

SEN Governor's Report December 2015

Key Staff

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Analysis of Numbers of pupils on the SEN Register

Figures in the following tables show the number of pupils on the SEN Support Register, following guidance from the Government's changes to SEN in the new Code of Practice. The new system called Special Educational Needs Support, has replaced School Action and School Action Plus. Statements are being replaced by Education, Health and Care Plans; each County has issued guidelines and a transition plan for the conversions.

The SEN Support is fluid, so a pupil may be moved on or off at any time. There are detailed descriptors provided by Oxfordshire County Council for each category of need; this is to ensure pupils are receiving the appropriate support. Staff receive a paper copy of the Special Educational Needs Register twice a year. However, the register is updated on a monthly basis.

Categories of special educational need

The four broad areas of need and the subdivisions of need are as follows:

Communication and interaction needs (C&I).

Young people with communication and interaction needs may have difficulty expressing themselves, understanding language, and interacting with others and the world around them. This may include young people with autistic spectrum continuum, Tourette's Syndrome, anxiety or ADD.

Cognition and learning needs (C&L)

-Learning difficulties (LD). This describes young people who have greater needs than most of their peers for support with learning. Young people with learning difficulties will learn at a slower pace than other young people and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts. They may also have associated difficulties such as a speech and language delay.

-Specific Learning Difficulties (SpLD), describes a collection of difficulties related to the way that information is learned and processed. Specific learning difficulties may impact on literacy, maths and activities that involve fine and gross motor skills.

-Social, emotional and mental health needs (SEMH)

Difficulties with emotional and social development; this may be reflected in mental health problems such as anxiety or depression, and other medically explained conditions like eating disorders. Some young people will have recognised disorders, like ADD, attachment disorder and autism that impact upon their mental health and social and emotional wellbeing.

Sensory and/or physical needs (S&P)

- Hearing impairment (HI)
- Visual impairment (VI)
- Physical difficulties (PD)

Number of SEN Support and Statements/EHC Plans

Year Group	SEN Support	Statement/EHCP of SEN	Total SEN	No of students on Roll	% of SEN per Year Group
7	20	1	21	120	17.5%
8	11	5	16	117	13.6%
9	12	7	19	136	13.9%
10	15	3	18	111	16.2%
11	5	7	12	111	10.8%
TOTAL	63	23	86	595	14.4%

The number of pupils with statements/EHC Plans has decreased by 4 pupils

The number of pupils on SEND support has increased by 13 pupils

The overall percentage of SEND pupils has increased by 1.6%

Statements/EHCP per County

Year Group	No. of SEN Statements/EHCP	Langtree students from Oxfordshire	Langtree students from Reading	Langtree students from West Berks
7	1			1
8	5	2	1	2
9	7	4	1	2
10	3	1	2	
11	7	3	3	1
TOTAL	23	10	7	6

Primary Need

Year Group	C&I	C&L	SEMH	S&P	Total
Year 7	2	12	7		21
Year 8	8	5	3		16
Year 9	10	6	1	2	19
Year 10	4	8	3	3	18
Year 11	5	6	1		12

Analysis of SEN GCSE Results (2014 - 2015)

	Total in Year group	5 A*-C	5 A*-C E/M	A*-C English	A*-C Maths	On Target or above English	On Target or above Maths	5 A*-G
SEN Support Register	8.3%	22.2%	11.1%	22.2%	44.4%	66.6%	55.5%	88.8%
Statements/EHCP	3.7%	0%	0%	25%	50%	25%	50%	50%
Total: SEN Register	11.9%	15.4%	7.7%	23%	46%	53.8%	53.8%	76.9%
Pupil Premium	15.6%	47%	47%	58.8%	64.7%	64.7%	70.6%	88.2%

Exclusions and Attendance of pupils with SEN

The total of number of exclusions of pupils with SEND during the academic year was 50 days (this is the same as the number of SEND exclusions last year). The total number of exclusions for all pupils was 83 days (this is a decrease from last year)

Attendance is monitored regularly by the senior pastoral team and absences are followed up daily by a designated member of the school's office staff. During the academic year 2014/2015 the whole school attendance figure was 95.09% (the previous year it was 95.35 %). The attendance figure for pupils with Statements/EHC Plans was 94.8%. The attendance figure for pupils on the SEN Support Register was 87.59%.

Implementing a transition plan to facilitate the smooth introduction of the SEN Reform

Already in place is whole school staff awareness of SEN Reform. The SEN Register was revised and the SEN Information Report is on the school website. Pupil Profiles were updated with the addition of 'strengths', 'learning outcomes' and 'interventions'. The revised Provision Mapping system is fully functional.

The Equality and Access Plan is currently being revised. Both a SEND parent and pupil forum have been established. We are on track with the EHC P conversions (guidelines stipulated by Oxfordshire, Reading and West Berkshire).

Staff training 2015/16

Functional Skills Level 3, IT, 1 TA

Functional Skills, Level 3 Maths, 1 TA

GCSE Maths, 1 TA

Promoting independent writing with ASC children: 1 TA

Fire, Epipen, Diabetes Training: All

First Aid Training: 4 TAs

Learning visits to other schools: 4 TAs

JCQ Training: 1 TA

We are a member of the Oxfordshire School Inclusion Team; a service that supports schools to improve provision and practice in all areas of inclusion. The SENCo attended two meetings.

Interventions

The Learning Support Base continues to run a number of intervention programmes that meet the needs of individuals or groups of pupils. The progress that pupils make during intervention programmes is tracked closely to ensure that the intervention is cost-effective. Intervention programmes offered are: literacy and numeracy programmes, English and Maths Consolidation, Social Skills, Pastoral and Academic Mentoring, touch typing, Certificate of English, Vocabulary Enrichment Programme and Life Skills Challenge Award. This year we are also introducing:

- Year 7 Access Group, intervention for those who are not secure at Level 4 and below. The aim is for identified pupils to learn strategies to help ensure curriculum access. For teachers and teaching assistants to then use the suggested strategies to ensure inclusion, differentiation and access. These pupils will also receive Maths and English intervention and they are also likely to be accessing 1:1 literacy intervention.
- Tutorial sessions 'Study Skills – using additional time in exams'.
- Technology support lessons for those pupils who are using 'Co-writer' (word prediction program).

Next Steps

- To continue to ensure the smooth transition of the SEN Reform
- To ensure that learning support interventions have an impact on pupil progress by developing the support structure for staff running the interventions in terms of planning and reviewing formats.
- To ensure TAs who are running the intervention have allocated planning time.
- For identified pupils to be taught how to use 'co-writer' confidently, effectively and independently. For identified pupils to have made progress in line with their target grade, or to exceed their target grades, as well as an increase in attitude to learning grades. Staff to feel confident supporting identified pupils who are using 'co-writer'.
- To ensure that TAs supporting Maths classes and who are running a LSB Maths intervention are having an impact on progress and feel confident with their own skills/knowledge.
- To ensure that all the LSB team have the knowledge and skills to support ASD pupils.
- To start to evaluate how effectively the school supports TAs with a view to further maximising the impact of TAs by looking at the way TAs are deployed, prepared and interact with pupils.
- To establish a more robust system for monitoring and reviewing the effective use of technology for SEND pupils.

Mrs S Wood

SENCo