

## SEND Governors Report Autumn 2017

### 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 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 Statements have been replaced by Education, Health and Care Plans; each County has issued guidelines and a transition plan for the conversions.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 on the autistic spectrum continuum, with Tourette's Syndrome, anxiety or Attention Deficiency Disorder.

#### 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; they 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). This 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 Attention Deficit Disorder, 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 EHC Plans**

<b>Year Group</b>	<b>SEN Support</b>	<b>Statement/EHCP of SEN</b>	<b>Total SEN</b>	<b>No of students on Roll</b>	<b>% of SEN per Year Group</b>
7	25	3	28	120	23.3%
8	10	4	14	120	11.6%
9	22	1	23	120	19.2%
10	11	3	14	118	11.9%
11	19	6	25	141	17.7%
<b>TOTAL</b>	<b>87 (14%)</b>	<b>17 (2.7%)</b>	<b>104 (16.8%)</b>	<b>619</b>	<b>16.8%</b>

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 0.9%.

The percentage of boys on SEND support is 66.3% and the percentage of boys with an EHC Plan is 59%. The percentage of girls on SEND support is 33.7% and the percentage of girls with an EHC Plan is 41%. The total percentage of boys with special educational needs is 65% and girls 35%.

The percentage of SEND pupils who are Pupil Premium are 30.5%.

### **National prevalence of pupils with special educational needs in schools (January 2017)**

National prevalence of all pupils that have special educational needs remains at 14.4%.

Pupils with Statements/EHC Plans also remains constant at 2.8%.

Special educational needs remain more prevalent in boys than girls: 14.6% of boys were on SEN support compared to 8.1% of girls. 4.0% of boys have a statement or EHC plan and 1.6% of girls have a statement or EHC plan.

Pupils with special educational needs remain more likely to be eligible for free school meals. 26.6% of pupils with special educational needs are eligible for free school meals compared to 11.8% of pupils without special educational needs. Pupils with statements or EHC plans are more likely to be eligible for free school meals than pupils on SEN support (31.4% compared to 25.4%).

## EHCP per County

Year Group	No. of SEN Statements/EHCP	Langtree students from Oxfordshire	Langtree students from Reading	Langtree students from West Berks
7	3	3		
8	4	2	2	
9	1			1
10	3	2		1
11	6	3	1	2
<b>TOTAL</b>	<b>17</b>	<b>10</b>	<b>3</b>	<b>4</b>

## Primary Need

Total	C & L		C & I		P & S			SEMH	PP/YC	Total
	LD	SpLD	ASC	SCLN	VI	HI	PD			
<b>SEND Register</b>	14 13.5 %	36 34.6 %	30 28.8 %	5 4.8%		1	1	17 16.3%	21 20.2%	104

## National prevalence of primary type of need in schools (January 2017)

Moderate Learning Difficulty is the most common primary type of need overall, at 22.7%. Moderate Learning Difficulty is also the most common type of need for pupils on SEN support, at 25.2%.

Autistic Spectrum Disorder remains the most common primary type of need for pupils with a statement or EHC plan, at 26.9%.

## Analysis of SEND GCSE Results (2017)

Numbers in cohort (109)	% of Cohort	5A*-C/4+ E/M	A*-C English	A*-C Maths	A8/P8	English P8	Maths P8
<b>SEN Support Register (17)</b>	15.6% <i>5.5</i>	35% <i>16</i>	38% <i>16</i>	44% <i>33</i>	3.5/ -0.06	3.6/ +0.22	3.0/ +0.01
<b>Statements EHCP (3)</b>	2.8% <i>6.4</i>	33% <i>14</i>	67% <i>14</i>	33% <i>14</i>	3.5/ +0.05	4.0/ +1.00	3.0/ +0.18
<b>Total: SEN Register (20)</b>	18.3% <i>11.9</i>	35% <i>15</i>	40% <i>15</i>	40% <i>23</i>	n/a	n/a	n/a
<b>Pupil Premium (11)</b>	10.1% <i>11.9</i>	45% <i>38</i>	60% <i>38</i>	50% <i>54</i>	4.1/ -0.37	4.6/ +0.18	3.5/ -0.33

*Data in italics represents 2016 information for comparison*

### **Exclusions and Attendance of pupils with SEND**

The total of number of exclusions of pupils with SEND during the academic year was 35 days (last year the number of SEND exclusions was 28 days). The total number of exclusions for all pupils was 78 days (this is the same as 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 2016/2017 the whole school attendance figure was 95.39% (the previous year it was 95.77%). The attendance figure for pupils with EHC Plans was 95.39% (the previous year it was 88.51%). The attendance figure for pupils on the SEN Support Register was 95.22% (the previous year it was 94.64%).

### **Deployment of Staff and Resources**

We currently have 12.8 full time SEN support staff; this includes teaching assistants, a higher level teaching assistant for Pupil Premium, a specialist literacy teacher and SENCo, who is also a Senior Teacher. We have recently recruited four new teaching assistants and two volunteers (replacing two teaching assistants who are attending teacher training, one teaching assistant who had a career change and one teaching assistant who became a cover supervisor). All teaching assistants work in the classroom with SEN and Pupil Premium pupils, or with small groups / individuals following a variety of intervention programmes. We operate a key worker system for pupils with EHC Plans and for those with high level SEN support.

### **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 to meet the needs of individuals or groups of pupils.

Teaching assistants complete weekly Intervention tracking sheets and record the progress their pupils are making.

The 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, Art Therapy, Prince's Trust 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 every two weeks 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.

## **What has gone well**

- Exam report statistics
- Effective use of Tweak to Transform by all teaching assistants to help develop literacy across the school.
- Close liaison with the SENSS (Special Educational Needs Support Services) for individual students and staff support.
- The introduction of agreed generic targets for staff performance management targets.
- More robust completion of review forms for interventions.
- The use of Pen Reader (for exam concessions).
- The purchase of an I PAD and wireless keyboard for use by pupils and staff in the department.
- Positive relationships between student, LSB and parent/carer
- Early identification of need on arrival at Langtree, followed by appropriate interventions
- Improving literacy skills
- Raising student self-belief

## **Next Steps**

- To ensure the SEND Register remains accurate and reflects the SEND profile of the school in order that identified pupils can be monitored with appropriate intervention and mentoring so that pupils are able to meet or exceed their target grade.
- To ensure teaching and learning meets the needs of all learners with particular reference to the needs of SEND and LPA students.
- To review current Prince's Trust curriculum offer (now also running in Year 7,8, 9) in order to ensure that we are able better able to meet the needs of our SEND and LPA students, increasing whole school engagement and attendance.
- Four new Teaching Assistants and two volunteers to have completed a comprehensive induction and to have gained the knowledge and expertise in order to ensure that the learning support team can better support the progress of all learners.
- The learning support team to have an enhanced understanding of mental health issues to help ensure pupil progress and pupil well-being, including further improvement of attendance.
- Continue to support students not on the SEND Register who may have experienced emotional trauma/set-backs in order to avoid them being added to the Register.
- To conduct a review of current accessibility arrangements with the support of the LA.