



PROUD to be **FOREFIELD:**
 Passion, Respect, Opportunity, Unique, Determined



Annual Special Needs Report to the Governors

| | |
|-----------------------|-------------------------|
| School | Forefield Junior School |
| SENCO | Helen Barton |
| Date of Report | November 2023 |
| SEN Governor | Gordon Okafor Ross |

Forefield Junior School is an inclusive school offering a wide range of provision to support children with communication and interaction difficulties, cognition and learning difficulties, social, mental and emotional health difficulties or sensory / physical needs.

All pupils at Forefield Junior School receive Quality First Teaching. However, for some pupils it is recognised that further additional support may be needed to help them achieve their targets. The range of support deployed will be personalised to meet a specific individual’s needs. A pupil’s needs will be identified through thorough assessment by internal or if necessary external agencies and in accordance with the schools budget. We promote pupils working towards becoming independent and resilient learners.

As SEN Governor, Mt Okafor-Ross met with the SENDCO to discuss SEN provision and gain an oversight of the processes and support in place throughout the school.

SEND Profile for 2022/2023 (Figures for Sept 22)

| | <u>Number Of Pupils</u> | <u>% of School Population</u> (359 pupils) |
|--|---|--|
| All Pupils on SEN register | 62 | 17.3% |
| Females on SEN Register | 20 | 5.6% |
| Males on SEN Register | 42 | 11.7% |
| Pupils in receipt of High needs funding | 9 (+ 6 as part of group funding) | 2.5% (4.2%) |
| Pupils with an EHCP | 5 (5 in progress) | 1.4 % (2.8%) |
| LAC pupils with SEND | 0 | 0% |

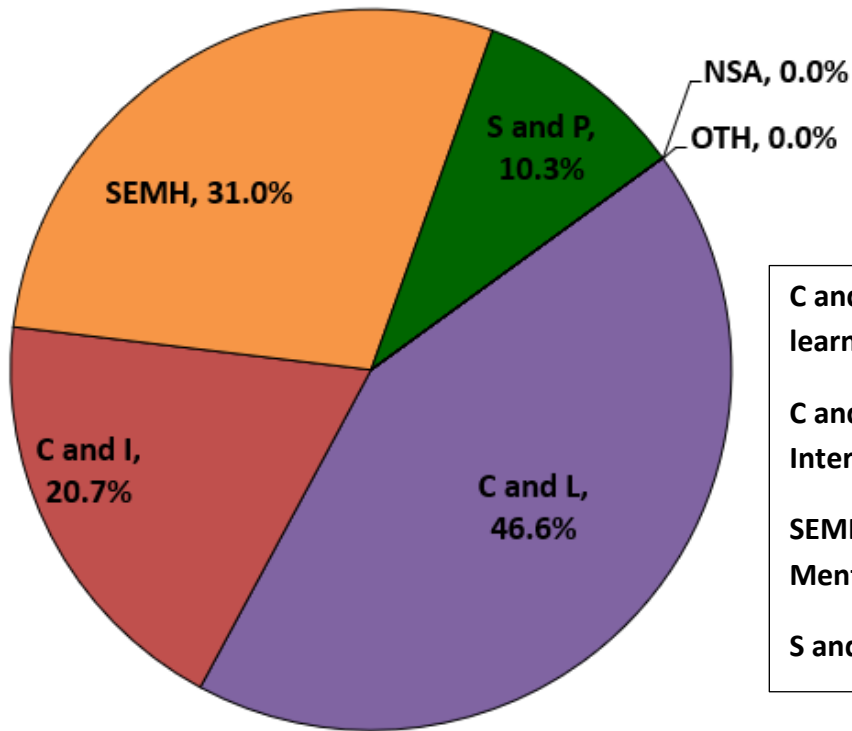
- **3 pupils were added to the register this year & 7 were removed.**
- **2 applications for High Needs funding were made. Both were successful. Both were for pupils transitioning into Year 3 in September 2023.**

- 1 application was made and accepted for funding attached to a new EHCP.
- An application for group funding was made and accepted for the following groups;
 - 4 in year 6 (sept 22-23)
 - 5 pupils in year 5 (22/23)
 - 2 pupils moving into year 3 in September 23
- 6 new EHCP applications were made.
- 1 year 6 pupil with an EHCP was allocated a place in specialist provision on transition to High School.

New SEND Profile for 2023/2024 (Figures for September 22)

| | <u>Number Of Pupils</u> | <u>% of School Population</u> <u>(362 pupils)</u> |
|---|------------------------------------|--|
| All Pupils on SEN register | 58 | 16% |
| Females on SEN Register | 24 | 6.6% |
| Males on SEN Register | 34 | 9.4% |
| Pupils in receipt of individual High needs funding | 7 | 1.9% |
| Pupils in receipt of group funding | 14 (in 3 groups) | 3.9% |
| Pupils with an EHCP | 3 (5 in progress) | 0.8% |
| LAC pupils with SEND | 0 | 0% |

SEN Broad Area of Need



C and L = Cognition and learning.

C and I = Communication and Interaction

SEMH= Social, Emotional and Mental Health

S and P = Sensory and Physical

Achievements of Pupils with SEN

End of Year SEN results (July 2023)

| | <u>Reading</u> | | | | | <u>Writing</u> | | | | <u>Maths</u> | | | | |
|-------------|----------------|----|------|------|------|----------------|----|------|------|--------------|----|------|------|------|
| | BL | BH | EXPL | EXPH | EXCL | BL | BH | EXPL | EXPH | BL | BH | EXPL | EXPH | EXCL |
| Year 3 (14) | 12 | 1 | 1 | 0 | 0 | 12 | 1 | 1 | 0 | 10 | 2 | 2 | 0 | 0 |
| Year 4 (13) | 8 | 3 | 1 | 1 | 0 | 8 | 3 | 2 | 0 | 9 | 1 | 1 | 1 | 1 |
| Year 5 (18) | 8 | 6 | 1 | 2 | 1 | 6 | 7 | 3 | 2 | 9 | 3 | 1 | 3 | 2 |

Year 6 SATS Results 23

| | <u>B</u> | <u>NS</u> | <u>AS</u> |
|----------------|----------|-----------|-----------|
| <u>Reading</u> | 3 | 12 | 2 |
| <u>Maths</u> | 3 | 9 | 5 |
| <u>SPAG</u> | 3 | 12 | 2 |

Pupils who are working slightly below expectations are monitored through the whole class assessments at the end of each term. These assessments give a standardised score which can then be tracked to see if progress is made within the band they are working.

22 Pupils were assessed using the B squared assessment tool as they are working significantly below their peers.

Most of our pupils this year are on the SEN register due to specific needs related to cognition and learning and therefore will be working below expectations.

SEN Policy

The SEN policy was reviewed and updated in March 2023.

SEN information report on school website

SEN Local Offer was reviewed in March 2023.

Statutory Assessments

- Year 6 children were assessed for access arrangements for the KS2 SATs by the year 6 staff and the SENDCO
- 1 Pupil was disapplied from all assessments as they were working pre-keystage.
- In addition, 2 pupils were disapplied from the reading assessment only.
- 20 Pupils were allocated 25% extra time
- 4 pupils were allocated a reader.

Staffing For SEND

14 TAs are employed to cover pupils with High Needs Funding, provide general support and deliver interventions.

Interventions

Teachers are responsible for identifying the needs of the children in their class and organising appropriate interventions. The SENDCO will support the teachers in making these decisions if required

All interventions are recorded on our provision map and staff have a detailed description of each one.

Pupils with High Needs Funding have a TA in all or some lessons who can deliver intervention and specific programmes from outside agencies as required.

All interventions are recorded and evaluated on the pupil's support plan if they are on the SEN register or the 'Tracking of individual provision' record if they are not.

CPD for Staff

- **The SENDCO attended the SEND forum run by Inclusive Learning North. This happens once a term and covers a range of topics.**
- **The SENDCO attended the SENDCO cluster meetings run by Sefton which keeps her up to date with the latest changes in Sefton**
- **The SENDCO ensures that any staff assessing pupils using the B squared assessment tool are trained on how to use it.**
- **All staff received Deaf Awareness training.**
- **All staff completed the 'Making Sense of Autism' and 'Autism and Anxiety' training offered by the social communication team in partnership with the Autism Education Trust (AET).**

Pupil Voice

- **Pupils fill in a questionnaire about what is helping them learn.**
- **Pupils are given opportunities/encouraged to give their opinions through regular informal chats with the staff members they are working with.**

Parent Voice

- **Parents are invited to meet with the teacher twice a year to review their child's support plan**
- **SENDCO regularly meets with parents who have requested an appointment.**
- **SENDCO communicated with parents by email and phone.**

External agencies

Referrals were made to the following agencies;

- **Educational Psychologist**
- **Inclusion Consultant**
- **Occupational Therapy**
- **Speech and Language**

- **Visits from the visual and hearing impairment teams were also carried out.**
- **Carol Oakes, private speech and Language therapist, saw 3 pupils monthly.**

Areas of SEN focus for the next academic year

Build on the work with the TAs to ensure high quality support for pupils; where TAs are matched to the right children based on relationships and knowledge – identifying (from appraisal) any gaps in knowledge/training & supporting where necessary

Work with pastoral team to support all pupils – especially those with SEN – to exhibit high standards of behaviour throughout the school

Ensure that each subject leader has a clear overview of adaptations made for SEN pupils in their subject linked to the 4 areas of need.

Report completed by H Barton (SENCO) 1/11/22