



A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision **different from** or **additional to** that normally available to pupils of the same age.

We believe that children should be respected, valued and listened to. The inclusive school not only encourages active participation by all of its pupils but is also careful that every child achieves and makes good progress.



Kenmore Park Junior School SEN report to Governors Nov 2021

Total SCHOOL Dec 19	373	
Total SCHOOL Nov 20	361	
Total SCHOOL Nov 21	327	
SEN children 37	Girls 13	boys 24



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SIMS HOME LANGUAGE COUNT CENSUS DAY 7.10.21 27 languages

	Year 3	Year 4	Year 5	Year 6	Total	%
Albanian/Shqip	2	0	1	2	5	1.5%
Urdu	1	1	1	2	5	1.5%
Dari Persian	2	1	2	1	6	1.8%
Polish	3	1	1	4	9	2.8%
Pashto/Pakhto	5	0	8	2	15	4.6%
Tamil	3	8	4	4	19	5.8%
Arabic	7	4	6	5	22	6.7%
English	9	8	5	12	34	10.4%
Gujarati	15	15	10	16	56	17.1%
Romanian	29	30	38	35	132	40.4%
Total	78	79	80	90	327	100.0%



Kenmore Park Junior School SEN report to Governors Nov 2021

Total Year:	Year 3	Year 4	YEAR 5	YEAR 6		% of school
	No.	No.	No.	No.	TOTAL	
Cohort	78	79	80	90	327	100%
K	4	9	8	2	23	7%
E	4	4	3	3	14	4%
TOTAL SEN	8	13	11	5	37	11%
SEN % of cohort	10%	16%	14%	6%	11%	11%



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	No.	No.	No.	No.	TOTAL	% of school
Cohort	78	79	80	90	327	100.0%
TOTAL SEN	8	13	11	5	37	11%
SEN % of cohort	10%	16%	14%	6%	11%	11%
vulnerable numbers	4	6	5	5	20	
% of SEN children	50%	46%	45%	100%	56%	
PPI children numbers	5	7	6	1	19	
% of SEN children	71%	54%	55%	20%	53%	



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	K	EHCP	TOTAL
total number of SEN children	23	14	37
number of SEN children with SLCN	13	9	22
% of SEN children with SLCN	57%	64%	59%



NHS commissioners continue to increase thresholds for SLCN. They have also split boroughs for Speech Therapists.

This means that we have two Therapists - one just having 2 children in different year groups therefore they cannot work on communication skills with other children!

We still have Ekklan-trained Teaching Assistants working with children on the Speech and language caseload AND the children we “buy in” SALT services for.



Lockdown continues to affect schools.

- **All schools are dealing with lower academic achievement than usual expectations. This affects “ease” of unpicking SEN cf underachievement**
- **we continue to maintain bubbles so younger children cannot learn from older ones across the school.**
- **Lockdown has decreased interventions as we have to keep children in class most of the time.**



Working Practices this year

- ALL children on the SEN register are taught by TEACHERS who plan, do, review and assess all the children
- Teaching Assistants do NOT support the teacher
- They support the learning of the children under the supervision of the class teacher, the year group leader and the Inclusion Manager.
- This year we have employed 10 Kickstarter “Classroom Assistants” to support children in class



- **All Teaching Assistants and Classroom Assistants are trained weekly by myself and others such as our Speech Therapist, and our DSLs they are all trained in First Aid in schools.**
- **We still use Letters and Sounds phonics resources, Five Minute Boxes for “overlearning” words and in Year 3 we continue to teach “Operation Reader” for children who cannot access Destination Reader lessons. These lessons not only improve children's progress, they also allow us to “unpick” the learning style and give solid evidence of what their issues are.**

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*Fiona Maloney
Inclusion Manager*