



St Dunstan's School
GLASTONBURY

SEND REPORT TO GOVENORS

Beth Rowlinson-Baker (Assistant Headteacher/SENCO)

*2017 -
2018*

SEN Report to Governors

Summer 2018

Name of School: St Dunstan's School	SENCO: Beth Rowlinson-Baker
Date of report: November 2018	SEN Governors: Katherine Clarke

As part of their statutory duties, Governing bodies must publish information about and report on, the school's policy on special educational needs.

At St. Dunstan's School we believe it is essential to provide a well-balanced, challenging curriculum for all pupils. We are committed to ensuring that all students, including those with special educational needs and disabilities (SEN), receive their right to a high quality, accessible and balanced curriculum.

Our aim is to provide all children with the best possible outcomes in preparation for life-long learning. We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development. We endeavour to raise aspirations and expectations for all students, including those students with SEND by working in partnerships with parents/carers and listening to students.

Vision for SEND:

All learners fulfil their individual potential. This will be accomplished through quality first teaching, where all teachers implement strategies for removing barriers to success and through evidence-based interventions. Learners will be set high expectations and be able to access a rich and varied curriculum which is adapted through personalisation to suit the needs of all learners. All aspects of the curriculum will enable participation and achievement for all. All learners will feel valued in a school community that celebrates diversity and difference. Parental partnerships will be developed through regular structured conversation and learners will be able to share opinions and viewpoints through developing pupil-voice. Learners will be able to develop skills of self-responsibility and independence, preparing them to live successfully as autonomous individuals in the wider world.

We will see outstanding progress if:

We can show evidence of high-quality educational provision being offered to every learner every day.

St Dunstan's School SEN Team 2017-2018:

Beth Rowlinson-Baker (SENCO)
Amanda Perrott (TA) (maths)
Steffi Watts (TA) (literacy)
Lesley Hale (HLTA) (literacy)
Mary Pallister (HLTA)
Cath Gray (TA)

The role of the SENCO:

The SEN Coordinator (SENCO), in collaboration with the Headteacher and governing body plays a key role in determining the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEND.

The SENCO takes day-to-day responsibility for the operation of the SEN policy and coordination of the provision made for individual children with SEND. This entails working closely with staff, parents and carers, and other agencies.

The SENCO also provides related professional guidance to colleagues with the aim of securing quality first teaching for all children, including those with SEND.

The SENCO, with the support of the Headteacher and colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching. This will be through the analysis and assessment of student's needs, by monitoring the quality of teaching and standards of student's achievements, as well as by setting targets for improvement.

The SENCO collaborates with subject leaders so that the learning for all students is given equal priority, and available resources are used to maximum effect.

The Responsibilities of the SENCO (Code of Practice (2015) 6.90):

The key responsibilities of the SENCO may include:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEN
- Liaising with Early Years Providers, Other Schools, Educational Psychologists, Health and Social care Professionals, and Independent or Voluntary bodies.
- Being a key point of contact with external agencies, especially the Local Authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with as part of the Leadership team and school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up-to-date

How do we support students at St. Dunstan's School?

At St. Dunstan's School we always strive to promote student independence. We believe that this is pivotal in achieving academic and social successes in our student's lives.

The priorities for deployment of TAs are:

- Firstly to meet the needs of students with Educational, Health, care plans
- Secondly to provide wave 2 and wave 3 interventions for a range of pupils who require additional support
- Thirdly to support a wide range of other pupils on the SEN register across the curriculum.

Range of support offered by the SEN team:

In-class support

The TA team work mostly in the classroom, supporting a range of students with their learning or social needs. Styles of support vary, helping students on a 1:1 basis, working with small groups or offering whole-class support within the lesson.

Small-group withdrawal

Support is also offered to students outside the classroom. A range of withdrawal programmes to support literacy, numeracy or social needs are offered to identified students at KS3 and KS4. This may take the form of small-group or 1:1 work and includes opportunities to develop reading or spelling skills, number work and social & relationship skills.

Homework Club

The SEN Department run a homework every afternoon for key stage 3 and 4 students. This involves a member of staff who are able to assist students with their homework or revision.

Learning Support 'social-hub'

Students who may find lunchtime a stressful experience, or who need a calm place to spend their lunch-break are welcome to attend Learning Support during social time. The sessions are supported by all of the TA/HLTA team on a rotation. Members of staff and students can eat lunch, play games, chat and make friends in a calm environment. High expectations of behaviour and mutual respect are maintained.

Additional support for exams

Some students with identified educational needs are entitled to special access arrangements for all their public examinations. Support takes the form of: use of a separate room, reading help, extra time, rest-breaks, a prompt or a scribe or a practical assistant. Students are assessed and appropriate support put in place for GCSE or equivalent exams at KS4 and KS5.

Assessment

Assessment is an important tool to measure student attainment and ensure progress at both KS3 and KS4. The assessments carried out in the learning support department are additional and complementary to the usual range of assessments carried out across the school to monitor and ensure progress of all students in all subject areas.

School trips & educational visits

The TA team often accompany students on trips or visits, either acting as an additional member of staff or to provide specific support for students with special educational needs. Encouraging all students to participate in trips and visits is an important part of the school's inclusive ethos.

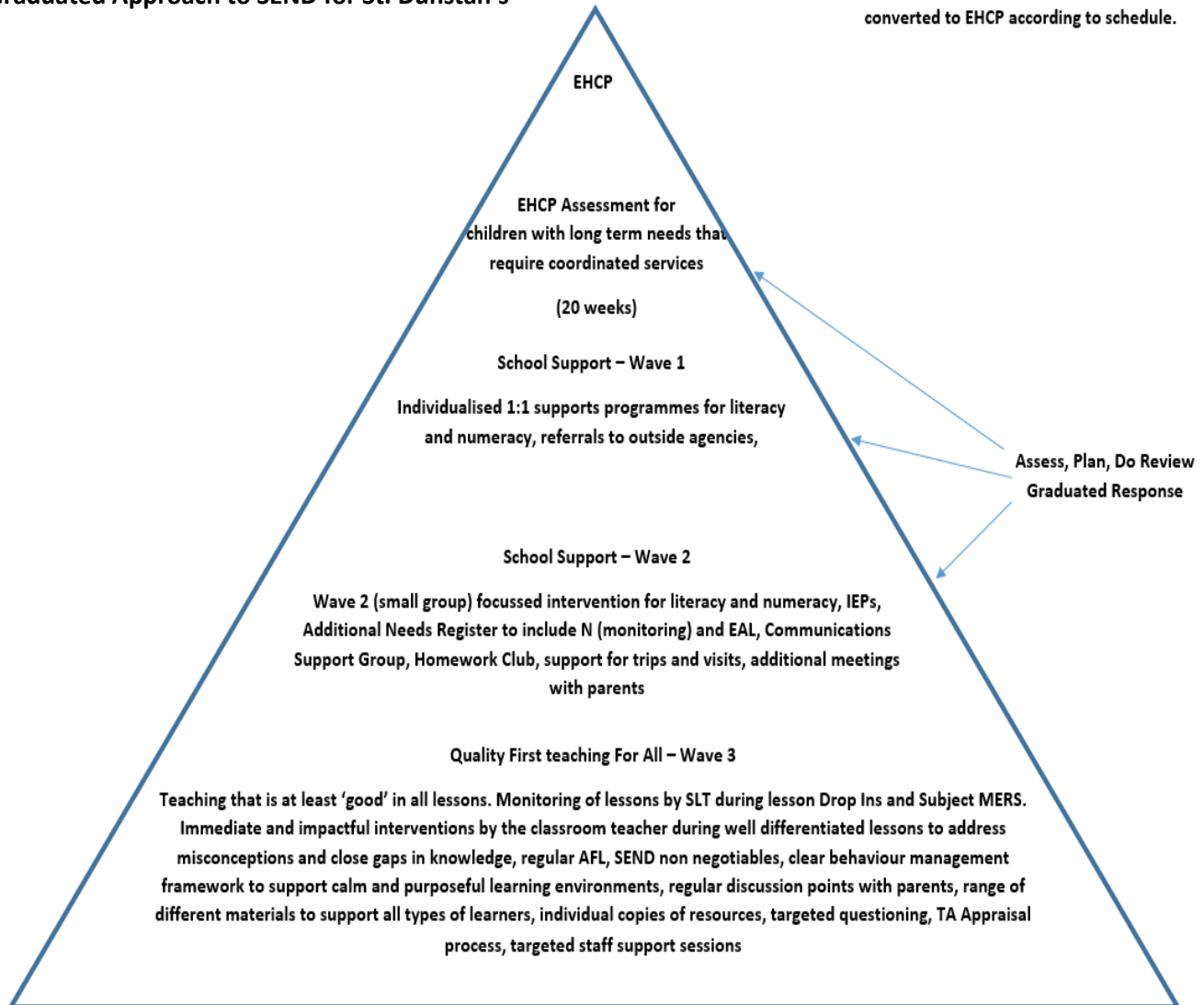
Subject specialism

The TAs in the SEN team are encouraged to develop an individual specialism alongside their more general role. This acts to broaden expertise and enable the department to offer a wider range of support to our students 'in-house'. The TAs have taken on a broad range of specialist areas, in line with their own interests or skills, including expertise in: literacy & phonic awareness, speech, language & communication skills. The HLTA specialising in maths is able to support the delivery of the curriculum for

small groups allowing teaching groups to receive maximum teacher time. Such specialism enables the team to offer high quality support for students and subject faculties within the school and also acts as an important focus for professional development and targeted training opportunities.

Graduated Approach to SEND for St. Dunstan's

*All children with Statement of Need have now been converted to EHCP according to schedule.



Communication between school staff, parents and students

The SEN Department recognises the importance of good communication as a key to the success of special educational needs provision.

Parents and students are encouraged to be fully involved in the process of establishing individual Provision Plans and Education Plans and in reviewing the success of targets and support strategies. Parents are invited to attend relevant review meetings and are sent a copy of their child's Provision Plan or Individual Education Plan by post. Important information regarding special needs support is always sent by post and never sent home with the student.

The SENCO is available to meet with parents by appointment on the school parents' evenings. In addition, meetings can be arranged to discuss individual concerns around student support or progress in more depth.

Parents are encouraged to contact the SENCO by telephone or email if there are any concerns or queries regarding the support of their child.

Students with an EHCP have a mandatory Annual Review meeting. Parents and other relevant professionals are formally invited to these meetings and all paperwork is sent on by post.

Every effort is made by school staff to establish a mutually convenient meeting time with parents, carers and professional services.

Transitional Support

The school has a well-established transition programme for students moving from KS2 to KS3. The SENCO is fully involved in this primary liaison programme, to ensure that all relevant information is successfully transferred for students with special educational needs.

The SENCO visits to all the main feeder primary schools, to discuss individual needs with relevant primary staff. This information contributes to the support arrangements for all new students in Yr 7.

There are several opportunities for Yr 6 transition students to experience life at St Dunstan's School before the September start date. All students with special educational needs are fully included in this programme, which involves a taster day during the summer term.

Additional visits to the school, to meet key staff or become familiar with routines and layout, can be arranged by the SENCO during the summer term. This is done in liaison with parents and the primary school and is tailored to suit individual needs.

Transitional arrangements for students between KS3 and KS4 are more individually based, to help students with special educational needs plan appropriate KS4 option choices and carefully consider post-16 education or employment.

Students with an EHCP have a Transition Plan established at their Yr 9 Annual Review. This meeting is attended by the school's Careers Adviser and includes considerations for KS4 option choices and post-16 education or employment planning.

The school's Careers Adviser prioritises students with special educational needs at KS4, to ensure that a clear plan is in place for all students to move on to an appropriate post-16 educational or employment opportunity.

External Professional Agencies

The SEN Department works closely with a wide range of external professional agencies. Most of these agencies form part of the Somerset local authority Children's Service. The school also commissions the services of a range of independent support agencies as appropriate.

The SENCO has regular contact with the following agencies:

Somerset Local Authority services	Sensory Impairment Team
Educational Psychology Service	Speech & Language Therapy Service
RAISE	Occupational Therapy Service
Social Services	Physiotherapy Service
Looked After Children Support Team & Virtual School for LAC	Child and Adolescent Mental Health Service (CAMHS)

Services for Parents

There are a number of support services for parents, either independent or provided by the local authority. These services offer impartial advice, guidance and support to parents who may have a grievance, or require assistance to manage the special education needs of their child. These include:

Parent Partnership Service
SENDIAS

Arrangements for Identification and Assessment of SEND students:

Start of Year

- Liaison with primary schools
- Information from SATS
- Baseline testing in the first half term which includes a spelling test, reading test and CAT testing.
- SENCO will triangulate all of the information and data regarding students and make a decision about whether to place students on the register.
- Parents are informed if their child is placed on the SEN register.

Mid – year

- Referral from subject staff using the school referral form
- Parental concerns expressed about progress and difficulties
- SENCO will observe students in class
- SENCO will arrange for any necessary additional assessment
- SENCO will refer for outside agency support where necessary
- SENCO will decide whether to place student on the SEN register
- Parents are informed if their child is placed on the SEN register

Students with identified needs are regularly re-assessed to track progress

The SENCO regularly updates the Additional Needs Register. All students on the Register have an 'SEN Stage' with a specific PLASC code.

Staff Skills and Training

A CPD programme is designed by the SNECO at the start of the academic year to ensure staff are well supported to address the particular needs of the students with SEN in school. This is published by the Headteacher as part of the overall CPD calendar.

School training planned for the academic year 2018:

- Termly student focus sessions
- EAL
- Barriers faced by Traveller Children and how to overcome
- Attachment Disorder
- Trauma Based Approach
- Complex Needs (students who present with ASD/ADHD combined)
- On-going department support with differentiation and strategies for SEND.
- SEND Drop in's – weekly as part of the leadership monitoring programme
- New Staff Induction
- NQT Support Sessions

Support staff training is on –going. This is identified through performance management and whole school need.

The SENCO is currently undertaking the statutory NASENCO course with Plymouth University

Statutory Publications:

- School has published its offer on the website and it is reviewed annually
- SEN policy is on the website and will be reviewed at the start of the academic year 2018-2019
- Report to governors due this term and needs to be uploaded to website

Equality

Details of the schools admission arrangements for students with SEND are incorporated into the whole school policy and are on the website.

Steps taken to prevent less favourable treatment

- Reasonable adjustments are made in the curriculum, in day to day school life and in extra-curricular activities
- Consideration of SEND students for school trips- individual risk assessments are carried out where necessary support is allocated for individual students
- Staff training provided to enable all staff to meet all students’ needs
- Special exam/assessment arrangements are in place so SEND students can demonstrate their knowledge in exams and assessments

Funding:

Academic Year 2017-2018:

Element 1 Funding	Element 2 Funding	Top up Funding
<p>Provided to all pupils within the school- used to provide education and support for all pupils, including those with SEND.</p> <p>£4000 per pupil</p>	<ul style="list-style-type: none"> ● Every school receives an additional amount of money to enable them to provide for children and young people with SEND ● The government require that schools use this funding to pay for up to £6,000 worth of special educational provision to meet a child's SEND. [Most children with SEND will have their needs met well by provision that costs less than £6,000] 	<p>Additional funding for pupils with high needs. This is agreed by the LA according to the students banding.</p> <p>Currently we receive top up funding for 8 students:</p> <p>3842.00 3842.00 1610.00 112.00 2232.00 192.00 2747.00 192.00 4109.00 30000.00</p> <p>= £48,878.00</p>

Examples of resources that top up funding has been used for:

- TA Support within lessons
- 1:1 intervention
- Small group Intervention sessions
- SEN department resources

SEN Register: % SEN per Year Group & Whole School: 1st June 2018

Year Group	Number on roll	%SEN			
		SEN Support K	EHC P	Total	% of total
7	48	7	1	8	18
8	53	8	2	10	19
9	61	13	1	14	23
10	91	18	0	18	20
11	58	8	0	8	14
TOTALS	311	54	4	58	19

The table above indicates an SEN population of **19.0%** for the school as a whole

National Picture:

The Children and Families Act 2014 is clear that children and young people with special educational needs (SEN) should be educated in mainstream schools and other mainstream provision unless their SEN require more specialist provision¹. 14.4% of school pupils in England are identified as having SEN; 2.8% have more complex needs, requiring a statement of SEN or an education, health and care (EHC) plan. This means that 11.6% – some 992,000 pupils – receive SEN support through their mainstream school².

Source: <https://www.gov.uk/government/publications/high-needs-funding-arrangements-2017-to-2018/high-needs-funding-operational-guide-2017-to-2018>

Comparing the national picture in England to St. Dunstan's School- Figures include whole school figures

Higher number of students at SEN Support (K): 19% compared to national figure of 14.4%

- Number of students with EHCPs is lower than the national figure: 1.6% compared to 2.8%

Breakdown of need of students at St. Dunstan's School (Year 7-11):

Primary Need Code	Number Of Students
SpLD	9
SLCN	8
ASD	4
MLD	7
SEMH	22
HI	2
VI	1
Other (Medical)	1

Outcomes

Attainment and progress of SEND

KS3:

Data analysis includes most recent data point for each year group:

Discussion of results:

KS3 SEND progress is generally

Year 7. Year 7 were a real concern across the year. We had several very high tariff students who were underachieving across the board. I have also evaluated the students on the SEN register for this year group and it was noted that there were several students on the register for behaviour rather than learning needs. No SEN intervention was put in place throughout the year as their needs were pastoral and these students have now come off the SEN register and are now being addressed by the pastoral team.

Problem areas for this cohort were in the Humanities faculty and I have now instigated termly reports from HoF in order to ensure HoFs are looking at all subjects in their faculties and building accountability.

Year 8: Progress across the year was marginally above the cohort. Intervention work was put in place for literacy and numeracy and this has meant that some of the SEN students are more equipped to deal access the curriculum.

Problem areas for this year group are PE, PB, Drama and Textiles. Again the HoF reporting should bring in a greater level of monitoring/identification of problems earlier in the school year.

Year 9: Slightly below the cohort but not significantly in terms of numbers. Again there were a number of students on the SEN register with no SEN need but were being supported by the pastoral team. This has been addressed and so the figures going forward for this year group should look more promising.

Maths is a particular problem area for this year group. SENCO will work closely with HoF maths to improve outcomes.

Percentage of Students who have received P or P+ in all subjects at most recent data point:

Year group	Cohort %	SEND %
7	93.32	78.7
8	93.5	95.12
9	88.51	84.95

KS4

Data analysis includes most recent data point for each year group:

Total P8 using data from the most likely score based and KS4 FFT at most recent data point

Year group	Cohort	SEND
10	0.153	0.167
11	0.02	-1.2

Year 11:

Cohort:

Attainment/Progress 8 Summary

Measure	Total	%	Collaboration Data	Exams vs. Data Collab. (Diff)
Average Total Attainment 8	45.30 ↓		46.47	-1.17
Average Attainment 8 Grade	4.53 ↓		4.65	-0.12
Average KS2 Prior Attainment	4.67 ↓		4.75	-0.08
Average Estimated A8	45.84 ↓		46.80	-0.96
Average Total Progress 8	-0.024 ↓		0.000	-0.024
P8 Upper Confidence Interval	0.290		-	-
P8 Lower Confidence Interval	-0.338		-	-
Pupils Included (Progress 8 Coverage)	59	95.2 ↑	95.1 %	0.1 %

SEND:

Attainment/Progress 8 Summary

Measure	Total	%	Collaboration Data	Exams vs. Data Collab. (Diff)
Average Total Attainment 8	21.19 ↓		46.47	-25.28
Average Attainment 8 Grade	2.12 ↓		4.65	-2.53
Average KS2 Prior Attainment	3.89 ↓		4.75	-0.86
Average Estimated A8	33.24 ↓		46.80	-13.56
Average Total Progress 8	-1.205 ↓		0.000	-1.205
P8 Upper Confidence Interval	-0.353		-	-
P8 Lower Confidence Interval	-2.057		-	-
Pupils Included (Progress 8 Coverage)	8	100.0 ↑	95.1 %	4.9 %

GCSE Exams Analysis:

Cohort

Name	9	8	7	6	5	4	3	2	1	<1	U	X	Other	Total Grades	Average Points	Residual	Subject Progress Index	SPI Chart	Positive SPI	In AB Basket
Art	0	2	3	1	2	2	6	1	0	0	0	0	0	17	4.76	0.17	-0.14		7	13
Biology	0	0	2	0	0	1	1	1	0	0	0	0	0	5	4.60	-0.35	-0.39		1	5
Business BTEC	0	3	4	0	5	2	0	0	0	0	0	0	0	14	6.36	1.59	1.27		12	13
Chemistry	0	1	0	1	0	0	0	0	0	0	0	0	0	2	7.00	0.09	0.52		2	2
Child Development	0	0	2	0	2	1	2	1	2	0	0	0	0	10	4.00	0.81	0.74		8	9
Computer Science	0	0	1	1	2	4	4	3	1	0	0	0	0	16	3.63	-1.27	-0.51		8	12
Drama	0	0	0	0	0	1	2	1	0	0	0	0	0	4	3.00	-1.41	-2.11		0	2
English Language	1	3	4	5	15	10	14	6	0	0	2	0	0	60	4.33	-0.09	-0.23		25	50
English Literature	2	3	3	8	14	8	10	6	2	0	2	0	0	58	4.43	-0.01	-0.14		25	49
Food	0	4	1	4	6	3	4	2	2	0	0	0	0	26	4.73	0.68	0.55		15	25
French	0	0	0	0	3	3	5	3	0	0	1	0	0	15	3.20	-1.90	-1.28		2	2
GCSE PE	1	3	6	4	4	1	2	0	0	0	0	0	0	21	6.14	1.26	1.24		17	21
Geography	0	4	3	7	8	4	11	5	2	0	1	0	0	45	4.36	-0.39	-0.17		18	43
History	0	1	2	0	0	0	3	2	0	0	0	0	0	8	4.38	0.04	0.46		4	8
Maths	1	2	7	4	11	20	10	2	3	0	1	0	0	61	4.43	0.03	-0.05		28	60
Media	0	1	1	0	4	10	7	2	1	0	0	0	0	26	4.00	-0.26	-0.21		7	18
Philosophy	0	2	1	1	1	2	1	1	0	0	0	0	0	9	5.22	0.25	-0.31		5	9
Physics	1	0	0	1	0	0	0	0	0	0	0	0	0	2	7.50	0.59	0.98		2	2
Polish	0	0	1	0	0	0	0	0	0	0	0	0	0	1	7.00	0.35	1.15		1	1
Portuguese	0	0	0	0	1	0	0	0	0	0	0	0	0	1	5.50	1.22	-0.02		0	1
R/Materials L1	0	0	0	0	0	0	0	0	4	0	0	0	0	4	1.00	-2.04	-2.54		0	1
Rock School	0	0	17	0	0	0	0	0	0	0	0	0	0	17	7.75	3.63	2.14		16	17
Science Combined	0	6	6	10	24	28	24	10	4	0	0	0	0	112	4.50	0.15	0.19		60	112
Spanish	0	1	0	0	0	0	0	0	0	0	0	0	0	1	8.00	3.72	4.96		1	1
TLM Ingotts Level 2	0	0	6	0	14	13	0	0	0	0	17	0	0	50	3.42	-1.27	-1.32		16	21
Summary	6	36	70	47	116	113	106	46	21	0	24	0	0	585	4.50	0.00	-0.03		280	497

KS4 GCSE A*-G 2017+ (Att8 Points)

Name	A*	A	B	C	D	E	F	G	U	X	Other	Total Grades	Average Grade	Average Points	Residual	Subject Progress Index	SPI Chart	Positive SPI	In A8 Basket
Child Development	0	0	0	0	1	1	1	0	0	0	0	3	E2	2.17	0.51	-0.03		2	3
Media	0	0	0	0	1	1	1	0	0	0	0	3	E2	2.17	-0.08	-0.65		0	2
Summary	0	0	0	0	2	2	2	0	0	0	0	6	E2	2.17	0.21	-0.34		2	5

RSL Level 2 (Att8 Points)

Name	D	M	P	U	Other	Total Grades	Average Grade	Average Points	Residual	Subject Progress Index	SPI Chart	Positive SPI	In A8 Basket
Rock School	4	0	0	0	0	4	D=	7.75	5.38	2.78		3	4
Summary	4	0	0	0	0	4	D=	7.75	5.38	2.78		3	4

Name	9	8	7	6	5	4	3	2	1	U	X	Other	Total Grades	Average Grade	Average Points	Residual	Subject Progress Index	SPI Chart	Positive SPI	In A8 Basket
Art	0	0	0	0	0	1	0	0	0	0	0	0	1	4b	4.00	0.40	-0.67		0	1
Biology	0	0	0	0	0	1	1	0	0	0	0	0	2	4c	3.50	-0.47	-1.07		0	2
Computer Science	0	0	0	0	0	0	0	1	0	0	0	0	1	2b	2.00	-1.31	0.12		1	1
English Language	0	0	0	0	0	2	1	2	0	2	0	0	8	2b	2.13	-0.48	-1.37		0	6
English Literature	0	0	0	0	0	1	2	1	2	0	0	0	6	1a	1.33	-0.82	-1.85		1	4
Food	0	0	0	0	0	1	1	2	0	0	0	0	4	2c	1.75	0.00	-1.09		0	4
French	0	0	0	0	0	0	0	0	1	0	0	0	1	U	0.00	-1.39	-3.06		0	0
GCSE PE	0	0	0	0	0	0	1	0	0	0	0	0	1	3b	3.00	0.97	-0.89		0	1
Geography	0	0	0	0	0	0	1	1	1	0	0	0	3	1b	1.00	-0.87	-1.38		0	2
Maths	0	0	0	0	1	0	4	1	1	1	0	0	8	2a	2.50	-0.11	-0.57		2	7
Philosophy	0	0	0	0	0	1	0	0	0	0	0	0	1	4b	4.00	0.40	-0.19		0	1
Summary	0	0	0	0	1	5	9	9	5	7	0	0	36	2b	2.08	-0.39	-1.16		4	29

❖ SEN students in the following subjects underperformed/ungraded – teacher no longer working in the school

TLM Level 2 (Att8 Points)

Name	A*	A	B	C	U	X	Other	Total Grades	Average Grade	Average Points	Residual	Subject Progress Index	SPI Chart	Positive SPI	In A8 Basket
TLM Ingotts Level 2	0	0	0	1	3	0	0	4	C3	1.00	-1.34	-2.72		1	1
Summary	0	0	0	1	3	0	0	4	C3	1.00	-1.34	-2.72		1	1

VCERT Level 1 (Att8 Points)

Name	L1 D*	L1 D	L1 M	L1 P	U	X	Other	Total Grades	Average Grade	Average Points	Residual	Subject Progress Index	SPI Chart	Positive SPI	In A8 Basket
R/Materials L1	0	0	0	1	0	0	0	1	L1 P2	1.00	-2.31	-2.77		0	0
Summary	0	0	0	1	0	0	0	1	L1 P2	1.00	-2.31	-2.77		0	0

Strengths:

Subjects with 100% D* to P:

- Business BTEC
- Rock School 100% D* to P (with 76.9% at D* to D)

Subjects with positive progress index for SEN

- Computer Science
- BTec Business
- Rock School

Basics Measure Review

9-5:

0 students achieved 9-5 in English and Maths (2 were targeted, both attended medical tuition)

1 student achieved 9-5 in Maths (2 were targeted, both attended medical tuition)

0 students achieved 9-5 in English (2 were targeted, both attended medical tuition)

9-4:

1 student achieved 9-4 in English and Maths (2 were targeted, both attended medical tuition)

1 student achieved 9-4 in Maths (2 were targeted, both attended medical tuition)

2 student achieved 9-4 in English (2 were targeted, both attended medical tuition)

Areas for development:

- To develop SEND pupil progress in Maths
- To develop SEND pupil progress in English
- To develop SEND pupil progress overall resulting in a greater number of students achieving a positive progress 8 score.
- Develop SEND pupils progress in KS3 (ofsted action)

Current achievement based on this year GCSE results:

Grade Totals

Name	Total Grades	Total Points	Average Grade	Average Points	Avg EAP Diff (Sub)	On/Above Track	Above Track	On Track	Below Track	Inc In Track	Subject Progress Index	SPI Chart	Positive SPI	In A8 Basket
1 Ayres Jack-James (C933311006001)	9	17.75		1.97		0	0	0	0	0	-1.91		1	6
2 Chubb Natalie (L933211306011)	3	13.00	4a	4.33		0	0	0	0	0	-0.18		1	3
3 Davis Amber (Y933206906013)	10	14.50		1.45		0	0	0	0	0	-0.72		4	7
4 Gambardella Rosie (X933306006038)	5	18.00	4c	3.60		0	0	0	0	0	-0.66		0	5
5 Leigh Teresa (D933306004042)	9	13.25		1.47		0	0	0	0	0	-1.13		0	6
6 Sanford Benjamin (R933216606023)	7	17.75		2.54		0	0	0	0	0	-2.38		1	6
7 Sheppard Benjamin (L933306006039)	10	32.75		3.28		0	0	0	0	0	0.14		6	9
8 Strange Tlalouise (X933306005037)	10	21.00		2.10		0	0	0	0	0	-0.82		1	9
Summary	63	148.00		2.35		0	0	0	0	0	-0.98		14	51

Interventions for Y10 & 11 for the academic year 2017-18:

- Identify student and areas of need
- See individual teachers/ departments to raise concerns and discuss interventions
- Actions by subject staff. Monitoring via Pupil Pursuit / Learning walks
- Measure impact at next data capture point
- Regular book looks
- Mentoring
- Option Subject Support groups
- Testing for exam dispensations
- Exam support in mocks
- Targeted intervention through subjects during quality first teaching

Attendance (Term 5):

SEN by Stage - Whole School						
SEN Stage	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
N	220	94.9	3.2	1.9	1.3	0.4
E	4	89	5.7	5.3	8.9	1.2
K	43	94.1	4.1	1.8	1.2	0.2
Totals	267	94.7	3.4	1.9	1.4	0.4

Term 5 data highlights that students with EHCPs attendance is lower than that of any other group. There were 4 students with EHCPs in this academic year and until February when current SENCO came on roll, one of them was on a very part time timetable and was regularly sent home which resulted in disengagement and poor attendance. Since February this student provision was radically changed and her attendance rose to the point where she was only off school for essential appointments or genuine sickness.

Another child with an EHCP also had poor attendance due to the fact that his provision was not suitable for his needs and he was experiencing high levels of stress. Following the appointment of the new SENCO his provision was radically changed and attendance improved but also suitability of placement was considered and the child is now being educated successfully in specialist provision.

Attendance and lates for K students is in line with or better than the rest of the cohort

Exclusion data for SEND/PP students:

	No Of Exclusions	No Of Student Exclusions
SEN	3 X K	2 X E

- 1 SEN pupil received the both E exclusions prior to diagnosis of ASD/ADHD/ODD. Student is now being educated in Avalon School following a referral for a more suitable placement to suit his needs. The number of exclusions for this student decreased significantly when the

new SENCO took over the role and the SEN needs of the student were addressed appropriately.

Next steps:

- Termly HoF analysis of all subjects in their Faculty
 - SENCO to work closely with Head of Core Subjects to plan / deliver targeted interventions for SEND students
 - Vulnerable group lead to be chosen within each department for best practice and progress of vulnerable group becomes a fixed agenda point at each subject meeting.
 - SENCO to lead on vulnerable group focus for learning walks / Book looks / Student voice
 - All staff to receive training on the complex needs of the SEND students
 - Staff training to be provided on the effective use of TA's in the classroom
 - Academic Review meetings for identified underperforming SEND students
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- TA training for wave 3 literacy – Individualised Literacy Intervention
 - TA refresher for wave 3 Numeracy – Numicon