

Annual Special Needs Report to the Governors

School	Forefield Junior School
SENCO	Helen Barton
Date of Report	October 2022
SEN Governor	Lindsay Morgan (New governor to be appointed to this role in Jan 23)

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.

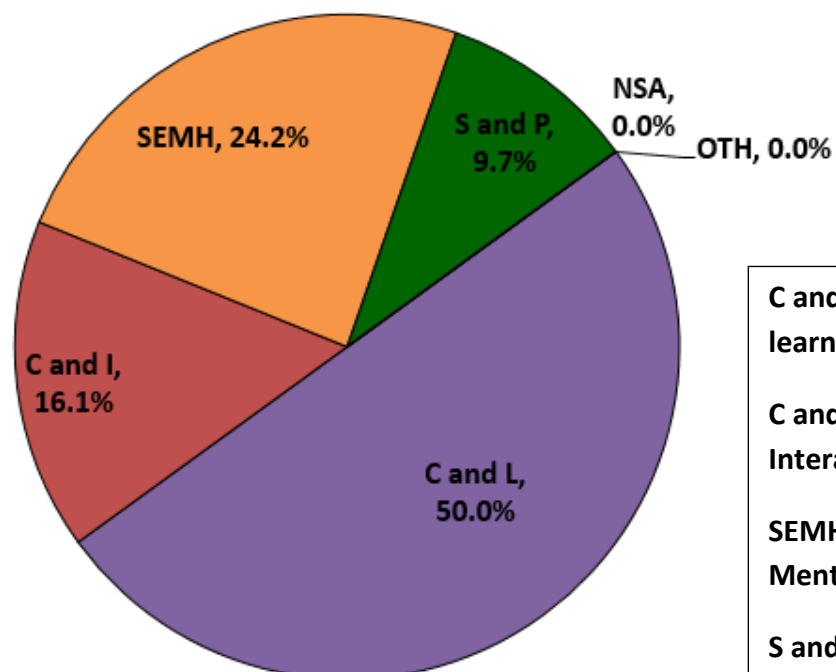
SEND Profile for 2021/2022 (Figures for July 22)

	<u>Number Of Pupils</u>	<u>% of School Population</u> (359 pupils)
All Pupils on SEN register	58	16.2%
Females on SEN Register	21	5.8%
Males on SEN Register	37	10.3%
Pupils in receipt of High needs funding	9	2.5%
Pupils with an EHCP	5	1.4%
<ul style="list-style-type: none">• 1 pupils was added to the register this year 0 were removed.• 2 pupils with SEND moved to alternative provision• 2 applications for High Needs funding were made. Both were successful. One was for a pupil in Year 5 who needed additional support and one was for a pupil moving into year 3 in September.• An application for group funding for a year 3 group for the new academic year was also made and was successful.• 7 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 2022/2023 (Figures for September 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%

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 2022)

	<u>Reading</u>				<u>Writing</u>				<u>Maths</u>				
	BL	BH	EXPL	EXPH	BL	BH	EXPL	EXPH	BL	BH	EXPL	EXPH	EXC L
Year 3 (13)	11	1	1	0	8	4	1	0	10	0	1	1	1
Year 4 (18)	10	3	3	2	10	5	2	1	8	3	3	4	0
Year 5 (17)	11	3	3	0	9	6	2	0	10	5	1	1	0

Year 6 SATS results 22

	<u>B</u>	<u>NS</u>	<u>AS</u>
<u>Reading</u>	3	5	2
<u>Maths</u>	2	6	2
<u>SPAG</u>	2	5	3

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.

12 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 November 2018.

SEN information report on school website

SEN Local Offer was reviewed in September 19.

Statutory Assessments

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

Staffing For SEND

14 TAs are employed to cover people 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 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 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 SENCO attended the SEND forum run by Inclusive Learning North. This happens once a term and covers a range of topics.
- The SENCO attended the SENCO cluster meetings run by Sefton which keeps her up to date with the latest changes in Sefton
- The SENCO ensures that any staff assessing pupils using the B squared assessment tool are trained on how to use it.
- All staff received Sensory training from the Occupational Therapist.
- 3 staff received training on the Incredible 5 point scale.
- All staff received training on the Rapid Reading programme.

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
- SENCO regularly meets with parents who have requested an appointment.
- SENCO 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
- 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 4 pupils monthly.

Areas of SEN focus for the next academic year

SENCO to continue to help staff choose the most appropriate interventions for pupils identified as needing help to 'catch up' after lockdown.

SENCO to assist staff who need support creating a personalised curriculum for those pupils working significantly below key stage.

SENCO to support staff with the new Rapid Reading programme.

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