

Annual SEN Report 2022-23

This report should be read in conjunction with the SEN Information Report, SEND Policy and Accessibility Plan.

Each year, the needs of our SEND students change. We monitor their needs carefully and seek appropriate support and advice, from specialist services, to do this effectively. We continually plan and review support in school in line with these changes.

(All percentages in this report are rounded to the nearest 1%)

School Context

Number of children on roll: 755

Number of children on SEN register (% of whole school): 114 (15%)

Percentage of total school population:

- Number of students recorded as SEN Support (%): 95 (13%)
 - Number of students with EHC Plans (%): 19 (3%)
- Students who are undergoing EHC Plan process: 4

Breakdown of Need:

****Children may have more than one identified SEND need and therefore, their primary need is reported for the purposes of this report.**

Communication and Interaction need: 40 (35% of SEN, 5% of whole school)

Social, Emotional and Mental Health need: 26 (23% of SEN, 3% of whole school)

Cognition and Learning need: 37 (32% of SEN, 5% of whole school)

Sensory and/or Physical Disability: 11 (10% of SEN, 1% of whole school)

Further breakdown of needs:

Children with ASD diagnosis: 29 (25% of SEN, 4% of whole school)

Children with ADHD diagnosis: 8 (7% of SEN, 1% of whole school)

Children with Dyslexia diagnosis: 25 (22% of SEN, 3% of whole school)

Children with Dyscalculia diagnosis: 1 (0.8% of SEN)

Children with Communication and Interaction needs (not including ASD): 11 (10% of SEN, 1% of whole school)

Children with SEMH (not including ADHD): 20 (18% of SEN, 3% of whole school)

Children with Moderate Learning Difficulties (MLD): 12 (11% of SEN, 2% of whole school)

Children with a hearing impairment: 2 (2% of SEN)

Children with a visual impairment: 6 (5% of SEN, 1% of whole school)

Data

Academic Year 2022-23

Year 6 SATs Data

Year 6 SATs took place this academic year. However, we expect a continued impact of COVID-19. Students with a SEN need found it harder to access home learning online nationally, and students missed core learning in their early school years. Our school continues to support our students and attempts to bridge gaps in skills and knowledge are outlined later.

| | SEN Cohort (22 completed SATs) | | EHCP Cohort (6 completed SATs) | | Non SEN Cohort (153 completed SATs) | |
|---------|-----------------------------------|----|-----------------------------------|----|--|----|
| | %E+ | %H | %E+ | %H | %E+ | %H |
| Maths | 60 | 25 | 17 | 0 | 84 | 35 |
| Reading | 65 | 35 | 33 | 17 | 86 | 43 |
| Writing | 65 | 5 | 33 | 0 | 92 | 37 |
| PAG | 65 | 25 | 33 | 0 | 92 | 54 |

Our SEN students' results show that 45% of SEN students have achieved E+ and 5% have achieved Higher standard in reading, writing or mathematics. SEN students overall have performed best in reading, through high levels of intervention and support, and increased cross-curricular reading in most lessons. As expected, SEN students have found writing challenging.

EHCP students have performed well in reading, writing and PaG, however, they have under-performed in mathematics. EHCP students have performed considerably well in reading,

Please note:

The sample size of the SEN cohort in comparison to non-SEN cohort means that one student with SEN is has a larger weighting in terms of percentage of their cohort. Therefore, the data can appear imbalanced.

| Subject | SEND Cohort % reached target | NON-SEN Cohort % reached target |
|----------------|---|--|
| Maths | 71 | 70 |
| Reading | 82 | 75 |
| Writing | 75 | 82 |
| PAG | 64 | 82 |

*All rounded to nearest whole number.

This data can be explained due to the demographic of the SEN register. There were a considerable number of students on the SEN register with SEMH needs which has had a large impact on their attendance and learning. Furthermore, there were many students with Speech, Language and Communication needs which impact their understanding of language, and their ability to adjust to changes or challenging environments with timed activities (particularly those with ASD).

Y5, 7 and 8 Data

| Subject | Y5 SEND Cohort % reached target | Y5 NON-SEN Cohort % reached target |
|----------------|--|---|
| Maths | 75 | 85 |
| Reading | 68 | 81 |
| Writing | 75 | 58 |
| PAG | 61 | 70 |

*All rounded to nearest whole number.

| Subject | Y7 SEND Cohort % reached target | Y7 NON-SEN Cohort % reached target |
|----------------|--|---|
| Maths | 60 | 86 |
| English | 84 | 88 |
| Science | 88 | 95 |

*All rounded to nearest whole number.

| Subject | Y8 SEND Cohort % reached target | Y8 NON-SEN Cohort % reached target |
|----------------|--|---|
| Maths | 94 | 93 |
| English | 75 | 95 |
| Science | 84 | 90 |

*All rounded to nearest whole number.

Attendance

| | <u>Attendance of SEN Support (%)</u> | <u>Attendance of EHCP Students (%)</u> | <u>Attendance of Non- SEN students (%)</u> |
|-----------------|---|---|---|
| GJHA | 93.5 | 87.1 | 95.9 |
| National | 91.9 | 89.1 | 94.3 |

GJHA attendance overall attendance (95.4%) is above the national student attendance (93.8%). Our SEN Support students' attendance (93.5%) is higher than national attendance for SEN support students. However, our EHCP students' attendance is lower than the national attendance of EHCP students. EHCP students' needs are the most complex and find school challenging. It is therefore a priority to continue supporting our EHCP students to access school with regular pastoral support and effective communication with home.

Impact of COVID-19

Although schools have returned from COVID-19 for a considerable time, student attendance is affected, and schools are experiencing heightened levels of SEMH. We have students who have skills and knowledge gaps from missed learning due to lockdowns. Although students were provided with good quality home learning during lockdown, many (particularly SEN students) were not able to access this consistently or adequately without the same level of professional support they would have received in school. As the impact of COVID-19 continues, school continue to support our SEN students in a number of ways.

| Wave of Intervention | Provision/Resource |
|---|--|
| Wave One Quality First Teaching | <u>Curriculum</u> Curriculum development – continued review of planning and resources Broad and balanced curriculum Visual support and aids to differentiate in classrooms |
| | <u>Pastoral</u> PRAISE code Behaviour Policy Dedicated SLAPS and Lead Tutors |
| Wave Two In-Class Support | Pre/Post teaching for selected students. Focus on key vocabulary for: science, maths and English, history and geography. This includes English and maths basic skills revision sessions. |
| | <u>Times tables</u> All students complete times tables activities for one morning per week. |
| | <u>LSA support</u> SEND students prioritised especially those with EHCP |
| | <u>Team teaching groups and withdrawal groups:</u> Y5 maths and English Y6 maths and English Y7 maths and English |
| | <u>Pastoral</u> SEND Champions (mentors) allocated to students who require additional pastoral support. Champions meet with their students once a week and ensure they have the relevant resources and supportive aids they need. Champions communicate with parents/guardians and offer support and feedback to their students. |
| Wave Three Individualised, targeted support for students | <u>Fresh Start-phonics decoding groups</u> <ul style="list-style-type: none"> - Identified through Salford Reading tests and reading age tests - Weekly sessions in registrations (approximately 1.5 hours in total) |
| | <u>Fluency Practice Groups</u> <ul style="list-style-type: none"> - Identified through Salford Reading tests and reading age - Weekly sessions in registrations (approximately 1.5 hours a week) |
| | <u>Maths and English Intervention Sessions</u> <ul style="list-style-type: none"> - Students identified by class teachers and assessment data. |
| | <u>Stronger Course</u> Short course that improves self-esteem, confidence and tackles anxiety issues. Students selected by staff according to level of need, behaviour, attendance and specific individual circumstances. Course runs approximately 6-8 weeks (changes each half term) |
| | <u>Affirmative Autism Course</u> <ul style="list-style-type: none"> - Short half-termly course - Recommended by specialist communication and interaction teachers. |

| | |
|--|---|
| | <ul style="list-style-type: none"> - Course provided to help students understand their neurodiversity and needs, and to develop management strategies - School staff trained by specialist teachers - Resources and sessions adapted according to specific group needs. - Student groups carefully selected according to individual need and personalities (some provided these on 1:1 basis where needed). - Course is optional and parents/guardians can opt students out of course |
| | <p><u>Gross Motor Skills Intervention</u> Small group/individual physical tasks to work on motor skills and coordination Selected based on individual need, professional reports/recommendations and staff concerns.</p> |
| | <p><u>Touch-typing Intervention</u></p> <ul style="list-style-type: none"> - Course provided to students with moderate/severe ongoing challenges with writing/recording work independently. - Aims to increase typing proficiency so students can use laptops/computers in future. - English Type Software provided for home and school use. - Laptops provided for students where proficient to use them in lessons. Students often issued laptops initially in English lessons with extended writing pieces. |
| | <p><u>Break Time Support</u></p> <ul style="list-style-type: none"> - HUSH club - Students selected for break time support in a quieter area of school with increased adult support. - Activities and resources provided that are suitable for those SEN students who require physical items and specific tasks. |

SEND Support Plans and Reviews

All students on our SEN register have an individual Education Plan (IEP) in the form of a Support Plan. These plans include key information about the student including: name, need, student views, SMART targets for each term, strengths and challenges, in-class provision, parent views and exam access arrangements. Student support plans are reviewed termly and two SMART targets are issued that are specific to the student's individual needs and circumstances.

Reviews are conducted termly with a member of the SEN team (SENCO or HLTAs). Prior to reviews, teaching staff report all necessary information to inform the review. All EHCP reviews are conducted by the SENCO. Support plans and their reviews are important for many reasons, including but not exclusive to: informing teaching and support staff of individual needs and targets; reviewing the effectiveness of support in place; informing referrals to external agencies; and providing opportunities to identify/praise achievement and milestones where appropriate.

Transition

We have a robust transition programme for our students which is outlined below:

| <u>Events</u> | <u>Who is involved?</u> | <u>Intended Impact</u> |
|--|--|--|
| Tours for individual students ahead | Predominately for EHCP students and their parents. Students are encouraged to attend where possible. | Students and their families are provided with opportunities to view the school prior and post registering interest for the school. This allows them time to view provision and identify/discuss any potential challenges ahead of attending GJHA. |
| SEND Coffee Morning | Selected parents are invited to attend a coffee morning. | Coffee morning has external professionals who can offer advice and discuss the local offer to parents and families who would benefit from additional support outside school. |
| SEND additional visits for future Y5 students | Future Y5 students are invited to attend an additional morning or afternoon visit with the SENCO. | The SENCO provides icebreaker activities and additional tours where students can have specific SEN information provided. |
| SENCO at feeder schools | SENCO visits feeder schools to meet with current teaching staff, SENCOs and students. | Students develop relationship with key staff member (SENCO) and SENCO is able to collect accurate and effective information that is current to each student. |
| KS2 Leader assemblies at feeder schools | Leader of KS2 conducts assemblies at feeder schools to new Y5 students. | Myth-busting activities Introduction to new leader (key staff member in school) Notes and information from staff given to KS2 leader. Identification of students who require additional support during transition. |
| Transition Day(s) | All new students are encouraged and invited to attend transition day(s) at GJHA. All Y8 students visit Gosforth Academy | Students meet their new classes and teachers, have tours of the school and complete meaningful activities that will inform their future class teachers and support. All Y8 students meet their new classmates (from other schools) and their new form tutors. They have a tour of the school and meet key supporting members of staff. |
| SEND visit to Gosforth Academy | All Y8 SEN students are offered an additional visit to Gosforth Academy. | Allows SEN an additional visit to GA. Staff in SEN department (key workers) can meet their students, provide specific information to |

| | | |
|--|--|---|
| | | SEN students and view the student support base. |
|--|--|---|

SEN students and feeder schools are provided with SEN transition booklets with additional information and key information broken down into clearer and concise steps. If we feel that further support is needed, we can put in a referral to ASAP panel and receive support from external professionals. Transition is discussed early in the academic year to provide a smooth transition for all students. New students receive reviews of their support plans early in the new academic year to ensure they are clear and accurate, and to discuss their transition, addressing any concerns students and parents have.

Actions for 2023-24

- **Provide a drop-in service in the Student Support Base to provide additional SEMH support.**
- **A wider range of break time activities to support a wider range of SEN needs.**
- **A wider range of interventions to support a wider range of SEN needs.**
- **Use a range of feedback to review SEN provision including student voice and data.**
- **SEN reviews conducted by a wider range of staff who have a great knowledge of their SEN students including class teachers and SEND champions.**
- **Increased use of the Student Support Base to promote an inclusive culture in the department, and develop and utilise space/resources.**
- **To develop and improve a school sensory room to provide a quiet, safe and calm space that students can use for regulation.**
- **To develop pre and post teaching opportunities, including specific interventions and progress groups, to improve outcomes for SEN students.**
- **Additional liaison with feeder schools.**
- **Wider range of CPD programmed for teaching and support staff.**

Link to Local Offer

<https://www.newcastlesupportdirectory.org.uk/?localofferchannel=0>