

Langtree School

SEND Governor's Report December 2016

Key Staff

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SEN Governor: Tracy Sedwell

Analysis of Numbers of pupils on the SEN Register

Figures in the following tables show the number of pupils on the SEND Support Register, following guidance from the Government's changes to SEND in the new Code of Practice. The system, called Special Educational Needs Support, 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; 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 which 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 SEND 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 | 12 | 4 | 16 | 120 | 13.3% |
| 8 | 19 | 1 | 20 | 119 | 16.8% |
| 9 | 12 | 5 | 17 | 117 | 14.5% |
| 10 | 14 | 8 | 22 | 138 | 15.9% |
| 11 | 18 | 3 | 21 | 109 | 19.2% |
| TOTAL | 75 | 21 | 96 | 603 | 15.9% |

The number of pupils with statements/EHC Plans has decreased by 2 pupils

The number of pupils on SEND support has increased by 10 pupils

The overall percentage of SEND pupils has increased by 1.5%

National prevalence of SEND is 14.4%

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 | 4 | 2 | 2 | |
| 8 | 1 | | | 1 |
| 9 | 5 | 2 | 1 | 2 |
| 10 | 8 | 4 | 2 | 2 |
| 11 | 3 | 1 | 2 | |
| TOTAL | 21 | 9 | 7 | 5 |

National prevalence of pupils with Statements/EHC Plans: 2.8%

Langtree School prevalence of pupils with Statements/EHC Plans: 3.4%

Primary Need

| Year Group | C&I | C&L | SEMH | S&P | Other | Total |
|------------|-----|-----|------|-----|-------|-------|
| Year 7 | 7 | 7 | 1 | | 1 | 16 |
| Year 8 | 3 | 13 | 4 | | | 20 |
| Year 9 | 6 | 8 | 3 | | | 17 |
| Year 10 | 12 | 7 | | 1 | 2 | 22 |
| Year 11 | 3 | 13 | 2 | 3 | | 21 |

Analysis of SEND GCSE Results (2016)

| Numbers in cohort | % in Year group | 5 A*-C % | 5 A*-C E/M % | A*-C English % | A*-C Maths % | 3 Levels of Progress English % | 3 Levels of Progress Maths % |
|--------------------------|-----------------|----------|--------------|----------------|--------------|--------------------------------|------------------------------|
| SEN Support Register (6) | 5.5 | 33 | 16 | 16 | 33 | 50 | 66 |
| Statements EHCP (7) | 6.4 | 14 | 14 | 14 | 14 | 42 | 28 |
| Total: SEN Register (13) | 11.9 | 23 | 15 | 15 | 23 | 46 | 46 |
| Pupil Premium (13) | 11.9 | 38 | 38 | 38 | 54 | 69 | 62 |

| Numbers in cohort | Attainment 8 | Progress 8 |
|--------------------------|--------------|------------|
| SEN Support Register (6) | 37.7 | 0.3 |
| Statements EHCP (7) | 20.3 | 0.11 |
| Total: SEN Register (13) | 28.3 | 0.19 |

| | | |
|---------------------------|------|------|
| Pupil Premium (13) | 42.2 | 0.29 |
|---------------------------|------|------|

Exclusions and Attendance of pupils with SEND

The total of number of exclusions of pupils with SEND during the academic year was 28 days (last the year the number of SEND exclusions was 50 days). The total number of exclusions for all pupils was 78 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 2015/2016 the whole school attendance figure was 95.77% (the previous year it was 95.09%). The attendance figure for pupils with Statements/EHC Plans was 88.51% (the previous year it was 94.8%). The attendance figure for pupils on the SEN Support Register was 94.64 (the previous year it was 87.59%).

Deployment of Staff and Resources

We currently have 12.8 full time SEN support staff; this includes teaching assistants, a higher level teaching assistant, a specialist literacy teacher and SENCo, who is also a Senior Teacher. All teaching assistants work in the classroom, or with small groups / individuals following a variety of intervention programmes.

Interventions

SENCO, teachers and teaching assistants meet regularly to discuss pupils, intervention programmes and resources. The Learning Support Base continues to run a number of intervention programmes that meet the needs of individuals or groups of pupils.

Teaching assistants complete weekly Intervention Record Plans and record the progress their pupils are making. This information is shared with the class teachers and parents ensuring we are all informed and working together as a partnership.

Intervention programmes offered are: literacy and numeracy programmes, English and Maths Consolidation, Social Skills, Pastoral and Academic Mentoring, touch-typing and IT support management, Study Skills, Workskills and Lifeskills.

Staff Development

SENCO, teachers and teaching assistants meet regularly to discuss pupils, intervention programmes and resources. Teaching assistants have had the opportunity to attend the weekly morning teaching and learning sessions and whole school inset sessions.

As a department, teaching assistants meet every morning for 10 minutes and once a term for additional meeting time/training. They also have additional time in school for planning, record keeping and liaising with class teachers and the SENCo. Additional training is identified through the Performance Management System, Blue Sky.

Next Steps

-Effective use of Tweak to Transform by all teaching assistants to help develop literacy across the school.

- To ensure that relevant members of the Learning Support team have the knowledge and skills to support ASD pupils and those with Attachment Disorder.
- To trial a 'Deployment Form'; an agreement between teachers and teaching assistants regarding preparedness and classroom practice.
- Introduce a generic target for Performance Targets.
- Introduce a system of peer observations / coaching for Teaching Assistants
- More robust completion of review forms for interventions.
- Trial a Pen Reader (for exam concessions) and a scan mouse.
- To purchase an I PAD and wireless keyboard for use by pupils and staff in the department