

Annual Special Needs Report to the Governors

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| School | Forefield Junior School |
| SENCO | Helen Barton |
| Date of Report | September 2019 |
| SEN Governor | Lindsay Morgan |

SEND Profile for 2018/2019 (Figures for July 19)

| | <u>Number Of Pupils</u> | <u>% of School Population</u> (359 pupils) |
|---|------------------------------------|---|
| All Pupils on SEN register | 37 | 10.3% |
| Females on SEN Register | 12 | 3.3% |
| Males on SEN Register | 25 | 7.0% |
| Pupils in receipt of High needs funding | 8 | 2.2% |
| Pupils with support being funded by the school | 3 (shared between 2 TAs) | 0.8% |
| Pupils with an EHCP | 3 | 0.8% |
| <ul style="list-style-type: none"> • 2 pupils were removed from the register this year. • 2 pupils were added to the register this year. • 1 pupil with SEN moved to a new school. • 2 applications for High Needs funding were made. Both received funding. • 5 EHCP applications were made. <ul style="list-style-type: none"> - 3 were accepted and finalised before the end of the academic year. - 2 have been accepted and are currently being processed. - 1 was unsuccessful. • 1 Pupil started accessing Jigsaw 4 days a week. | | |

New SEND Profile for 2019/2020 (Figures for September 19)

| | <u>Number Of Pupils</u> | <u>% of School Population</u> (359 pupils) |
|--|-----------------------------|---|
| All Pupils on SEN register | 54 | 15% |
| Females on SEN Register | 15 | 4.2% |
| Males on SEN Register | 39 | 10.9% |
| Pupils in receipt of High needs funding | 9 | 2.5% |
| Pupils with an EHCP | 3 (2 in progress) | 0.8% |

Statement regarding overall quality of provision for pupils with SEND

Achievements of Pupils with SEN

| | <u>Reading</u> | | | | <u>Writing</u> | | | | <u>Maths</u> | | | |
|----------------|----------------|----|-----------|------|----------------|------------|------------|------|--------------|----|-----------|------|
| | BL | BH | EXPL | EXPH | BL | BH | EXPL | EXPH | BL | BH | EXPL | EXPH |
| Year 3 (11) | 6 | 1 | 3 | 1 | 9 | 2 | 0 | 0 | 5 | 4 | 2 | 0 |
| Year 4 (11) | 6 | 2 | 3 | 0 | 5 | 5 | 1 | 0 | 4 | 3 | 4 | 0 |
| Year 5 (7) | 6 | 0 | 1 | 0 | 6 | 1 | 0 | 0 | 4 | 1 | 1 | 1 |
| Year 6 (6) | 4 (NS) | | 2 (AS) | | 2 (PK6) | 2 (WTS) | 2 (EXS) | | 4 (NS) | | 2 (AS) | |

Most of our pupils 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 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

- Year 6 pupils were assessed for access arrangements for the KS2 SATs by the year 6 staff and Mrs Thompson (SEN consultant)
- 1 Pupil was disapplied as they were working pre-keystage
- 14 Pupils were allocated 25% extra time
- 1 Pupil was allocated 100% extra time and an enlarged paper as recommended by the visual Impairment team.
- 6 pupils were allocated a prompter.

Staffing For SEND

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

Interventions

The SENCO allocates each year group a TA during assembly time to deliver interventions. The teachers in that year group choose which interventions should be delivered (with support from the SENCO if required) and which pupils will be placed in the intervention groups. All interventions are recorded on our provision map and staff have a detailed description of each one. Individual classes may also use allocated General TA time for intervention.

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.

We introduced a new intervention for this academic year called Lexia. This is a computer based programme for reading and spelling which finds a baseline for the pupils and then gives them appropriate work to fill in any gaps in their knowledge. Teachers can also direct the work the child receives based on their personal targets.

All interventions are recorded and evaluated on the pupil's 'Tracking of individual provision' record.

CPD for Staff

- All staff received Team Teach training on 7th January 2019**
- 2 TAS attended a series of sessions dealing with social communication and autism.**
- 1 TA attended a course which discussed anxiety and autism run by the together trust.**
- The SENCO attended the SEND forum 3 times during the year run by Inclusive Learning North.**
- The SENCO took part in the Maths and SEND project run by NW2 Maths Hub.**
- The SENCO attended the termly SENCO 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.**

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.
- 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.

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, sees 1 pupil for an hour a week. This is paid for through High Needs funding.
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SEN focus for the next academic year

SENCO to review the interventions used in school and evaluate the effectiveness of each one.

This will involve termly monitoring of the impact of interventions as well as observations 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) 27/9/19