



Annual SEND Report for Governors

School:	Godalming Junior School
SENCO:	Kate Wilkinson
Date of report:	June 2024 - School Year 2023-24
SEN Governor:	Abi Gorringe

**SEND profile for last 12 months**

To include:

- 34 Children on SEN register to June 2024 including 9 with EHCPs.
- This accounts for 14% of the school population on the SEND register and 4% with EHCP's
- Primary need is listed as:
  - Communication and Interaction - 5 (9%)
  - Cognition and Learning - 19 - (56%)
  - Social, Emotional, Mental Health - 8 - (23%)
  - Physical and Sensory - 1 (3%)

**Statement regarding overall quality of provision for pupils with SEND**

- Most pupils with SEN are progressing at an expected or accelerated rate. This is particularly seen across all subject areas in the Upper KS2. Writing progress in the lower school continues to require additional focus.
- 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 provision 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.
- The school has focussed this year on developing and training staff understanding of HEAD (Highly Effective Adult Deployment) in ensuring that the most appropriate adult for the task is deployed within the classroom environment. This aims to improve outcomes by increasing independent learning for all and allowing support staff to supplement the teacher rather than replace them, especially for our most vulnerable students.
- 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**

- 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 within these attainment bands is 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 progress in many areas but is especially noticeable in Years 5 and 6.
- Attendance measured in Data Set 4. SEND children in all year groups are attending above the national average level.



Data Set 1:

SEND Attainment 23-24

	Reading	Writing	Maths
Year 3	<p>Students in Year 3 (2)</p>	<p>Students in Year 3 (2)</p>	<p>Students in Year 3 (2)</p>
Year 4	<p>Students in Year 4 (2)</p>	<p>Students in Year 4 (2)</p>	<p>Students in Year 4 (2)</p>
Year 5	<p>Students in Year 5 (2)</p>	<p>Students in Year 5 (2)</p>	<p>Students in Year 5 (2)</p>
Year 6	<p>Students in Year 6 (2)</p>	<p>Students in Year 6 (2)</p>	<p>Students in Year 6 (2)</p>



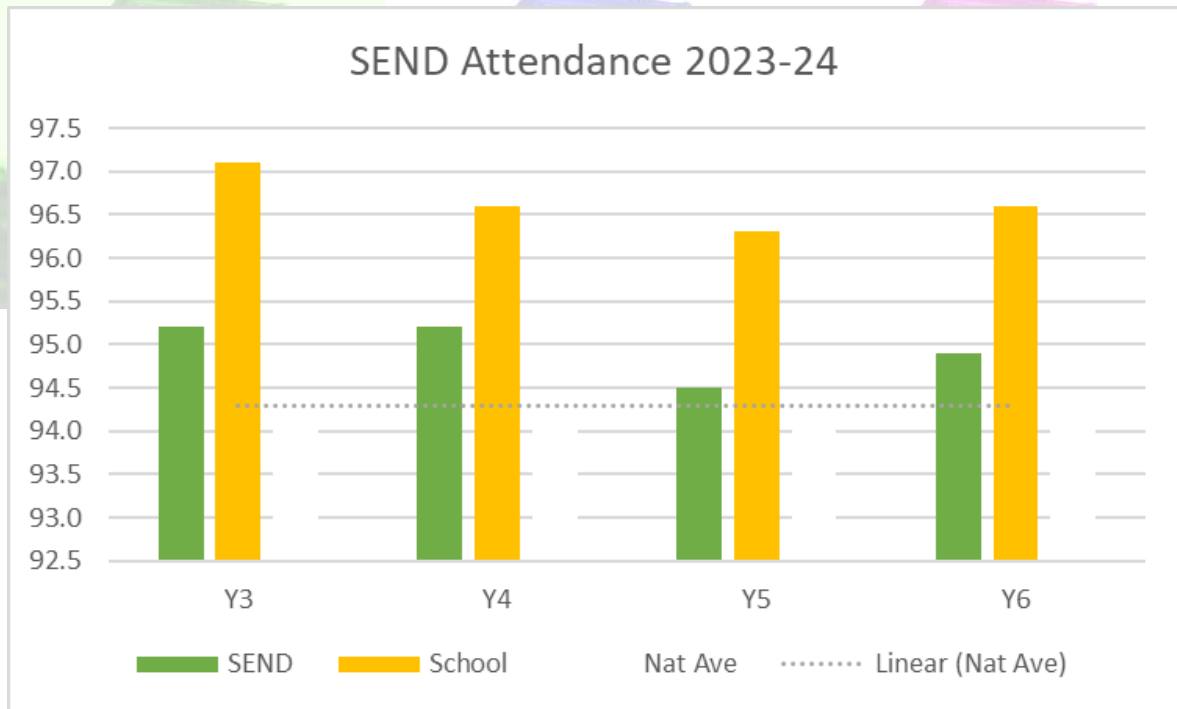
Data set 2: Whole school SEND Progress 2023-24

	Reading	Writing	Maths
Year 3	<p>Year 3 SEN Reading Prog 23-24</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. 23-24</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 23-24</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 23-24</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 23-24</p> <p>SEND no EHCP EHCP All SEN</p> <p>0% 20% 40% 60% 80% 100%</p> <p>Low prog Exp prog Acc prog</p>	<p>Year 4 Maths SEN prog 23-24</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 23-24</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 23-24</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 23-24</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 23-24</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 23-24</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 23-24</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 23-24</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 23-24</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 23-24</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: Attainment Gap



Data Set 4:





<b>SEN policy</b> <ul style="list-style-type: none"><li>• Reviewed November 2023 - minor changes in wording.</li></ul>
<b>SEN information report on school website</b> <ul style="list-style-type: none"><li>• Reviewed November 2023 - all statutory points included.</li></ul>
<b>Staffing for SEND</b> <ul style="list-style-type: none"><li>• 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.</li></ul>
<b>Interventions</b> <ul style="list-style-type: none"><li>• Most learning support at Godalming Junior are provided in class by class teachers and LSAs through Quality First Teaching strategies.</li><li>• If it is decided that a targeted and time bonded intervention outside the classroom would be effective, it will be provided by year group staff. This intervention will be overseen by class teachers. Interventions and targeted pupils are identified during termly pupil progress meetings. 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.</li><li>• Intervention will range from spelling, handwriting, grammar, timetables, maths, writing, reading, memory skills, precision teaching etc.</li><li>• All interventions are recorded on the whole school provision map where clear understanding of effectiveness can be seen once reviewed.</li></ul>
<b>CPD for SEND</b> <p>Training has included:</p> <ul style="list-style-type: none"><li>• HEAD - Whole school INSET and follow up staff meetings</li><li>• HLTA training - NW, DL</li><li>• Helen Arkell Level 5 Understanding Dyslexia - KF</li><li>• ELSA - NK</li><li>• EBSNA Support Role - NK, SBo, KA</li><li>• ELSA Supervision - JF</li><li>• Understanding Anxiety, Selective Mutism and Eating Disorders - JK</li><li>• Nurture Group - JF, NK</li><li>• Drawing and Talking Foundation - JF</li><li>• Drawing and Talking Advanced - JF</li><li>• Speech Articulation - PK</li><li>• Social Communication - PK</li><li>• An Introduction to Understanding Pupils with Attachment Difficulties - HB</li><li>• Prevent Refresher - AS, NM, LM, NK, KW</li><li>• Mental Health and Wellbeing - EC</li><li>• Mental Health and Wellbeing for Safeguarding - NM</li><li>• DSL Update - KW, LM</li></ul>
<b>Pupil voice</b> <ul style="list-style-type: none"><li>• All pupils with SEND take part in creating a One Page Profile to express their feeling about their strengths and what works for them regarding effective learning.</li></ul>
<b>Parent/carer voice</b> <ul style="list-style-type: none"><li>• 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 and encouraged to participate each term in the review process of their child's provision and in creating further targets and focus areas.</li></ul>



- 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 (January 2022) 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.

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)
- Family Support Coordinator
- Social Services
- Virtual School
- Freemantles (Autism Outreach Team)
- Barnados (Family Support Team)

#### Complaints relating to SEND

No complaints.

#### Any other developments regarding SEND?

- There continues to be a strong focus on identifying and delivering phonics interventions for those requiring further tuition. INSET training completed and resources in place to expand learning throughout the staff membership to accommodate needs of children as they move through the school.
- Mindworks Surrey Neurodiversity Pathway remains closed to all referrals unless children are demonstrating extremely high levels of distress, <70% attendance, a danger to themselves or others or previously involved with Early Help services.
- Currently have an unusually high number of Early Help support systems in place to support parent not gain access to ND pathway for ASD assessment.

#### Are there any concerns regarding provision for pupils with SEND?

- Writing progress for lower school SEND children remains below expected level. This will be a focus in the coming years.
- 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 members, resources and interventions.
- Recruitment for support staff is extremely challenging, fewer applicants of experience applying for LSA support roles in school.

Kate Wilkinson SENCo

June 2024