Godalming Junior School

**Annual SEND Report for Governors**

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|---|---|
| **School:** | **Godalming Junior School** |
| **SENCO:** | **Kate Wilkinson** |
| **Date of report:** | **November 2023 - School Year 2022-23** |
| **SEN Governor:** | **Abi Gorringe** |

**SEND profile for last 12 months**

*To include:*

- *38 Children on SEN register to July 2023 including 6 with EHCPs.*
- *This accounts for 16% or the school population on the SEND register and 2.5% with EHCP's*
- *Primary need is listed as:*
  - *Communication and Interaction – 13 (34%)*
  - *Cognition and Learning – 18 – (47%)*
  - *Social, Emotional, Mental Health – 6 – (16%)*
  - *Physical and Sensory – 1 (3%)*

**Statement regarding overall quality of provision for pupils with SEND**

- *Most pupils with SEN are progressing at an expected or accelerated rate. This is particularly seen in maths and across all subject areas in the Upper KS2*
- *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 procession 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 Frist 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**

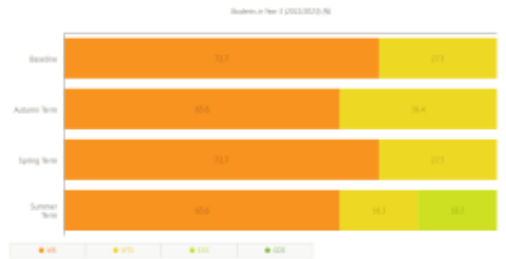
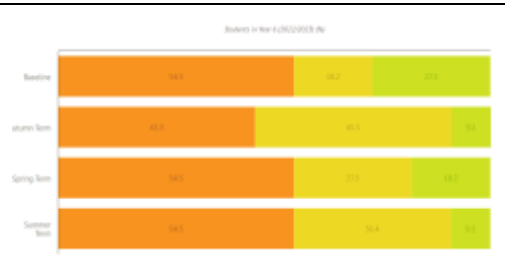
*To include:*

- *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 measures.*
- *Attainment within the GDS, EXS, WS, WB framework is shown on Data Set 1.*
- *Progress level with in these attainment bands in shown on Data Set 2*
- *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. Data set 3.*
- *Progress Information demonstrates accelerated progress in many areas but is especially noticeable in Years 5 and 6.*
- *Attendance measured in Data Set 4. There were significant levels of absence and adjustment to government guidance as to expectations about amounts of time children should be off school.*

Godalming Junior School

*Data Set 1:*

## SEND Attainment 22-23

| | Reading | Writing | Maths |
|---|---|---|---|
| Year 3 | | | |
| Year 4 | | | |
| Year 5 | | |  |
| Year 6 | |  | |

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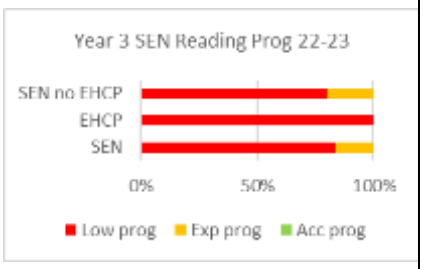
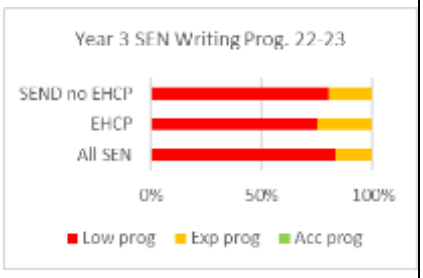
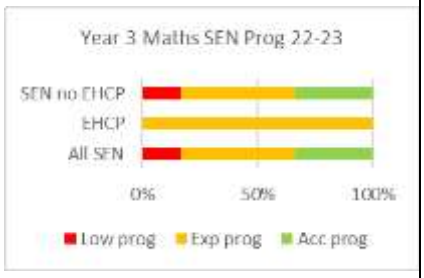
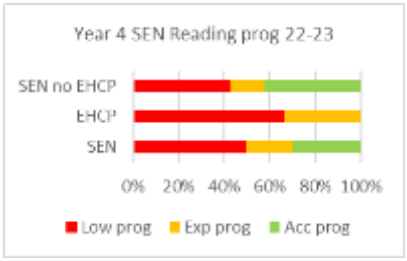
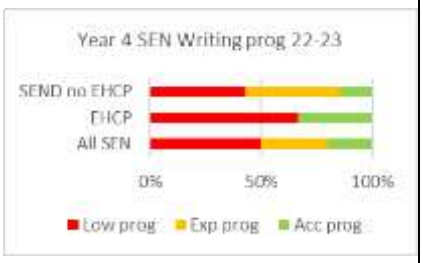
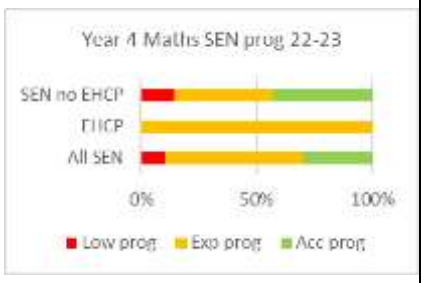
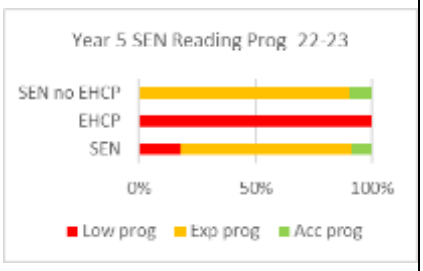
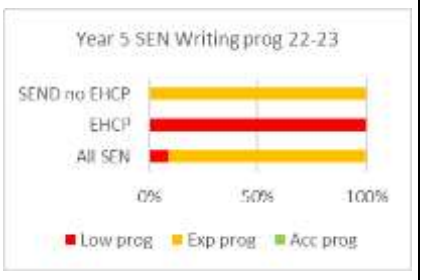
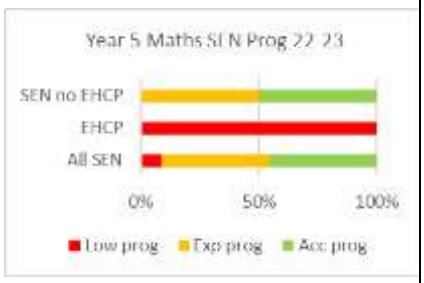
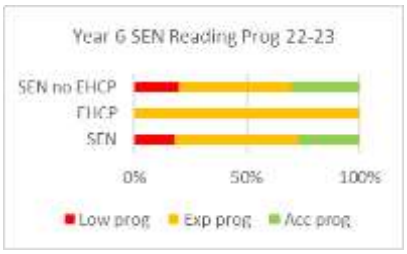
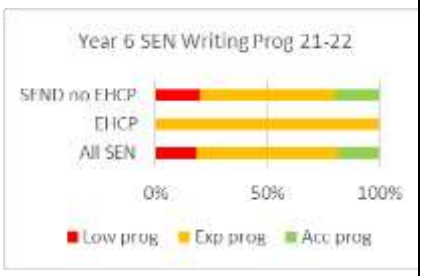
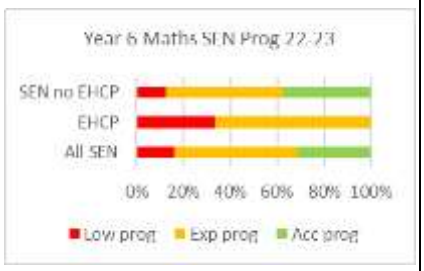
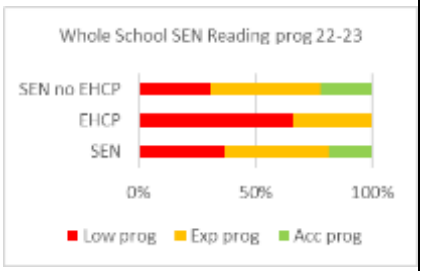
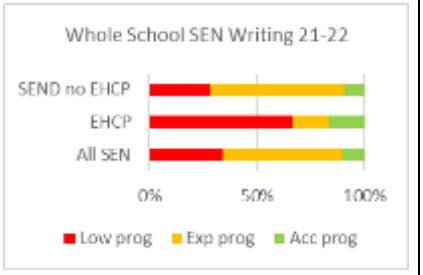
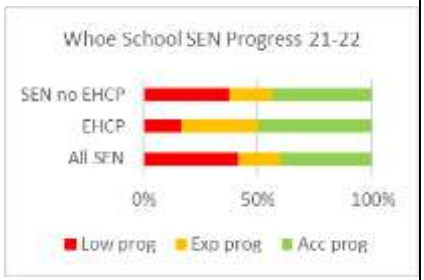
*Data set 2:* **Whole school SEND Progress 2021-22**

| | Reading | Writing | Maths |
|---|---|---|---|
| **Year 3** |  |  |  |
| **Year 4** |  |  |  |
| **Year 5** |  |  |  |
| **Year 6** |  |  |  |
| **Whole School** |  |  |  |

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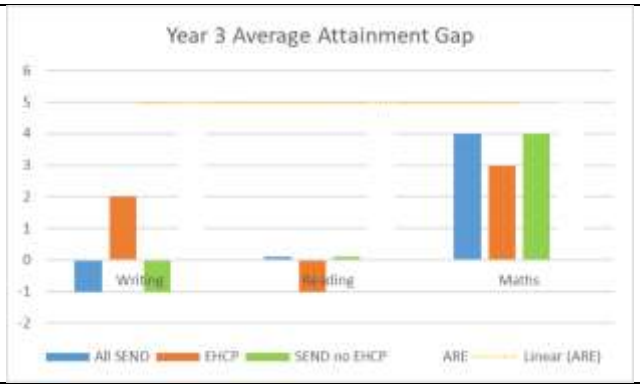
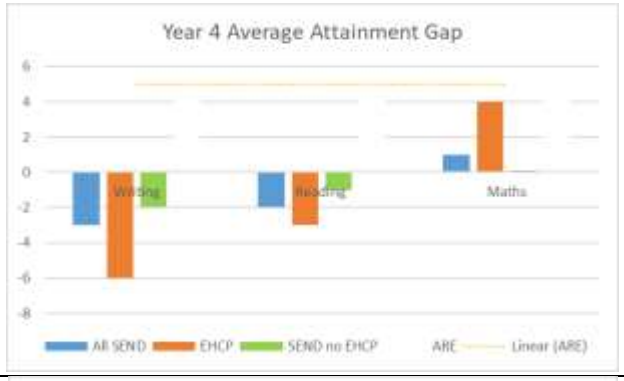
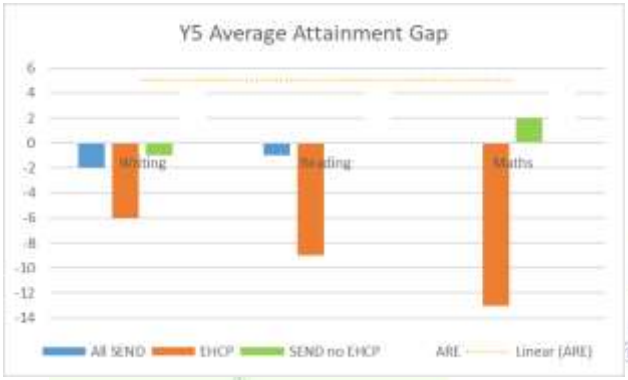
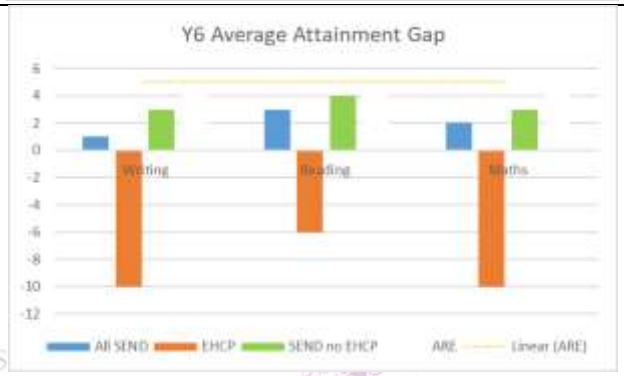
*Data Set 3: Attainment Gap*

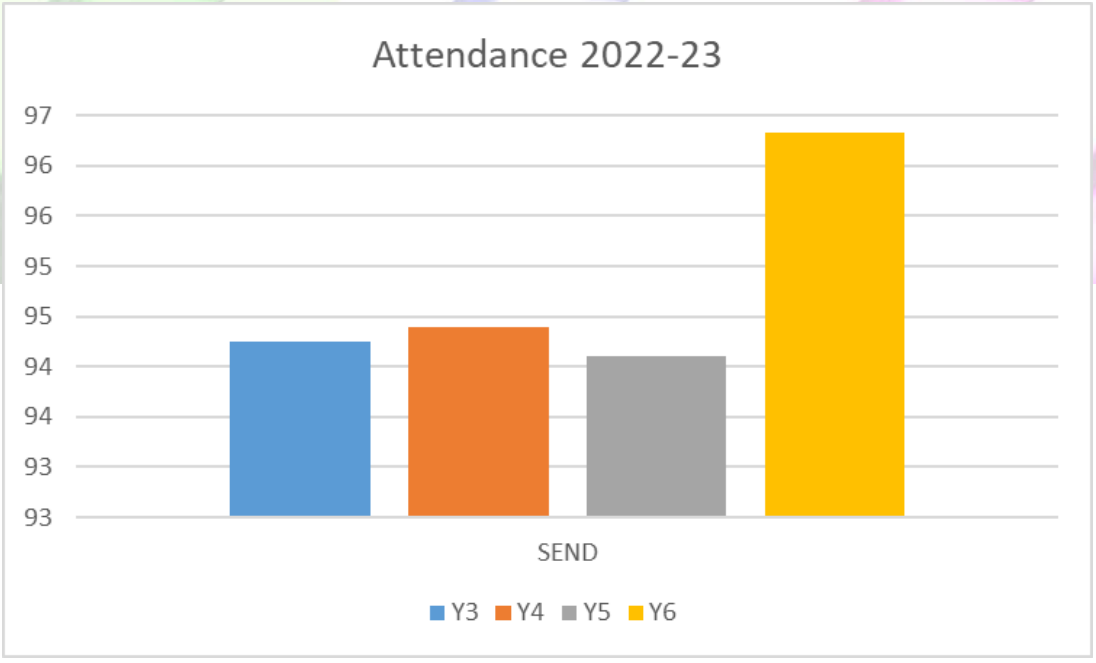



*Data Set 4:*



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**SEN Policy**

- *Reviewed November 2023 – minor changes in wording. Updated for new contact points and working days.*

**SEN information report on school website**

- *Reviewed November 2023 – all statutory points included.*

**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**

- Most learning support at Godalming Junior are provided in class by class teachers and LSAs through Quality First Teaching strategies.
- If it is decided that a targeted and time bonded intervention outside the classroom would be effective, it will be provided by year group staff.
- *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 were clear understanding of effectiveness can be seen once reviewed.*

**CPD for SEND**

*Training has included:*

- EBSNA Support Role
- ELSA Supervision
- PSHE: Developing Resilience CPD
- An Introduction to Understanding Pupils with Attachment Difficulties
- Positive Touch Training
- DSL New to Role Training

**Pupil voice**

- *All pupils with SEND 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.*
- *Parents gave very positive feedback during Ofsted (January 2022) that their satisfaction in SEND provision at Godalming Junior was very high (99-100%).*

**External agencies**

*We continue to have close relationships with a range of external agencies.*
*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 complaints.*

**Any other developments regarding SEND?**

- *GJS is currently taking part in a SaFE Inclusion project. The focus of our development is round Effective deployment of LSAs and developing stronger parent voice.*
- *There continues to be a strong focus on identifying and delivering phonics interventions for those requiring further tuition. Focus of SIP and IPR. INSET training completed and resources in place. Movement towards Little Wandle Programme will be implemented in autumn 2023.*
- *SEN case officer has been in place since autumn 2022. This has provided good support, particularly in supporting parents to understand the wider SEND system. SENCo and Case officer speak regularly to ensure children are being correctly supported.*

**Are there any concerns regarding provision for pupils with SEND?**

- *Phonics remains a concern and something that we are aware needed strengthening. A lot of progress made since Ofsted visit, and support is developing and improving all the time. Details relating to phonics progress can be provided.*
- *Increasing pressure on staff due to high need children, lower number of LSAs due to budget constraints as well as ongoing sickness is putting a lot of pressure on staff member, resources and interventions.*

Kate Wilkinson SENCo

November 2023