

Report to Governors on Special Educational Needs and Disability (SEND)

Academic Year: 2016/17

1. Number of students on the SEND List

Student Support	EHCPs
147	16

Comment:

Number of SEND students per Year group:

Year 7: 42

Year 8: 36

Year 9: 32

Year 10: 21

Year 11: 25

Sixth Form: 7

Breakdown of SEND student by 1st need.

SpLD (specific learning difficulties) – 79

MLD (moderate learning difficulties) – 28

ASD (autistic spectrum) – 17

SLCN (speech, language and communication needs) – 15

SEMH (social, emotional, mental health needs) – 10

HI (hearing impaired) – 3

PD (physical disability) – 5

VI (visual impairment) - 4

Other – 2

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2. Intervention programmes:

Comment:

The school's SEND policy complies with the new Code of Practice 2015 and with local and national guide lines. The policy and additional information, including the School Offer, can be found on the school's website.

How we identify and assess students:

We ensure that we have comprehensive details about our students and their specific needs. We do this by liaising closely with parents and our feeder primary schools during which time documented, bespoke strategies are created and recorded. Teachers are also responsible for identifying potential special educational needs and can request further investigation. The Student Development department then decides on an appropriate course of action.

At the start of Year 7 students are assessed in English and Maths so that accurate starting points can be ascertained and we also administer reading, spelling and cognitive ability tests (CATs) in order to identify students who will benefit from additional intervention programmes (e.g. reading, spelling and Sound Training). Where students have been flagged up to us by primary schools or where our own data highlights a potential need we carry out further assessments in order to identify specific difficulties; results and outcomes are shared with parents. Once student have been identified as requiring additional support they attend the appropriate intervention programme for 6 weeks after which, they are assessed again in order to monitor progress and impact.

This year we have used dedicated curriculum time to focus on the fundamental skills. This has been delivered by our Literacy teachers and numeracy TA's as well as additional teaching staff. A literacy package was purchased (success maker) that was delivered through these lessons as well as planned numeracy tasks. Having reviewed the success maker, we felt that this package was not appropriate for our learners and progress was not accelerated by the use of the package. Therefore moving forward to 2017/18 we will continue to use the dedicated curriculum time, however these groups will be broken down further, so that they are not taught as a whole class, however are taught in small groups of approximately 6-8 students and will work on a carousel format. Each group will spend 6 weeks on an intervention, either numeracy, spelling or reading comprehension and then move around to the next intervention. There will also be allocated lessons at the beginning and end of each carousel to assess students and monitor progress.

Students that receive these sessions in year 7 have been selected based on their SATs results as well as liaison with the primary school. Forty six year seven students have been selected and will be split into two groups across both populations. These sessions will be delivered during two Skills sessions a week. In year 8 and 9 students that are not taking an additional language (sets 3 and 4) will receive these functional skills lessons.

The intervention programmes on offer:

- 1:1 literacy reading
- 1:1 literacy spelling
- Small group reading

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- Sound Training
- Social Skills
- Anger Management
- 1:1 Pastoral mentoring
- Reading buddies – reading comprehension

The interventions as outlined above are delivered alongside the curriculum and during the school day. Reading buddies is delivered during tutor times - 20 minutes 4 times a week. Literacy lessons are 30 minutes long once/twice a week. Sound training, social skills, pastoral mentoring and anger management lessons are 1 hour. They are timetabled so as to avoid core subjects wherever possible and we endeavour to avoid hitting the same lesson over the two week timetable. Students are only ever in a cycle of two different interventions in any term, so to avoid negative impact on curriculum lessons as much as possible.

Literacy - The impact:

During this academic year we have seen 104 students for literacy. The breakdown and impact can be seen below.

Year 7

47 students have received the Sound Training intervention.

- 46 have made progress
- 1 has made no progress

4 students have received small group literacy intervention with a focus on reading comprehension and speech and language interventions.

- All students made progress with reading comprehension
- All students improved their speech and language.

11 students received 1:1 literacy intervention with a focus on spelling.

- All 11 students made progress over their intervention

11 students received 1:1 literacy intervention with a focus on reading.

- 6 students made progress over their intervention
- 1 student made no progress

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- 3 students decreased their original scores
- 1 student's final test was not completed due to absence.

Year 8

2 students have received the Sound Training intervention.

- Both have made progress

5 students received 1:1 literacy intervention with a focus on spelling.

- All 4 students have made progress
- 1 student was absent for the final test

5 students received 1:1 literacy intervention with a focus on reading.

- 3 students made progress over their intervention
- 2 students were absent for the final test.

15 students received 1:1 literacy intervention with a focus on reading comprehension through the reading buddies programme delivered by sixth form students.

- 12 have made progress
- 3 decreased their original scores

Year 9

2 students received 1:1 literacy intervention with a focus on spelling.

- 1 student made progress
- 1 decreased their original score

2 students received 1:1 literacy intervention with a focus on reading

- 1 student made no progress
- 1 decreased their original scores

Social, Emotional and Mental Health Needs - The impact:

During this academic year we have seen students for social skills, anger management or pastoral interventions. The impact of these sessions are hard to quantify due to the nature of this support. The most suitable way of quantifying the impact of these interventions is through positive behaviour trends over the year. Please see the results of each

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intervention below.

During this academic year we have seen 4 students for a year 7 Social Skills group. Of these:

- All students have an overall positive net figure of behaviour points

During this academic year we have seen 12 students for Anger Management, 1 year 7 student, 6 year 9 students, 4 year 10's and 2 year 11's. Of these students 4 completed group work with the remainder receiving 1:1 support. Of these:

- 8 students have an overall positive net figure of behaviour points. (2 from the group).
- 3 students have an overall negative net figure of behaviour points. (2 from the group).

During this academic year we have seen 29 students for 1:1 mentoring sessions.

- 14 students have an overall positive net figure of behaviour points
- 5 student have an overall negative net figure of behaviour points
- 2 students were permanently excluded from school and 3 students left the school.
- 3 students were referred to outside agencies for additional support.

In addition 26 students received support from break club and 65 students received support from lunch club. Focussing on social skills and appropriate interaction.

3. CPD delivered/attended

Delivered:	Attended:
SEND at Rednock and new year 7 student information (whole staff inset, Sept 2016) Nutshell... Strategies to support students in the classroom – focus was on the new year 7 cohort. (after school 20 min session, Oct 2016) An SEN overview (session for GITEP students, Oct 2016) An SEN overview (session for new staff to Rednock school Nov 2016) ASD introduction training delivered by the Advisory Teaching team (10th Jan 2017) ASD revisit (Nutshell March 2016)	SENDCo cluster meeting Autism awareness conference Mental Health First Aid JCQ Access Arrangements adjustments seminar

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4. Monitoring activities

Comment:

TAs have tried to be placed in subject areas that complement their skills. Some of our more experienced TAs have responsibility for the input and monitoring of numeracy and literacy interventions and feed this back to the SENDCo and the rest of the team every other term. This allow us to monitor students that we work closely with and inform our planning for My Plan, My Plan + reviews etc.

Termly learning walks are carried out in order to assess:

- The effective deployment of TAs by staff
- Evidence of effective differentiation for SEND students
- Good practice in the classroom from TAs
- Potential issues (behavioural, academic, social etc.) with SEND students

5. Performance Management

Comment:

PM targets have been set for the team using BlueSky. TAs have three objectives for this academic year:

1. Whole school - Differentiate to make a difference, i.e. successfully deploy a variety of differentiation strategies to ensure that all students throughout Years 7 - 13 are able to excel in their learning and achievement.
2. Departmental Objective: Support SEND students through the delivery of a high quality interventions in lessons/small group sessions.
3. A professional development objective which is agreed with their PM Line Manager.

Observations take place twice per academic year. Learning walks take place termly with informal feedback. New TAs have also been buddied up with experienced TAs and have one session per term with their mentor.

Observations of TAs have demonstrated overall good practice. Learning walks have identified that there appears to be little collaboration between the teacher and the TA. Where tasks have been carefully planned by the teacher to use the TA effectively progress is rapid and engagement and motivation of the students increase. There still needs to be greater collaboration between the class teacher and TA supporting the lesson for there to be significant impact in all lessons for all students.

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6. Year 11 GCSE 15-16 outcomes

Student	Attendance between 01/09/15 - 27/05/16	Behaviour Positive	Behaviour Negative	Progress 8 measure	Other info
ATKINSON Peter	99.00%	72	7	-0.818	High level of involvement with CL. On CL report all year at his own request. Small English group.
BLACKER Eleanor	93.50%	14	0	-0.587	
BOLTON-HARRISS Amelia	63.30%	60	0	0.053	1:1 support in all lessons, notes taken and sent via email when off ill. Pastoral support from G Harris. Support from ATS. Regular contact home.
CLEMENTS Joseph	99.70%	35	4	-0.27	Pastoral support via G Harris. Work in English was highly differentiated. Supportive parents that actively engaged.
DENNING Megan	100.00%	39	0	0.99	Support via G Harris and CL, plus tutor N Bennyworth. Supportive parents, alternative curriculum so could catch up with art work.
DOWLER Chloe	98.10%	44	0	-0.17	Scribe support for all assignments.
ELLIS Rhian	97.40%	59	3	-0.925	High level of intervention. GP, CYPS, support via G Harris. In class support for some subject areas. Parents difficult to engage failed to attend meetings.
ESSON Aliyas	71.40%	16	88	-2.663	PTTT, behaviour a huge concern. High level of support from Ass. Head and CL team. Would not engage.
FROST Daniel	95.50%	22	5	-0.623	Support through G Harris
GREEN Chloe	94.50%	34	0	0.825	
HOLDSWORTH Jack	100.00%	84	0	1.165	
MOIR Lara Jean	98.70%	48	2	No Data	
POCKETT Phoebe	91.90%	35	3	0.136	
POCOCK Jake	97.70%	33	0	-1.547	College student, small English class with TA.
PRICE Courtney	98.00%	45	0	0.363	College student, small English class with TA.

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QUARRY Kai	99.00%	25	33	-2.423	College student, small English class with TA. Would not engage with college. Tutor worked hard to support him, however very disengaged with learning.
RICHARDSON Morgan	72.50%	55	4	-0.711	1:1 support in most lessons, term 6, was picked up from home by GBI/KF. CL support. Parents generally on board but difficulties in communication.
SEALEY Joshua	97.10%	32	0	-0.837	
TURL Oliver	93.80%	45	27	-0.587	College student, small English class with TA. Behaviour a concern.
TYTHERLEIGH Chelsea	84.70%	101	33	0.739	Support via G Harris, small English set. Little communication from parents. Young carer.
WAITE Jacob	99.30%	28	10	-1.573	College student, small English class with TA.
WHITE Laura	99.40%	31	0	-1.235	
WILLIAMS Daniel	95.40%	14	7	-1.74	College student, small English class with TA.
WRIGHT Brooke	98.10%	54	15	0.538	

Overall 8 of the 24 students on the additional needs register made positive progress against progress 8 measures. 1 student had no data and 15 students made negative progress. Of these 15 students 4 had low attendance and 3 had poor behaviour scores. Please note that 16 of the 24 students were targeted negative progress 8 estimates, therefore although these measures look worrying overall they did in fact deliver on or above their target progress 8.

7. Key outcomes

1. My Plans are now embedded within the school for all SEND students.
2. The progress made by SEND students across all interventions are good.
3. Functional skills lessons for sets 3 and 4 are embedded and have been improved upon for the academic year 2016/17 in order to continue to close the gap between their literacy/numeracy age and their chronological age.

8. Plans for next year:

- Explore the development of the SEND department, within financial constraints, to maximise SEND student outcomes and provide value for money.
- Utilise successful and effective class teacher use of TA's to further extend good practice to all lessons for all subjects. To improve collaboration and develop significant impact.
- Continue to focus on differentiation in the classroom.

Glossary:

AR – annual review

ASD – autistic spectrum

ATS – advisory teacher service

CIC – Children In Care

EHCP—education, health & care plan

EP – educational psychologist

HI – hearing impairment

IBP—individual behaviour plan

MLD – moderate learning difficulties

PCM—parent communication meeting

PD – physical disability

PEEP – personal emergency evacuation plan, e.g. for fire drills

PSP – personal support plan

SEMH - social, mental and emotional health

SEND – Special Educational Needs and Disability

SpLD – specific learning difficulties, e.g. dyslexia

SLCN - speech, language and communication difficulties

TA – teaching assistant

VI – visual impairment