



Annual SEND Report for Governors

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| School: | Godalming Junior School |
| SENCO: | Kate Wilkinson |
| Date of report: | Autumn 2022 - School Year 2021-22 |
| SEN Governor: | Abi Gorringer |

SEND profile for last 12 months

To include:

- 38 Children on SEN register to July 2022 including 6 with EHCPs.
- This accounts for 16% of the school population on the SEND register and 2.5% with EHCP's
- Primary need is listed as:
 - Communication and Interaction - 8 (21%)
 - Cognition and Learning - 22 - (58%)
 - Social, Emotional, Mental Health - 6 - (16%)
 - Physical and Sensory - 2 (5%)

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 progression 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 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 learning. Year 3 had no accurate entry data so more difficult to measure accurate rate of progress.
- Attendance measured in Data Set 4. Covid remained a major issue throughout 2021 and into 2022. There were significant levels of absence and adjustment to government guidance as to expectations about amounts of time children should be off school.



Data Set 1:

[illegible]



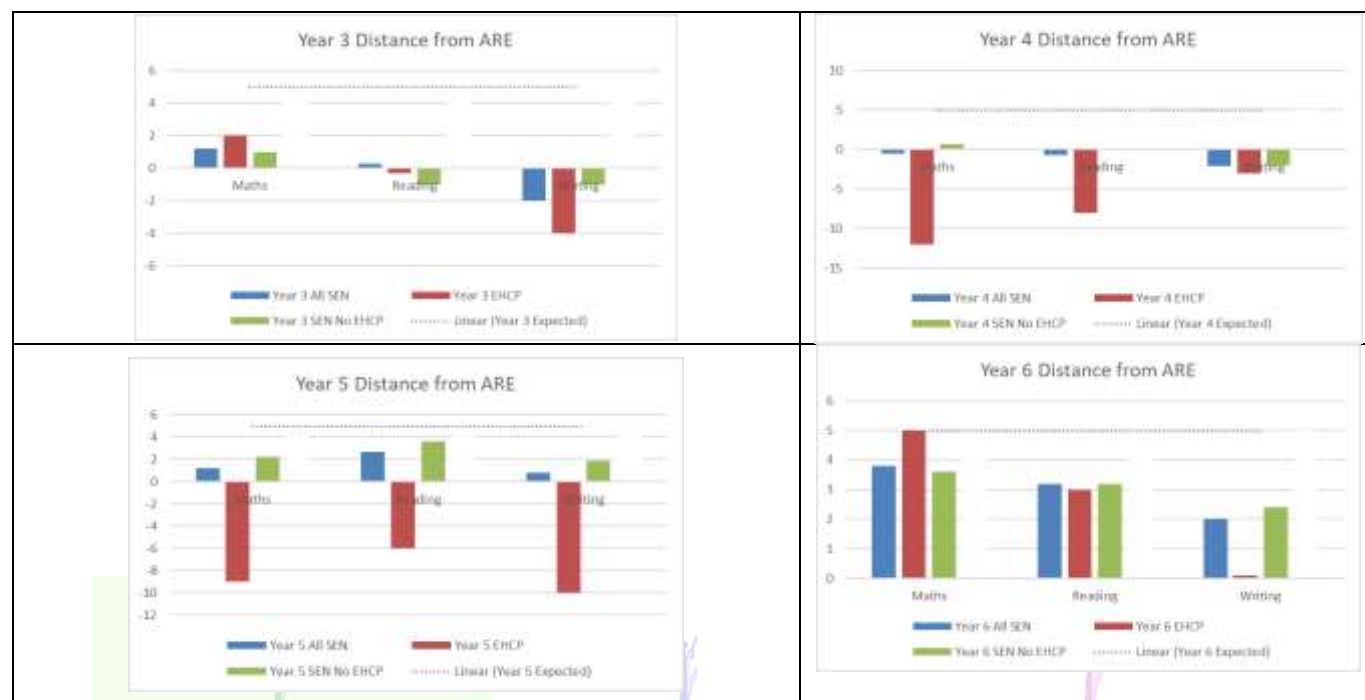
Data set 2:

Whole school SEND Progress 2021-22

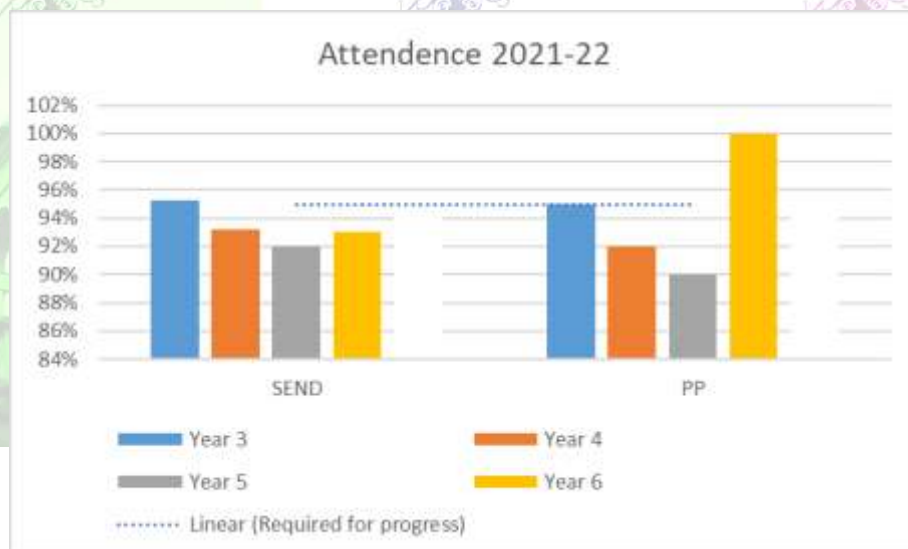
| | Reading | Writing | Maths |
|--------------|---|---|---|
| Year 3 | <p>Year 3 SEN Reading Prog 21-22</p> <p>SEN no EHCP EHCP SEN</p> <p>0% 50% 100%</p> <p>Low prog Exp prog Acc prog</p> | <p>Year 3 SEN Writing Prog. 21-22</p> <p>SEND no EHCP EHCP All SEN</p> <p>0% 50% 100%</p> <p>Low prog Exp prog Acc prog</p> | <p>Year 3 Maths SEN Prog 21-22</p> <p>SEN no EHCP EHCP All SEN</p> <p>0% 50% 100%</p> <p>Low prog Exp prog Acc prog</p> |
| Year 4 | <p>Year 4 SEN Reading prog 21-22</p> <p>SEN no EHCP EHCP SEN</p> <p>0% 20% 40% 60% 80% 100%</p> <p>Low prog Exp prog Acc prog</p> | <p>Year 4 SEN Writing prog 21-22</p> <p>SEND no EHCP EHCP All SEN</p> <p>0% 50% 100%</p> <p>Low prog Exp prog Acc prog</p> | <p>Year 4 Maths SEN prog 21-22</p> <p>SEN no EHCP EHCP All SEN</p> <p>0% 50% 100%</p> <p>Low prog Exp prog Acc prog</p> |
| Year 5 | <p>Year 5 SEN Reading Prog 21-22</p> <p>SEN no EHCP EHCP SEN</p> <p>0% 50% 100%</p> <p>Low prog Exp prog Acc prog</p> | <p>Year 5 SEN Writing prog 21-22</p> <p>SEND no EHCP EHCP All SEN</p> <p>0% 50% 100%</p> <p>Low prog Exp prog Acc prog</p> | <p>Year 5 Maths SEN Prog 21-22</p> <p>SEN no EHCP EHCP All SEN</p> <p>0% 50% 100%</p> <p>Low prog Exp prog Acc prog</p> |
| Year 6 | <p>Year 6 SEN Reading Prog 21-22</p> <p>SEN no EHCP EHCP SEN</p> <p>0% 50% 100%</p> <p>Low prog Exp prog Acc prog</p> | <p>Year 6 SEN Writing Prog 21-22</p> <p>SEND no EHCP EHCP All SEN</p> <p>0% 50% 100%</p> <p>Low prog Exp prog Acc prog</p> | <p>Year 6 Maths SEN Prog 21-22</p> <p>SEN no EHCP EHCP All SEN</p> <p>0% 20% 40% 60% 80% 100%</p> <p>Low prog Exp prog Acc prog</p> |
| Whole School | <p>Whole School SEN Reading prog 21-22</p> <p>SEN no EHCP EHCP SEN</p> <p>0% 50% 100%</p> <p>Low prog Exp prog Acc prog</p> | <p>Whole School SEN Writing 21-22</p> <p>SEND no EHCP EHCP All SEN</p> <p>0% 50% 100%</p> <p>Low prog Exp prog Acc prog</p> | <p>Whole School SEN Progress 21-22</p> <p>SEN no EHCP EHCP All SEN</p> <p>0% 50% 100%</p> <p>Low prog Exp prog Acc prog</p> |



Data Set 3:



Data Set 4:



SEN policy

- Reviewed November 2022 - minor changes in wording. Updated for new contact points and working days.

SEN information report on school website

- Reviewed November 2022 - 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:

- EBSNA Support Role
- PSHE: Developing Resilience CPD
- Mindworks Surrey & the School-Based Needs model
- An Introduction to Phonological Awareness
- Key Adult Programme for Primary Schools
- An Introduction to Understanding Pupils with Attachment Difficulties
- Supporting Memory in the Classroom
- Supporting Children with Literacy Difficulties
- Literacy for All - Reading Intervention and Resources
- Supporting Children in their Transition from Primary to Secondary School
- Positive Touch Training
- Listening and Attention
- Supporting Inclusion in the Classroom
- DSL New to Role Training

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.*
- *Parents gave very positive feedback during Ofsted 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. 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 complaints.

Any other developments regarding SEND?

*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.*

Are there any concerns regarding provision for pupils with SEND?

- *Most support and interventions take place in the classrooms with minimal removal from their peer group.*
- *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.*
- *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.*
- *We have been without a SEN Case Officer since February 2022. This results in lack of guidance and direction to support parents and SENCo's work.*

Kate Wilkinson SENCo / DDSL

Reviewed: Autumn 2022

Next review: Autumn 2023

