

Gosforth Junior High Academy

Annual SEN Report 2023 - 2024

Evaluating the Effectiveness of Provision for Students with SEND at Gosforth Junior High Academy

This report should be read in conjunction with the school's SEN Information Report, SEND Policy and the Accessibility Plan. These can be found on our school's website.

The needs of our SEND students are continually changing. We monitor their needs carefully and seek appropriate support and advice, from specialists, based upon this. We also review and adjust our support in school, in line with these changes.

Please be aware that all percentages are rounded to the nearest 1%.

Context:

Gosforth Junior High Academy is a large middle mainstream school in Newcastle Upon Tyne. We have many students that are from other counties and boroughs across the North East. We educate children aged 9-13 (year 5 to year 8). The SENCO for Gosforth Junior High Academy is Sarah Fitzpatrick.

- Number of students on roll: 752
- Number of children on SEN register (& of whole school): 101
- Proportion of total school population:
 - Number of students recorded as SEN Support (%): 78 (10%)
 - Number of students with EHC Plans (%): 23 (3%)
 - Number of students who are undergoing EHC Assessment process: 4

Breakdown of Need:

Please note that students may have more than one area of need. For the purpose of this report, school have reported on students' primary area of need.

Broad Area of Need	% of SEN	% of Whole School
Communication and Interaction	33	4
Social, Emotional and Mental Health	31	4
Cognition and Learning	12	2
Sensory and / or Physical Needs	25	3

More detailed break-down of needs

Specific Area of Need	% of SEN	% of Whole School
ASD (Autism)	25	3
ADHD	8	1
Dyslexia	9	1
Dyscalculia	1	0
DCD - Dyspraxia	2	0
Speech and Language	8	0

SEMH	23	3
Moderate Learning Difficulties	13	2
Physical Disabilities	5	0
Hearing Impairment	1	0
Visual Impairment	6	0

** 5 of these students are officially supported by our specialist Visual Impairment ARP.

Data

Academic Year: 2023 – 2024

Year 6 SATs

Please note that the sample size of the SEN cohort (25 students), in comparison to the non-SEN cohort (158), means that one SEN child is worth a larger percentage of their cohort, in comparison to the non-SEN cohort. One student with SEN will have a greater weighting in percentage than a non-SEN student, therefore the data can appear imbalanced.

	SEN Support Cohort (21 completed SATs)		EHCP Cohort (4 completed SATs)		Non-SEN Y6 Cohort (158 completed SATs)	
	%E+	%H	%E+	%H	%E+	%H
Maths	33	5	25	0	92	46
Reading	43	10	50	0	85	46
Writing	53	0	25	0	92	35
PAG	38	10	75	0	91	59

** E+ – Achieved expected age-related expectations or higher.

** H – Achieved higher than age-related expectations.

Please note that one EHCP student did not complete their SATs due to the SEN needs. Our SEN results show that writing and reading have been a strength for our SEN students. However, it reflects a need to support with literacy. This year group are the first of many students who were deeply impacted by COVID-19, and this is reflected in their data. SEN students were amongst the most affected by lockdown as they found it more challenging to engage with online learning, and often need adult support to access learning. This is evident in our EHCP and SEN cohort's data. PAG appears to have been a strength for our EHCP students which is very positive. However, assessments that would require reading independently, using reasoning skills or writing independently have been challenging. The PAG assessment has little requirement to write. This is likely to have given those students better access to the assessment. EHCP students often had scribes and other additional exam access arrangements that have helped them to access the assessment.

Maths and reading appear to be the most challenging for our students during their SATs. This is likely due to the nature of the assessments (a lot of questions, with very little time). A lot of practise and support will need to be provided to students to help them access these assessments in future.

It is also important to note that students take their SATs assessments early in the Summer term and have not finished their learning/curriculum. Therefore, we would expect their performance data to improve by the end of the curriculum year.

End of Year 6 Data

Subject	SEND Cohort (26) % reached target	Non-SEND Cohort (158) % reached target
Maths	80	82
Reading	76	76
Writing	60	69
PAG	68	88

PAG – Punctuation and Grammar

E – Expected Age-Related Standard

H – Greater Depth/Above Age-Related Expectations

Analysis

The end of year data shows a much more positive for our SEN students. We can see that their performance (except for writing) is consistent with that of their non-SEN peers. This is promising, and reflects the support and provision for our SEN students in lessons.

We can see that writing and PAG (Punctuation and Grammar) are key areas for us to support our SEN students. Many SEN students find writing difficult to access, due to various needs, and therefore this will be a target for us to improve next year. This will involve liaising with TALLs and forming specific strategies to address gaps in their writing and PAG skills.

Y5, Y7 and Y8 Data

Year 5 Data

Subject	Y5 SEND Cohort (26) % reached target	Y5 Non-SEN Cohort (148) % reached target
Maths	76	74
Reading	73	74
Writing	54	29
PAG	58	61

Year 5 SEN students have out-performed their non-SEN peers in writing. However, this is likely due to the targets that are set. Typically, non-SEN students have higher targets, whereas their SEN peers may have lower average targets. However, it is clear that writing needs to be a priority for all students in the upcoming academic year.

Year 7 Data

Subject	Y7 SEND Cohort % reached target	Y7 Non-SEN Cohort % reached target
Maths	43	83
English	52	86

Our year 7 data shows a high difference between our SEND and non-SEND cohort.

Year 8 Data

Subject	Y8 SEND Cohort % reached target	Y8 Non-SEN Cohort % reached target
Maths	84	91
English	81	89

Attendance**Attendance in KS2**

	Attendance of SEN (%)	Attendance of EHCP (%)	Attendance of Non-SEN Students (%)
GJHA	95.8	95.2	96.1
National	92.4	89.1	94.8

Our KS2 attendance data is very positive. Our KS2 SEN and EHCP students have higher attendance than the national average of non-SEND KS2 students. As a school, we will continually strive for higher attendance. We aim for above 97% for all students in our school.

Attendance in KS3

	Attendance of SEN (%)	Attendance of EHCP (%)	Attendance of Non-SEN Students (%)
GJHA	84.9	91.9	94.9
National	85.5	81.8	92.1

Our attendance for KS3 is above the national average for EHCPs and non-SEN students. However, our KS3 SEN students have lower attendance than the national average. Many of these students are vulnerable and have difficulties with SEMH. This has been recognised. School have implemented attendance initiatives across the whole school to help address this. Many of the KS3 students on our SEN register were added due to low attendance. This will continue to be a priority for the school in the following academic year.

Overall Attendance Data

	Attendance of SEN (%)	Attendance of EHCP (%)	Attendance of Non-SEN Students (%)
GJHA	90.35	93.55	95.5
National	88.95	85.45	93.45

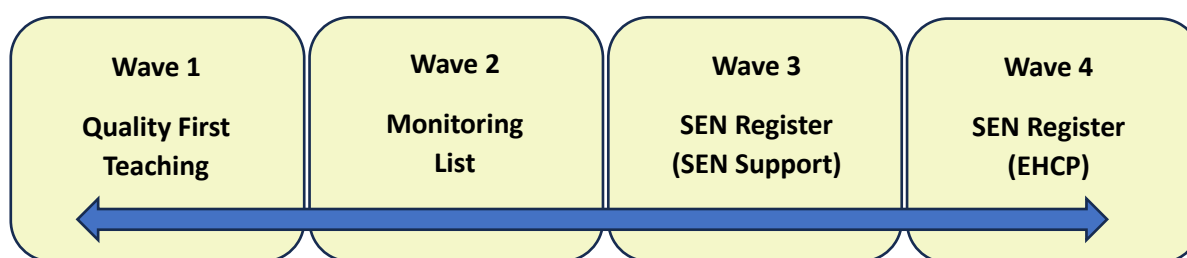
Our school's attendance out-performs that of all national figures. However, it is a priority to raise the attendance of our SEN and EHCP students to at least 95%. Many learners are added to our SEN register due to EBSNA and concerns regarding their attendance. They are then provided additional support to help them access school. We have implemented school-wide initiatives to raise the profile of attendance, as well as promote good attendance and attitudes towards attendance in our students. This includes students receiving awards for good attendance, most-improved attendance, and attendance being linked to their end of year awards. Where students were not able to access school due to medical procedures or other unforeseen events, reasonable adjustments were made to include them in rewards.

Impact of COVID-19

Although school has returned for a number of years, the effects of COVID-19 are still present. Many students have found returning to school challenging and have developed high levels of anxiety regarding school. There have been increasing numbers of students added to our SEN register for support with EBSNA (Emotionally-Based School Non-Attendance). Due to lockdown, also have children who have significant gaps in both their learning as children were not fully engaging with home learning. We also have students with lower social skills and reduced resilience due to prolonged time spent at home, or in an unusual school experience. School have continually reviewed the needs of students entering our school, and make reasonable adjustments to help them access school. External support to schools is limited due to increased demand and longer waiting lists. This has led to many students finding returning to school more challenging. School have continued to try and provide some services to students where possible. This includes our Ask Jen support, alternative breaktime provision, our school nurse, and SEMH drop-in sessions to name a few.

Provision and Support

Gosforth Junior High is proud to provide a vast range of supportive provisions to our students. As we follow the graduated approach, we provide this support in waves.



The level of support that a student requires is reviewed at different times dependent on their level of need and level/wave in the graduated approach. Students can move between each wave, dependent on the level of support they need in school.

Below is a summary of some of the services that we provide to our students at different stages/waves of support. Interventions are dependent on availability and demand of our student cohort.

Wave	Provision/Resources
<p>Wave One Quality First Teaching</p>	<p>Curriculum</p> <ul style="list-style-type: none"> • Curriculum development – we continually review and develop our curriculum. • We offer a broad and balanced curriculum • Visual support aids in different classrooms <p>Pastoral</p> <ul style="list-style-type: none"> • Consistent use of the PRAISE code. This presents students with regular opportunities to be rewarded for positive behaviour and attitudes to learning. • Behaviour policy - Our PRAISE code is designed to be fair and consistent for students so that all can learn and be successful • Dedicated staff team, form tutors, Lead Tutors and SLAPs <p>Teaching and Learning</p> <ul style="list-style-type: none"> • Daily recapped learning at the start of each lesson • Formative Assessment present in each lesson • Regular live feedback in lessons • Comprehensive recapped learning in registrations • Zones of Regulation. Enhanced levels of this for our KS2 students • Times Table Rockstars and Cracking Times Tables for our students to practise multiplication tables • Regular opportunities for reading
<p>Wave Two Monitoring List</p>	<ul style="list-style-type: none"> • Regularly reviewed by staff. Support and Teaching staff will monitor their performance and pass on any concerns to the SENCO • May have short-term interventions to address difficulties • These students may have diagnosed conditions, but do not require much more support than QFT, and so staff are made aware of any specific small adjustments they may need • Scheduled SEMH drop-in sessions • Identification meetings
<p>Wave Three SEN Support</p>	<ul style="list-style-type: none"> • Students on the SEN register will receive three termly reviews with a member of staff in school • Targeted interventions

	<ul style="list-style-type: none"> • Additional resources and modified resources in lessons • Students who are visually impaired will have modified resources from their teachers • Some students receive targeted maths and English support in much smaller progress sets. They have a higher level of adult support, with reduced student numbers and a curriculum that addresses the gaps in their learning • Phonics, reading fluency and decoding groups provided by trained members of staff for students with literacy difficulties • IDL Phonics software for students who need additional phonics support • Support from NUFC
Wave Four EHCP Students	<ul style="list-style-type: none"> • SEND Champions / Key Workers. Our EHCP students are provided with a key contact in school. This enables enhanced communication with home, and additional support in school. Their key staff member will review their resources and ensure they have the appropriate provision in place • EHCP students have termly reviews with the SENCO • EHCP students receive in class support. This is targeted where it is most needed and is provided dependent on their level of funding • Our EHCP students with a Visual Impairment are supported by our specialist VI ARP. They provide additional technology and interventions specific to VI students

A more comprehensive list of our interventions on offer are below. These are held according to the needs of the current cohort. Interventions are usually held for one half term per group. This is to limit the amount of learning missed by our students. Although interventions are an important part of our students' development, we must carefully consider the amount of time students are outside lessons and away from their peers.

Intervention	Brief Description
Mind Matters	This is an intervention based on the Affirmative Autism course. GJHA have adapted this to include students with different neurodiverse needs who also experience challenges. Students are able to discuss their strengths and challenges in a productive and supportive environment. They learn self-advocacy skills, and develop links with other students who have similar needs.
Stronger Course	This intervention aims to provide students with SEMH support. This often includes discussing friendships, social interactions, family and confidence. It aims to provide

	students with strategies they can use and talk through their complex feelings.
ST-ART	Many students find discussing their difficulties challenging face-to-face. This intervention is based on art therapy sessions. Students create arts and crafts projects, while discussing important topics. The sessions are very group-dependent but are supervised by a member of staff to help structure conversations.
Green Influencers	Students are offered a weekly session to complete garden projects on our school site. This can be growing fruits, vegetables and various plants/flowers. Students are encouraged to learn about nature, in a therapeutic outdoor environment. Students are given responsibilities and encouraged to be independent. It allows students to develop confidence and build a relationship with school.
EBSNA	This is an intervention group for students who find accessing school challenging. This is a small group intervention in which the member of staff completes various tasks which help students identify their barriers and develop strategies they can use to help them access school. This has been provided by the educational psychology team.
Fluency and Decoding Reading groups and 1:1 sessions	Our Leader of English, in liaison with the SENCO, identify students who require enhanced support with their reading skills. Students can have 1:1 or small group intervention in which they complete various reading activities. This can include the Fresh Start reading modules from Ruth Miskin. We practice various fluency skills such as choral and echo reading.
SEND Champions	SEND Champions are members of staff that are specially selected for students as their key person in school. These are additional to their form tutor and other pastoral members. This helps students to have an additional adult who will advocate for their needs, provide regular check-ins and increased communication with home. These are prioritised for our EHCP students, and other students with complex needs/circumstances.
Alternative Break Club/HUSH Club	This is a break time provision that is invite-only. Students who have been identified as needing an alternative space at break times to help them develop social skills and regulate emotions. Students can access a quiet space, a games/activities room or the drop-in service to talk with a member of the SEN team.
Touch Typing	This is for students to develop their ability to touch type. This is reserved for students who have been identified as needing to use a laptop in future/currently. Students in KS3 are prioritised as KS2 students will need to be able to write their

	answers in their SATs. Some students use a laptop in lessons, and therefore need to develop their skills to be proficient.
IDL	IDL is a phonics/literacy software tool. It provides students with targeted intervention to support their reading and spelling skills.
Gross Motor Skills	This intervention is for students who may display coordination and movement difficulties. Students carry out various exercises to help them develop their motor skills. This can also include students who need this for emotional regulation.
Fine Motor Skills	Students who have significant difficulties recording written work legibly may be asked to complete fine motor skills intervention. This involves handwriting, as well as coordinating their hands/fingers effectively. This can include such activities as tying shoelaces or handwriting.

Transition

We take the transition process very seriously. We want to ensure that our SEN students (future and current students) have the most successful transition possible. To do this, we have high levels of liaison with all schools. Further information regarding our transition process is listed below:

Provision/Events	Who is involved?	Intended Impact
Tours for individual students and families	These are typically for our EHCP students who may need very specific provision. Students and their families are provided with the opportunity to view our school prior and post registering for our school.	This allows students and their families the opportunity to view our school. They can ask any questions and view what we can potentially offer them at our school. It allows them to identify any future challenges they may have.
Coffee Mornings	Our school hold coffee mornings for new students and their families. We also hold additional coffee mornings across the year.	This allows us to build relationships with students and their families. We can address any difficulties that are presented early. We can also offer specialist advice from external professionals when appropriate/available.
SEND additional visits to GJHA	This is for Y4 students in the final term before they transition to our school. They are invited by our	Students can identify key supporting adults in school such as the SENCO and learning support staff. They have the opportunity to

	SENCO with their school staff to accompany them.	meet other students with SEN, in a calm and quieter setting.
SENCO visits to feeder schools	The SENCO visits all three main feeder schools in the Summer term ahead of transition. The SENCO will also try to meet with families and schools of students (not from feeder schools) that have an EHCP.	The SENCOs of the schools meet together to provide information about future students that will help transition. Notes and information is then shared with teaching staff to inform their planning ahead of the following year.
Transition reviews	Where possible, the SENCO will attend final transition SEN reviews for students coming to GJHA the following year.	This provides parents/families the opportunities to discuss concerns they have and ask additional questions. It provides the SENCO to pass on key information to school staff ahead of September.
KS2 Leader assemblies at feeder schools.	Our leader of KS2 visits feeder schools and delivers assemblies.	Students have the opportunity to 'myth-bust' their future school. They have opportunities to ask questions, and to identify a key person in their future school.
Transition days	Our school host transition days for all future Y5 students. This includes students that are not from our typical feeder schools.	Students get to experience at least one full day in GJHA. They are able to meet other students in their classes and learn about their future school. They will meet their future form tutor, where possible, and will start to develop relationships.
SEND visit to future schools	We offer our Y8 students visits to their future schools. We do this for students will be attending one of our MAT schools (Great Park and Gosforth Academy).	Students will meet their future key workers and get to meet the SEN team of their future school. They are able to ask questions away from the rest of their cohort.
Consultations	GJHA will complete consultation documents for EHCPs of students who have GJHA named as their future	GJHA provide a detailed consultation which helps to inform parents and carers as to whether they are able to

	school. The consultation process requires GJHA to state whether they can meet the needs of the student.	meet the needs of their child. GJHA provide information regarding each provision in section F, stating ways that the provision can or cannot be met. This gives parents and carers helpful information to inform their decision.
--	---	--

We provide students with SEN transition books (for future SEN students) that are designed to be more user-friendly with additional resources and systems explained in detail. We provide all future students with a student handbook/transition booklet when they come for their transition days.

Where necessary, particularly when additional external agencies are involved with a student's provision, the SENCO will arrange additional meetings to discuss additional resources and planning that is required to ensure students have a successful transition.

Actions for 2024 - 2025

- Provide a drop-in service to provide additional SEMH support
- Enhance breaktime provision for a wider range of SEND 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
- Enhance the use of the Student Support Base to promote an inclusive culture in the department and develop and utilise space/resources
- Improve interventions and opportunities for EAL learners
- Improve and refine support plans to provide meaningful and consistent target setting
- Liaise with NUFC and other external providers to support students in school
- To develop pre and post teaching opportunities, including specific interventions and progress groups, to improve outcomes for SEN students
- To provide opportunities for SEN students to learn outside the school through additional visits and projects
- To provide enhanced support for EBSNA students, with clear action plans and regular reviews to support our learners to return to school
- Improve opportunities for liaising with feeder schools
- Wider range of CPD programmed for teaching and support staff