



Annual SEN Report 2021 – 2022

Evaluating the effectiveness of Gosforth East Middle School's provision for pupils with SEND

- 64 children out of 516 pupils are on the SEN register.
- 56 children are SEN support and 8 children have an EHCP.
- 12.4% of the school population has SEN.
- 14.2% of KS3 children have identified SEN and 10.5 % of KS2 children.
- Cognition and Learning is the most prevalent primary need.
- There are 11 Learning Support Assistants in school, 7 full time and 4 part time.

All pupils on the SEN register have a support plan and an allocated SEN key worker.

Area of primary need	Cognition and Learning	Communication and interaction	SEMH	Physical and sensory	EHCP
SEN cohort	43.75%	29.6%	20.3%	6.25 %	12.5%

Data information

- All SEN children were making progress in all areas prior to lock down as assessed by our tracking system or individual assessments.
- The Year 6 SATs data showed exceptional progress for children on the SEN register. The children who did not meet the expected progress made measurable progress and will continue with booster sessions in Year 7.
66.6% SEN children met the expected standard at reading.
46.6% SEN children met the expected standard at GPS.
66.6% SEB children met the expected standard at Maths.
The children who did not meet expected standard have been identified for additional provision within Year 7.
- There have been no permanent exclusions during this period for children with SEN and one fixed term exclusion.
- SEN children are encouraged to join clubs and to represent clubs.
- SEN children are supported to be nominees for House Captain, School Council and other leading roles within school.
- Interventions are tracked through pre and post assessments. These include True North, Key worker support, Counselling sessions, Reading, Motor Skills, Social Skills, IDL, Lego therapy and English and Maths booster sessions.
- NGRT tracks reading and spelling ages across school.

How we evaluate the effectiveness of SEN provision?



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- Termly reviews allow opportunities to discuss provision and progress made by SEN pupils. Views of parents and the child are sought and this is used to develop the Learning Plan.
- Attainment is measured on a termly basis and discussed with SLT. This information informs interventions and booster groups.
- Spelling and reading ages are gathered termly and this information is shared with all staff. This is used to inform planning.
- Interventions have a pre and post assessment as well as feedback from the staff delivering the sessions.
- Access Arrangements are shared with staff regularly to ensure children have the appropriate provision in all assessments.
- SCART document used to assess children significantly behind age related.

Staff Training

- SENDCo has NASENCO qualification
- Whole school ASD training update
- Whole school FASD training update
- Specified LSA – ASD training
- The Key training – 4 LSA's and 4 teachers - updated
- Staff meetings linked to areas of need
- Gosforth Trust SENDCo network meetings
- City wide SENDCo trust meetings
- SEN annual conference
- Seesaw training – how to use and how to support SEND children
- Access arrangements update
- Provision Map Training
- Positive Handling Training
- EHCP training
- Show Racism The Red Card

Outside agencies

- SENTASS
- Educational psychology Team
- ASD specialist teachers
- CYPS and CAHMS
- LA SEN school improvement team
- School Nurse
- Early Help



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- Local school network
- OT service
- Autism North East

Next Steps

- Further develop use of Provision Map to share information
- Continue to develop use of ICT to support SEN children.
- QFT strategies training to look at ways to scaffold.
- Phonics training for staff