

Annual Special Needs Report to the Governors

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| School | Forefield Junior School |
| SENCO | Helen Barton |
| Date of Report | October 2020 |
| SEN Governor | Lindsay Morgan |

SEND Profile for 2019/2020 (Figures for July 20)

| | <u>Number Of Pupils</u> | <u>% of School Population</u> (359 pupils) |
|--|-------------------------|---|
| All Pupils on SEN register | 52 | 14.5% |
| Females on SEN Register | 15 | 4.2% |
| Males on SEN Register | 37 | 10.3% |
| Pupils in receipt of High needs funding | 8 | 2.5% |
| Pupils with an EHCP | 5 | 1.4% |
| <ul style="list-style-type: none"> • 1 pupils were removed from the register this year. • 1 pupil moved to Jigsaw and then an alternative provision • 2 applications for High Needs funding was made. Both were successful. One for a pupil moving into year 3 and the other for a pupil transitioning from Forefield Juniors into Year 7 • 2 EHCP applications from the end of the previous year were finalised • 3 New EHCP applications were made. <ul style="list-style-type: none"> - 1, which was a parental request was unsuccessful. It has been taken to appeal. The pupil involved has now entered Year 7. - 2 EHCP were successful. One has been finalised and 1 is being processed • 4 year 6 pupils with EHCPs were allocated places in specialist provision on transition to High School. | | |

New SEND Profile for 2020/2021 (Figures for September 20)

| | <u>Number Of Pupils</u> | <u>% of School Population</u> (357 pupils) |
|--|-----------------------------|---|
| All Pupils on SEN register | 62 | 17.4% |
| Females on SEN Register | 17 | 4.8% |
| Males on SEN Register | 45 | 12.6% |
| Pupils in receipt of High needs funding | 6 | 1.7 % |
| Pupils with an EHCP | 2 (1 in progress) | 0.6 |
| LAC pupils with SEND | 0 | 0% |

Statement regarding overall quality of provision for pupils with SEND

Achievements of Pupils with SEN

The SENCO is unable to report on the academic achievements of the last academic year due to the COVID 19 lockdown. Assessments will be carried out early in the Autumn term 20 to assess pupils knowledge/areas of need following time out of school.

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.

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.

Pupils working significantly below their peers are assessed using the B squared assessment tool.

SEN Provision during COVID 19 Lockdown

- Pupils with EHCPs and Vulnerable Pupils on the SEND register were contacted weekly in the first instance and then on a regular basis to ensure that the pupils were receiving the support they needed.
- Differentiated work was provided on the school website for pupils to complete at home.
- 2 pupils received personalised work.
- 1 Pupil with an EHCP returned to school in June.
- The Parents of the remaining 4 pupils with EHCPs chose to keep them at home during the lockdown period. Risk assessments were carried out and submitted to Sefton stating the reasons for these decisions.
- Throughout lockdown, the SENCO communicated by email and phone with parents who needed support.
- The Educational Psychologist started 2 assessments during lockdown for pupils who were due to be seen in the summer term. These will be completed by observations in the Spring term this academic year.

SEN Policy

The SEN policy was reviewed and updated in November 2018.

SEN information report on school website

SEN Local Offer was reviewed in September 19. The name of the SEN governor needs to change.

Statutory Assessments

No SATS took place this year due to COVID 19 lockdown

Staffing For SEND

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

This year each class POD has been allocated a TA.

Interventions

Interventions look slightly different this year as no mixing is allowed between PODS. Each class has been allocated a TA. Teachers are responsible for identifying the needs of the children in their class and organising appropriate interventions. The SENCO 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 1:1 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 'Tracking of individual provision' record.

CPD for Staff

- The SENCO attended the Autumn term SEND forum run by Inclusive Learning North. The spring and summer forums were posted online and the SENCO accessed recordings of these sessions
- From September 19 to March 20 The SENCO attended the termly SENCO cluster meetings run by Sefton which keeps her up to date with the latest changes in Sefton
- 2 TAs completed their ELSA (Emotional Literacy Support Assistant) training.
- The SENCO ensures that any staff assessing pupils using the B squared assessment tool are trained on how to use it.

Pupil Voice

- Pupils fill in a questionnaire about what is helping them learn.

Parent Voice

- Parents are invited to meet with teacher twice a year to review their child's support plan. (Last year this was only held once due to COVID 19 Lockdown)
- Parents are also given the opportunity to book an additional appointment with the SENCO on these occasions.
- SENCO regularly meets with parents who have requested an appointment.
- SENCO communicated with parents by email and phone when required during lockdown.

External agencies

Referrals were made to the following agencies;

- Educational Psychologist
- Inclusion Consultant
- Occupational Therapy
- Speech and Language
- The Together Trust (social communication team)
- Visits from the visual and hearing impairment teams were also carried out.
- Carol Oakes, private speech and Language therapist, saw 1 pupil for an hour a week and 1 pupil monthly. This is paid for through High Needs funding/funding attached to the EHCP. These sessions continued via zoom during lockdown.

SEN focus for the next academic year

SENCO to support staff in identifying which children need support with 'catching up' after lockdown.

SENCO to continue with last year's focus of reviewing the interventions used in school and evaluating the effectiveness of each one.

This will involve termly monitoring of the impact of interventions as well as observations (where possible) on the TAS delivering them. Pupils will be

interviewed to give their opinion on the effectiveness of the intervention they have taken part in.

SENCO and SEN consultant to support staff who have pupils working significantly below key stage and need to create a personalised curriculum.

Report completed by H Barton (SENCO) 7/10/20