155.57	0.00 Progress as expected
E			
Sensory and/or Physical Needs	3	233.36	-0.33 Progress as expected
	3	233.36	-0.33 Progress as expected
K			
Sensory and/or Physical Needs	9	754.82	0.00 Progress as expected
	9	754.82	0.00 Progress as expected
Total	14	1,143.75	-0.07 Progress as expected

Social Emotional and Mental Health - Intervention costs and outcomes

Category	Pupils	Cost	Average outcome
Social, Emotional and Mental Health Difficulties	14	448.79	0.50 More progress than expected
	14	448.79	0.50 More progress than expected
E			
Social, Emotional and Mental Health Difficulties	5	697.98	0.22 Progress as expected
	5	697.98	0.22 Progress as expected
K			
Social, Emotional and Mental Health Difficulties	15	2,450.74	0.15 Progress as expected
	15	2,450.74	0.15 Progress as expected
Total	34	3,597.50	0.27 Progress as expected

*Personalised interventions for those with SEMH difficulties provided by our Mental Health and Wellbeing Manager are not included in this calculation.

11. Actions arising from evaluation for 2021/2022:

- Increased connection and communication with parents through informal methods alongside the Family Liaison Officer .
- Provide Precision teaching refresher training to all staff to close the learning gap.
- Research the impact on how Metacognitive strategies can support children with Special Educational Needs.
- Increased access to the SENCO for all staff, teaching and support staff, through weekly surgeries in addition to SEND reviews.
- Continued high levels of wellbeing support during unsettled/ disruptive times.
- SEMH needs arising after the COVID19 pandemic and provision of a wider program of support for children, who struggle during unstructured times is planned for next academic year

12. SEN Training provided to staff in the last two years 2020-2022

We are very proud to offer a wide range of training to staff; the following training has been provided over the last two years.

<i>Broad Area of Need</i>	<i>Specific Training</i>	<i>Staff Trained</i>
Cognition and Learning	Communicate in Print/ Widgit	Mrs Fresneda Alcala, Mrs Bridge, Mrs Mitchell, Mrs Lodder, Mrs Hayes, Mrs Ismail, Mrs Moore, Miss Aiston
	Metacognition and Executive functioning	Mrs Fresneda Alcala
	Metacognition	Mr Stannard
	Music, singing and the benefits to learning	Mrs Sturge
	Cognition and Learning, assessment and interventions.	Mrs Fresneda Alcala
	Dyslexia	All staff, Miss Charlton
	Nasen: Forming Assessments for Pupils with SEND on Return to School	Mrs Fresneda Alcala
	Phonics for children with SEN	Mrs Campbell, Miss Gibb
Physical & Sensory Difficulties	Moving and Handling children with physical disability	Mrs Sturge, Miss Lee
	Developing Risk Assessments and Care Plans for those with Physical Disabilities	Miss Lee, Mrs Fresneda Alcala



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	Diabetes training	Miss Gibb, Miss Lee, Mrs Fresneda Alcala, Miss Cleaver.
Social Emotional and Mental Health	Trauma and Attachment Difficulties	Mrs Lihou, Mrs Wiggings, Miss Charlton, Miss Baker, Mrs Boulton, Mr Stannard
	De-escalation techniques	Miss Lee, Mrs Fresneda Alcala
	Bereavement & Loss	Mrs Lihou
	Pathological Demand Avoidance	Mrs Mitchell
	Anxiety Based school Avoidance training	Mrs Lihou
	Autism in Girls	Mrs Boulton
Specific Training	Using Makaton with singing	Mrs Fresneda Alcala
	PGCE in SEND Coordination	Mrs Fresneda Alcala
	SEND Updates	Mrs Fresneda Alcala
	SENCo Forums	Mrs Fresneda Alcala
	SEN support in EYFS	Mrs Fresneda Alcala
	PRO-ACT SCIP	Miss Gobell, Miss Baker, Mrs Fresneda Alcala, Mrs Wilce, Miss Bennett, Mrs Wiggings, Mrs Moore, Miss Bennett, Mr stannard, Mrs Hind