



Annual SEND Report for Governors

School:	Godalming Junior School
SENCO:	Kate Wilkinson
Date of report:	November 2021 - School Year 2020-21
SEN Governor:	Emily Crofts

SEND profile for last 12 months

To include:

- 40 Children on SEN register to July 2021 including 7 with EHCPs.
- This accounts for 17% of the school population on the SEND register and 3.5% with EHCP's
- Primary need is listed as:
 - Communication and Interaction - 2 (5%)
 - Cognition and Learning - 21 - (52.5%)
 - Social, Emotional, Mental Health - 13 - (32.5%)
 - Physical and Sensory - 4 (10%)
- There were 2 children who joined the SEND register from monitoring whilst 2 were removed and placed on the monitoring list.

Statement regarding overall quality of provision for pupils with SEND

Based on Ofsted descriptors; to include:

- Disadvantaged pupils and those with SEN are catching up with their peers, particularly in years 5 and 6.
- Head Teacher, SENCo, SEND governor work in close contact to oversee provision intent and effectiveness across the school. Class teachers create provision maps to identify need and structure provision across year groups. This information is used to create SEND Support Plans for individual children which are reviewed termly for effectiveness.
- All teachers prioritise Quality First Teaching in their class rooms as the key to accelerated progress for our SEND children. This QFT is described in SEND support Plans along with clear, specific and achievable targets to assess progress. Progress may be measure in a variety of ways and not just academically.
- Reasonable adjustments are made to progress and meet a range of focussed targets including, social, emotional and behavioural success. All teachers understand the importance of self-esteem as a gateway to learning and implement positive praise and emotional management strategies as a matter of course throughout their teaching and class management.

Achievement of pupils with SEND

To include:

- All children in our vulnerable groups (SEND, PP, EAL) have an individual record of progress to demonstrate attainment across curriculum areas and progress at each assessment stage.
- Other assessment criteria are used on some children to measure success and progress in other areas of achievement. This could be through behaviour records, autism education framework targets, social skill progress, emotional management skill development or attendance.
- Attainment gap is measured to illustrate difference between SEND children and age related expectations. Consideration is made for those with an EHCP who can dramatically skew data sets. See table 1 and appendix 1 for further information.
- Progress Information demonstrates accelerated learning. Year 3 had no accurate entry data so more difficult to measure accurate rate of progress. See table 2 and appendix 2 for further details.
- NFER tests taken in June 2021 by years 3-5 were analysed to identify those with greatest loss of learning following the lockdowns of Spring 2020 and Summer 2021. See table 3 and appendix 3 for further information.
- Attendance all pupils difficult to measure due to lockdown, however, registers were taken during online learning to gain accurate picture of engagement.



Godalming Junior School

Table 1

Key:
ARE = Age
Related Expectations

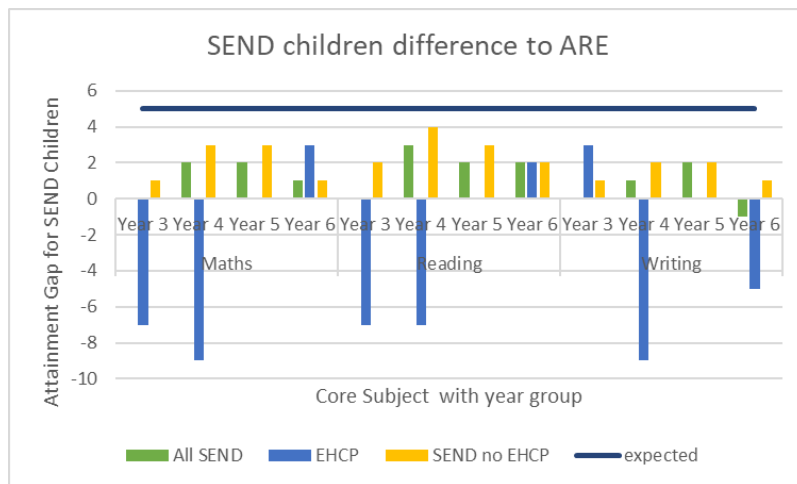


Table 2 - Steps of Progress

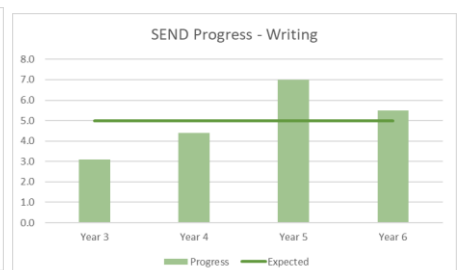
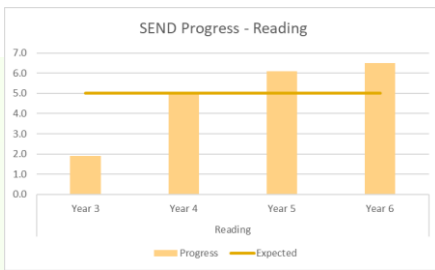
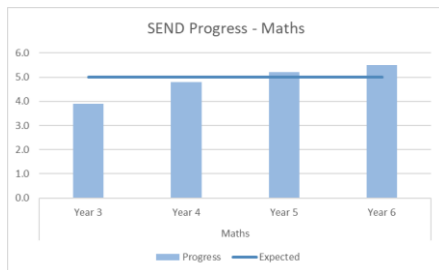


Table 3

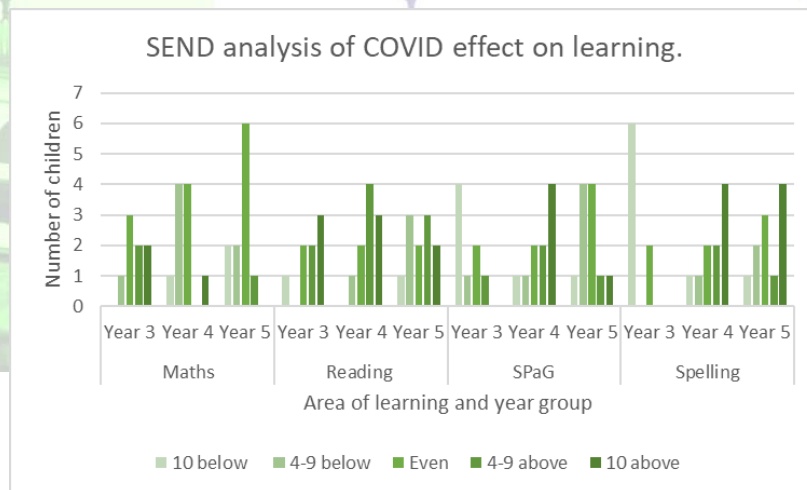
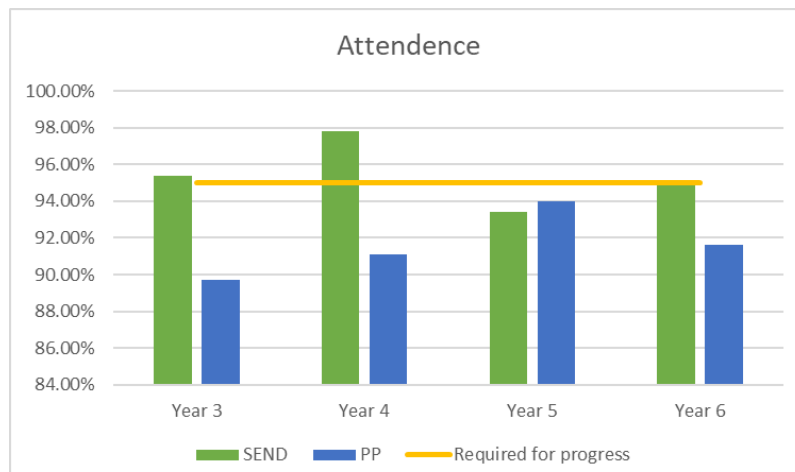


Table 4





COVID Provision / Support

- During the Lockdown of Spring 2021 SEND and PP pupils were offered places in school to support their learning.
- This offer was taken up by 18 SEND Pupils and 10 PP pupils.
- Online learning took place with 'Breakout Room Support' provided by LSAs.
- For those children that required specific resources these were provided and, in some cases, hand delivered to pupils houses.
- Some children received 1:1 tuition over zoom to support learning using resources that are familiar to them from school and were provided for home.
- Chrome Books were provided to 16 families to allow for access to home learning
- Some children found accessing online lessons very challenging so Workbooks and a personalised learning programme were provided to allow them to work at their own pace and at times that were better suited to them and their families.
- All families on the SEND register or in receipt of PP funding received a phone call at least once a week from either our ELSA, HSLW or SENCO. This was in addition to a weekly phone call from class teachers.
- All records of phone calls were kept on CPOMs to ensure communication and arising issues were shared and understood.

SEN policy

- Reviewed November 2021 - minor changes in wording. Updated for new contact points and working days.

SEN information report on school website

- Reviewed November 2021 - all statutory points included.

Accessibility plan

- Review pending

Staffing for SEND

- All support staff are employed to work in specific year group teams and work to meet the needs of the children in that class. Some of our support staff run interventions to meet particular gaps in learning. The support provided for EHCP children is managed within the year group team. There is one named key worker for each child with an EHCP although the provision may be shared amongst a wider range of staff.

Interventions

- Godalming Junior has an intervention teacher who works in collaboration with class teachers to address specific learning needs for a range of children. Classroom LSAs will also run interventions under the directorship of class teachers. Records of all interventions are kept to demonstrate the intent of the intervention, starting points, targets and end point to assess effectiveness and value for money.
- Intervention will range from spelling, handwriting, grammar, timetables, maths, writing, reading, memory skills, precision teaching etc.
- All interventions are recorded on the whole school provision map where clear understanding of effectiveness can be seen once reviewed.

CPD for SEND

All CPD has had to take place remotely this year, however a good amount has been accessed mostly through our specialist teaching team.

Training has included:

- HLTA training - VB
- Listening and Attention - AJ
- An Introduction to Autism - KF
- An Introduction to Phonological Awareness - KA
- Supporting Children with Literacy Difficulties - CM
- Emotional Regulation - EC
- Mediated/Independent Learning - AS



- Understanding ADHD in the classroom - EM
- Place2Be Mental Health Champion Foundation course -JF & KW
- TQUK Level 2 Certificate in Understanding Children and Young People's Mental Health - JF
- More House series of Spotlight sessions on Executive Function -JF & KF
- Active Surrey - Improving mental wellbeing through physical activity - JF
- Helen Arkell- Supporting SpLD in the classroom - KF (Staff meeting presented)
- Level 2 Certificate Understanding Autism - KW

Pupil voice

- *All pupils take part in creating a One Page Profile to express their feeling about their strengths and what works for them regarding effective learning.*

Parent/carer voice

- *Parents are involved in creating the strengths and needs profile when their child is initially identified as SEND as well as updating this on a regular basis. They are invited to participate each term in the review process of their child's provision and in creating further targets and focus areas.*
- *All children with EHCPs have a full annual review in addition to termly opportunities to discuss needs with class teachers and SENCo.*

External agencies

We continue to have close relationships with a range of external agencies. COVID has reduced the opportunities for in school visits, however, online support and willingness to meet with parents remotely has continued.

We currently have active relationships with:

- *STIPs (Specialist Teaching Team)*
- *CAMHS (Children's and Adolescent Mental Health Service)*
- *PMHT (Primary Mental Health Team)*
- *EP (Educational Psychologist)*
- *OT (occupational Therapist)*
- *SaLT (speech and Language Therapist)*
- *Freemantles (Autism Outreach Team)*
- *Barnados (Family Support Team)*

Complaints relating to SEND

No formal complaints

Any other developments regarding SEND?

Teams system and more emphasis on class teachers designing and creating provision within their team began last year but, due to COVID was not as embedded as hoped. This will continue to be an area of focus over this year.



Godalming Junior School

Appendix 1:

GJS SEND Attainment Gap 2020-21 - Showing Progress points behind ARE for all SEND / EHCPs/ SEND (No EHCP)

1 progress point is expected each half term therefore a -2 mark would equate to 1 term behind age related expectations.

	Year 3			Year 4			Year 5			Year 6			Average
	SEND (All)	EHCP	SEND (No EHCP)	SEND (All)	EHCP	SEND (No EHCP)	SEND (All)	EHCP	SEND (No EHCP)	SEND (All)	EHCP	SEND (No EHCP)	
Maths	-5	-12	-4	-3	-14	-2	-3	-5	-2	-4	-2	-4	All: -3.75
													EHCP: -8.25
													No: -3
Reading	-5	-12	-3	-2	-12	-1	-3	-5	-2	-3	-3	-3	All: -3.25
													EHCP: -8
													No: -2.25
Writing	-5	-8	-4	-4	-14	-3	-3	-5	-3	-6	-10	-4	All: -4.5
													EHCP: -9.25
													No: -3.5
Ave.	-5	-11	-4	-3	-13	-2	-3	-5	-2	-4	-5	-4	





Godalming Junior School

Appendix 2:

Reg Group	SEND	Attendance	PP	Maths AUT 1	Maths SUM 2	MATHS PROGRESS STEPS	Reading AUT 1	Reading SUM 2	READING PROGRESS STEPS	Writing AUT 1	Writing SUM 2	WRITING PROGRESS STEPS
3SD	K	98.3		3.0	3.4	4	1.3	1.5	2	1.1	2.3	7
3CM	K	99.4		1.0	2.1	6	1.3	2.0	2	2.1	2.3	2
3SD	K	94.8		3.0	3.3	3	3.2	3.6	4	3.1	3.5	4
3SD	K	91.3			3.0	n/a		3.0	n/a		3.0	n/a
3CM	E	95.5	Y	1.0	1.2	2	3.0	1.3	-7	2.1	2.2	1
3SD	K	71.3	Y	3.1	3.5	4	3.0	3.5	5	3.0	3.3	3
3CM	K	96.2		2.0	3.0	5	2.1	2.5	4	2.1	2.3	2
3CM	K	97.5		2.0	2.3	3	3.0	3.3	3	2.0	2.3	3
						3.9			1.9			3.1

Reg Group	SEND	Attendance	PP	Maths KS1 Result	Maths Sum 2020	Maths SUM 2	MATHS PROGRESS STEPS	Reading KS1 Result	Reading Sum 2020	Reading SUM 2	READING PROGRESS STEPS	Writing KS1 Result	Writing Sum 2020	Writing SUM 2	WRITING PROGRESS STEPS
4EM	K	100.0		WTS	3.3	4.4	6	EXS	3.3	4.4	6	WTS	3.4	4.4	5
4GS	K	100.0		EXS	3.2	4.2	5	WTS	3.1	4.1	5	WTS	2.4	3.0	1
4EM	K	100.0		EXS	3.4	4.5	6	GDS	3.5	4.6	6	EXS	3.5	4.5	5
4EM	K	99.6		WTS	3.3	4.3	5	WTS	3.4	4.3	4	WTS	3.2	4.3	6
4EM	K	100.0		WTS	3.4	4.4	5	WTS	3.3	4.4	6	PK4	3.2	4.5	8
4GS	K	99.6		EXS	3.6	4.6	6	EXS	3.5	4.5	5	EXS	3.5	4.4	4
4GS	K	90.7		EXS	2.1	3.1	5	EXS	3.5	4.5	5	EXS	3.4	4.2	3
4GS	K	99.2		WTS	3.3	4.3	5	EXS	3.4	4.4	5	WTS	3.2	4.4	7
4EM	E	100.0		WTS	2.1	2.1	0	WTS	1.5	2.3	3	WTS	1.5	2.1	1
							4.8				5.0				4.4

Reg Group	SEND	Attendance	PP	Maths KS1 Result	Maths Sum 2020	Maths SUM 2	MATHS PROGRESS STEPS	Reading KS1 Result	Reading Sum 2020	Reading SUM 2	READING PROGRESS STEPS	Writing KS1 Result	Writing Sum 2020	Writing SUM 2	WRITING PROGRESS STEPS
5CJ	K	89.1		PKF	4.1	5.0	4	PKF	3.3	5.0	7	PKF	3.1	5.0	9
5EC	K	97.7		EXS	4.4	5.5	6	EXS	4.3	5.5	7	WTS	4.1	5.2	6
5CJ	K	96.1		WTS	3.4	5.0	6	WTS	3.3	5.0	7	EXS	3.1	5.0	9
5EC	K	99.1		EXS	4.3	5.4	6	GDS	4.3	5.5	7	EXS	4.3	5.3	5
5EC	K	62.5		GDS	4.5	5.4	4	GDS	4.5	5.4	4	EXS	4.4	5.4	5
5CJ	E	69.6	Y	WTS	4.2	5.0	3	WTS	4.0	5.0	5	WTS	4.2	5.0	3
5EC	K	74.4		WTS	4.1	5.1	5	EXS	4.1	5.1	5	WTS	4.0	5.1	6
5EC	E	98.8		WTS	4.1	5.3	7	PKF	4.1	5.1	5	PKF	3.2	5.0	8
5EC	K	98.8		EXS	4.4	5.4	5	GDS	4.4	5.5	6	EXS	4.3	5.4	6
5CJ	K	98.8	Y	WTS	3.4	5.0	6	EXS	3.4	5.2	8	WTS	3.0	5.3	13
							5.2				6.1				7.0

Reg Group	SEND	Attendance	PP	Maths KS1 Result	Maths Sum 2020	Maths SUM 2	MATHS PROGRESS STEPS	Reading KS1 Result	Reading Sum 2020	Reading SUM 2	READING PROGRESS STEPS	Writing KS1 Result	Writing Sum 2020	Writing SUM 2	WRITING PROGRESS STEPS
6JP	K	52.5	Y	EXS	5.1	5.2	1	EXS	5.3	5.3	0	EXS	5.2	6.1	4
6JP	K	99.4	Y	WTS	4.5	5.3	3	EXS	5.3	6.6	8	EXS	5.2	6.5	8
6RH	K	97.6		EXS	5.2	6.3	6	EXS	5.0	6.1	6	EXS	5.0	6.1	6
6JP	E	99.3	Y	WTS	5.3	6.5	7	WTS	5.0	6.5	10	WTS	5.0	6.1	6
6JP	K	96.9	Y	WTS	4.0	4.1	1	WTS	5.0	5.2	2	WTS	4.0	4.2	2
6JP	K	100.0		EXS	5.5	6.5	5	WTS	5.3	6.5	7	WTS	5.3	6.4	6
6RH	E	68.2		WTS	4.1	6.0	9	WTS	4.1	6.0	9	WTS	3.1	4.2	6
6JP	K	99.2		EXS	5.4	6.5	6	GDS	5.4	6.6	7	GDS	5.5	6.5	5
6RH	K	100.0		EXS	5.1	6.3	7	EXS	5.1	6.2	6	EXS	4.1	5.1	5
6RH	E	97.7		WTS	4.4	6.3	9	WTS	3.3	6.0	12	WTS	3.2	4.3	6
6JP	K	100.0		WTS	5.3	6.5	7	EXS	5.2	6.2	5	EXS	5.0	6.2	7
							5.5				6.5				5.5



Appendix 3

NFER analysis of loss of leaning for SEND pupils following COVID lockdowns					
		Total	Y3	Y4	Y5
Maths:	10 or more points below baseline score	10%		1	2
	Between 4 and 10 points below baseline score.	24%	1	4	2
	Returned to baseline score.	55%	3	4	6
	Exceeding baseline score between 4 and 10 points	10%	2		1
	Exceeding baseline score by more than 10 points	10%	2	1	
Reading:	10 or more points below baseline score	7%	1		1
	Between 4 and 10 points below baseline score.	14%		1	3
	Returned to baseline score.	21%	2	2	2
	Exceeding baseline score between 4 and 10 points	31%	2	4	3
	Exceeding baseline score by more than 10 points	28%	3	3	2
PaG:	10 or more points below baseline score	21%	4	1	1
	Between 4 and 10 points below baseline score.	21%	1	1	4
	Returned to baseline score.	28%	2	2	4
	Exceeding baseline score between 4 and 10 points	14%	1	2	1
	Exceeding baseline score by more than 10 points	17%		4	1
Spelling:	10 or more points below baseline score	24%	6	1	1
	Between 4 and 10 points below baseline score.	10%		1	2
	Returned to baseline score.	24%	2	2	3
	Exceeding baseline score between 4 and 10 points	10%		2	1
	Exceeding baseline score by more than 10 points	28%		4	4

