



Annual SEN Report 2022 – 2023

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

- 61 children out of 513 pupils are on the SEN register.
- 52 children are SEN support and 9 children have an EHCP.
- 11.9% 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 but Social, Emotional and Mental Health needs and Communication and Interaction needs have noticeably increased across school. Communication and Interaction is the most prevalent need in Key Stage 3.
- 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	36%	31%	28%	5 %	14.75%

SEN Stage	Number	% of whole school	National % (secondary)	Newcastle%
No SEN	61	11.9%	14.1%	14.2%
SEN Support	52	10.1%	11.9%	12.5%
EHCP	9	1.8%	2.2%	1.7%

Data information

- All SEN children are tracked and make progress across the curriculum and within interventions.
- 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.
69.2% SEN children met the expected standard at reading.
61.5% SEN children met the expected standard at GPS.
76.9% SEN 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?

- 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.



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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
- Access arrangements update
- Provision Map Training
- EHCP training
- Show Racism The Red Card
- Trauma training
- RISE resilience training
- Immersive reader and EAL training
- Quality first teaching by Newcastle SEND advisers
- Phonics training – whole school and key staff.
- EBSNA training

Outside agencies

- SENTASS
- Educational psychology Team
- ASD specialist teachers
- CYPS and CAHMS
- LA SEN school improvement team
- School Nurse
- Early Help
- Local school network
- OT service
- Autism North East

Key Strengths

- Progress of SEND children
- Key worker support for SEND Children
- Two supported forms per year group plus further targeted support.
- Excellent progress and engagement with reading.
- Inclusive curriculum
- Pupil voice – children feel safe and supported in school.
- Counselling and key worker provision

Next Steps

- Further training to look at curriculum adaptations for SEN children.
- Training on the new Descriptors of Need
- EHCP training – increased need across school



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- Work closely with families of persistent absentees to improve attendance in school
- Further develop Provision Map to allow direct parent access
- Continue to develop intervention across Key Stage 3 to ensure continued progress