



St Dunstan's School  
GLASTONBURY

# SEND INFORMATION REPORT

*Wendy Lewis SENDCo*

*2019 -  
2020*

## St Dunstan's School SEN Report to Governors

2019- 2020

<b>Name of School:</b> St Dunstan's School	<b>SENDCO:</b> Wendy Lewis from Sept 2020
<b>Date of report:</b> January 2021	<b>SEN Governors:</b> Kate Quinn

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. We are proud of our inclusivity and work hard to provide all students with the best outcomes possible.

Our aim is to prepare students for life-long learning. We believe it is important that children acquire skills, knowledge, resilience 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 the voice and opinions of our young people. We are a team supporting the student to become the best that they can be.

### **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 2019-2020:**

Beth Rowlinson Baker (SENDCo/ SLT)		
Wendy Lewis (Deputy SENDCo/ Head of ART)		
Lesley Hale HLTA (literacy- RWI)		
F/T		
Mary Pallister HLTA (Design and Technology and Access Arrangements for Exam)		
F/T		
Cath Gray TA		
F/T		
Kirsty Fletcher TA	(0.6)	P/T
Justine Greuter TA	(0.4)	P/T
Steffi Watts TA (Literacy)	July 2020- maternity	
leave		

### **The role of the SENDCo:**

The SEN Coordinator (SENDCo), 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 Head teacher 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
- Coordinating provision for children with SEN
- Identifying students with Special Educational Needs and Disabilities
- Coordinating the provision for students with SEND, particularly those with EHCP and students with SEND support on the Additional Needs Register
- Monitoring the progress of SEND students through lesson observations, learning walks and book looks.
- Advising on the graduated approach to providing SEN support, offering advice and strategies for teachers and staff to promote positive outcomes for SEND students
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents and carers 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 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 for GCSE exams and other qualifications
- Ensuring that the school keeps the records of all pupils with SEN up-to-date

- As Designated Teacher for CLA students liaise with carers, virtual schools and social workers to support the progress of children in care.
- Leading, supporting and co-ordinating TA's in school, completing their performance management and identifying further training and development of skills and knowledge
- Contributing to the training of staff to ensure Quality First Teaching for SEND students.

### **Staffing SENDCo/Deputy SENDCo roles**

During the first lockdown for Covid 19 the SENDCo was shielding from the 23<sup>rd</sup> of March 2020 until the end of the academic year in July 2020. In addition the SENDCo was contracted to work at St Mark's School in Bath (part of Norton Hill Trust) for 3 days per week. Therefore the Deputy SENDCo was covering the day to day running of the department, the TA team and any issues that arose in school during that time. The SENDCo was still in charge of administration of paper work and reviews for EHCPs and PEPS.

The SENDCo was offered a full time job at St Marks and the role of SENDCo at St Dunstan's was advertised internally. The Deputy SENDCo was successful and was offered the post from the 1<sup>st</sup> September 2020.

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

At St. Dunstan's School we aim to develop our student's independence and resilience allowing each individual to develop the skills and knowledge required to allow them to be successful in both academic and social environment. This will help them in the preparation for adulthood.

#### **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 alongside the teacher, supporting a range of students with their learning and or social needs. Styles of support include assisting students on a 1:1 basis in class, working with small groups or offering whole-class support within the lesson.

**Covid 19- we have been able to carry on with in class support during Covid 19 and lockdown where TAs took it in turns to support those students in school. They also contacted many SEN students on a regular basis to check on them during lockdown. They offered support, advice and practical help.**

##### **Small-group withdrawal**

Support is also offered to students outside the classroom. The types of interventions offered will vary depending on the needs of the students. 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 language, literacy, reading or spelling

skills, numeracy work, study and revision skills and social & relationship skills. We also offer support with issues that affect social, emotional and mental health needs.

**Covid 19- this has been more challenging to continue during this time, as TA's have not been able to cross over bubbles so interventions have been happening with the TA allocated to that year group.**

### **Homework Club**

The SEN Department runs a homework every afternoon for key stage 3 and 4 students. This involves a member of TA staff who are able to assist students with their homework or revision. Students have access to the library and IT.

**Covid 19- we are currently not able to mix bubbles and therefore the homework club has not been able to run. Students have self-study in school for the last 30 minutes of the day so the need for a homework club is not required at present. TA's are present in the lessons, where there are high SEN needs and so are able to support.**

### **Learning Support 'social-hub'**

Students who may find lunchtime or break time a stressful experience, or who need a calm place to spend their breaks 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. Students are encouraged to mix socially in different year groups. During this time students have access to books, IT, support with homework and mentoring if necessary.

**Covid 19 – we are currently not able to mix bubbles and therefore have allocated rooms for each year group so that students can still have a safe calm place. These rooms are run by members of the TA group when required.**

### **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 assistance by adult or reading pen, extra time, rest-breaks, use of a word processor, 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. Teaching assistants support students with SEN who are entitled to special arrangements for their public exams. All TAs working with students taking exams have had appropriate training in school by the Exams Officer.

**Covid 19 – Due to lockdown we were unable to carry out these assessments in Year 9 and 10 for the current Year 10 and 11. The Year 11's were completed last term and we have started assessment of Year 10 but due to this current lockdown this has been delayed. Current SENDCo has worked closely with exams office and TA responsible for exam concessions so that the process runs more smoothly**

### **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. A range of assessments can be carried out such as WRAT reading and spelling tests, CTOPP processing, numeracy and application of numeracy skills, EAL assessments and basic dyslexic and dyscalculia testing.

**Covid 19- We have tried to continue the range of testing when students have been in school**

### **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. TAs have accompanied students who have attended the educational links with Millfield School.

**Covid 19- currently trips and educational activities have been put on hold.**

### **Subject specialism**

The TA's 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 TA's have taken on a broad range of specialist areas, in line with their own interests or skills, including expertise in: literacy & phonemic awareness, speech, language & communication skills. Such specialism enables the team to offer high quality support for students and subject faculties within the school and acts as an important focus for professional development and targeted training opportunities.

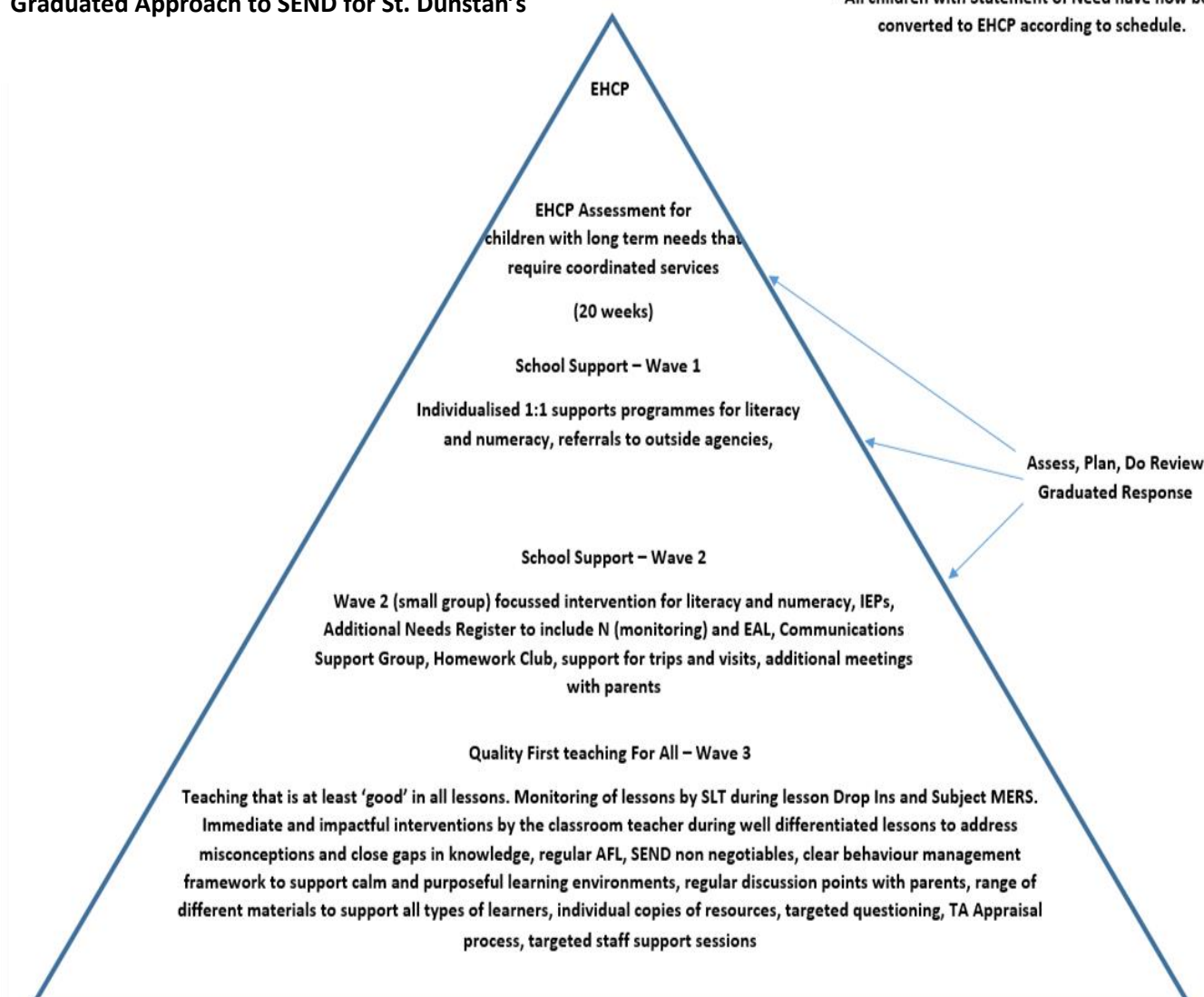
**Covid 19- During the first lockdown TAs were encouraged to develop their own skills, knowledge and understanding by completing a range of online courses and carrying out research to inform staff on SEN needs and disabilities. These have been used and adapted to share with all staff to inform about Dyscalculia, Epilepsy, Foetal Alcohol Spectrum Disorder, Autism, ADHD and Self-injury.**

### **Online courses completed include:**

Supporting Learning in Secondary Schools	Future learning
Supporting Bereaved Children	Creative Education
Supporting young people to break the cycle of self-harm	Creative Education
Preparing Autistic and SEND children for going back to school	Schudio
The big transition for Autistic and SEND pupils after lockdown	Schudio
Stay mentally well during Covid 19	Creative Education
Emotional Regulation in Autistic Children	Creative Education
Safe and successful Return to School	Creative Education
Simple Self Soothe Strategies	Creative Education
Approaches to Support Learners with SEND in computing	Future Learn
Understanding Anxiety	Creative Education
Build on Study Skills	Creative Education
Teach to the Top	Creative Education
Plan an Effective Transition for your students	Creative Education
Every day Maths 1 and 2	Open University

## 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 at 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.

**Covid 19- it has been challenging to have meetings with parents during the past year. We have become familiar with using Google Meet, Teams and Zoom to conduct Peps, EHCP reviews, meetings with prospective students and parents online. On the whole these have been very successful.**

### **Transitional Support**

The school has a well-established transition programme for students moving from KS2 to KS3. The SENDCo is fully involved in this primary liaison programme, to ensure that all relevant information is successfully transferred for students with special educational needs. Current SENDCo and Key stage 2 led worked closely together in term summer 2020 to produce an outstanding transition programme despite Covid 19

The SENCO visits 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 Year 7.

There are several opportunities for Year 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 SENDCo 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 Year 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.

Current SENDCo and Key stage 4 lead work closely together for SEN transition meetings to collate

### **Covid 19-**

**During the summer term 2020 The Deputy SENDCo worked alongside the Key stage 3 lead to organise the Year 6 induction programme. A video was put onto the website and Facebook page, which included information about the SEN – Learning Support area and introduction to me and my role. We were in contact with all the local primary schools and collated the information together to form a detailed dossier of each child. All students who are identified as SEN (from primary schools) were contacted by phone by myself. We requested detailed information from primary schools and then invited SEN students to come and visit with their parents (individual groups due to Covid19). Those**



who were unable to visit the school and requested were able to have a home visit. During the holidays all SEN students received a welcome pack from the SENDCo, emails and or phone calls depending on need.

The taster days in year 5 and 6 were unable to go ahead due to lockdown

A booklet was produced with the assistance of the Deputy Head for all vulnerable and SEN students to complete at home which was sent home with a pack of resources e.g. mindfulness work, quizzes and activities relating to Covid 19 and starting school.

At the end of this term a comprehensive transition package was also put together for vulnerable/SEN students and the whole cohort. 17 students came in on the Thursday 4<sup>th</sup> of September and worked in small groups with the TAs. Feedback from parents was very positive. The whole of year 7 came in the following day and worked with tutors.

### **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 or educational providers:**

Somerset Local Authority services	Sensory Impairment Team: hearing support
Educational Psychology Service	Speech & Language Therapy Service
REACH	Occupational Therapy Service
Social Care Services	Physiotherapy Service
Inclusion support service	Calm- independent counselling services/ play therapy
ASD outreach services	Education welfare services
Somerset EAL support service	Tor School: Glastonbury
Equine therapy	Health promotion services
Community school nurse	Local doctors and specific paediatricians
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

**Covid 19-** During the past year information for support with mental health and well- being have been regularly posted onto the school website and Facebook account. Leaflets are online and in school to post out to parents.

## **Arrangements for Identification and Assessment of SEND students:**

### **Start of Year**

- Liaison with primary schools from the beginning of year 6
- Attendance at EHCP reviews of year 6 students
- Information from SATS
- Baseline testing in the first half term, which includes a spelling test, reading test and CAT testing.
- SENDCo 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
- SENDCo will observe students in class
- SENDCo will arrange for any necessary additional assessment
- SENDCo will refer for outside agency support where necessary
- SENDCo 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

Behavioural issues are mainly managed by the pastoral team and Key Stage leaders. If a student's placement becomes "at risk" additional support strategies, alternative curriculum arrangements or the use of a pastoral support plan (PSP) may be put in place in negotiation with parents and other professional agencies. The SENCO regularly updates the Additional Needs Register. All students on the Register have an 'SEN Stage' with a specific PLASC code (census).

### **Staff Skills and Training**

A CPD programme is designed by the SENDCo 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 Head teacher as part of the overall CPD calendar.

### **School training planned for the academic year 2020-2021:**

- Foetal Alcohol Spectrum Disorder
- Epilepsy awareness and training
- 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

**Covid19: Face-to-face meetings were impossible during lockdown. Deputy SENDCo sent weekly updates via email on courses that were available to all staff. The uptake was pleasing.**

Support staff training is ongoing. This is identified through performance management, results from staff survey and the whole school's needs.

#### **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 during the academic year 2020-2021
- 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 policies 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 2019-2020:**

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 (Annual funding per child)</p>	<ul style="list-style-type: none"> <li>• Every school receives an additional amount of money to enable them to provide for children and young people with SEND.</li> <li>• The amount given for each SEND student is 6,000</li> </ul>	<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 11 students:</p> <p>£4,203 £5,500 £1,263 £4,208 £5,500 £10,9400 £2,613 £100 £5,610 £1,238 £2,613</p> <p>= £43,793</p>

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

- TA Support within lessons
- 1:1 intervention such as ILI's
- Small group Intervention sessions such as Read Write Ink
- SEND department resources

### SEN Register: % SEN per Year Group & Whole School: 1<sup>st</sup> June 2020

Year Group	Number on roll	%SEN			
		SEN Support K	EHCP	Total	% of total
7	78	14	5	19	24.35
8	79	13	2	15	18.98
9	52	5	1	6	11.53
10	63	9	2	11	17.46
11	58	7	2	9	12.06
<b>TOTALS</b>	<b>330</b>	<b>48</b>	<b>12</b>	<b>60</b>	<b>18.18%</b>

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

We also have one Year 10 student in a phased transfer who has an EHCP studying at Park School.

#### 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 provision. The headlines from the data (which is based on the January 2020 census) are that the percentage of pupils with Education, Health and Care Plans has gone up from 3.1% to 3.3% and the percentage of pupils who have SEN support has gone up from 11.9% to 12.1%

1.8% of pupils in state-funded secondary school have an EHC plan in January 2020, an increase from 1.7% in 2019. 11.1% of pupils have SEN support, an increase from 10.8% in 2019. Overall SEN pupils in secondary schools account for 32.0% of the total number of all pupils with SEN, this is up from 31.4% in 2019

Source: <https://explore-education-statistics.services.gov.uk/find-statistics/special-educational-needs-in-england>

[#releaseHeadlines-tables](#)

<https://nasen.org.uk/news/2020-sen-data-isreleased.htm>

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

- A higher number of students at SEN Support (K): 18.1% compared to national figure of 12.1 %
- Number of students with EHCPs is 12 much higher than the national figure: 3.3% compared to 1.8%

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

Primary Need Code	Number Of Students						
	YR 7	YR 8	YR 9	YR 10	YR 11	TOTAL	% of total
SpLD	3	5	2	2	0	12	20
SLCN	4	1	1	2	2	10	16
ASD	2	0	0	1	2	5	8
MLD	2	3	2	2	1	10	16
SLD	0	1	0	1	0	2	3
SEMH	6	4	0	2	1	13 (22)	
HI	0	0	1	1	0	2	3
VI	0	0	0	0	1	1	2

<b>Other (medical/ disability)</b>	2	1	0	0	2	5	8
<b>TOTAL</b>	19	15	6	11	9	60	100

## Outcomes

### Attainment and progress of SEND

#### KS3:

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

#### KS3 SEND progress is generally

**Year 7.** Students settled in well but Covid 19 disrupted half of their first year. Several students started to attend outreach work at Tor School but this was suspended due to Covid 19. 2 EHCP applications were submitted and both were finalised later on in the year. Three students causing main concerns all have EHCPs working closely with parents to support their education in mainstream school. ILI intervention started in January – one cycle started but not completed due to lockdown. Read Write Inc cycle 1 in progress started Jan 2020

**Year 8:** Progress across the year looks good. One EHCP finalised for EAL student with medical and SEMH issues. One student moved from specialist provisions, had a good transition and has settled in extremely well- looking into AD diagnosis. Social skills group formed and started in February.

High staff absence of TAs did caused a few issues at the beginning of the year with this group of students which has now been resolved

**Year 9:** Concerns over Maths as in February 46% of SEN were under target. EHCP in progress for another student and finalised at the end of the year. Worked closely with one student with poor attendance which had improved significant by February (issues with lockdown has affected performance of individual)

High staff absence of TAs did cause a few issues at the beginning of the year with students, which has now been resolved. Lessons were covered but few interventions were taking place before lockdown.

### Overall Progress of all students in each year.

Year Group	Date	Cohort %	SEND %	PP + SEN%	PP %
<b>7</b>	<b>26/02/2020</b>	-0.3	-0.27	-0.37	-0.33
<b>8</b>	<b>15/05/2020</b>	0	0	-0.13	-0.07
<b>9</b>	<b>06/02/2020</b>	-0.17	0	0	-0.1

Year Group	Date	Cohort %	SEND %	PP + SEN%	PP %
<b>10</b>	<b>16/04/2020</b>	-0.04	-0.82	-0.72	-0.11

<b>11</b>	<b>Exams</b>	0.639	0.867	0.01	0.444
-----------	--------------	-------	-------	------	-------

Year 7 data suggests that students have not made as much progress overall due to online learning for several months. This was particularly evident for PP students. SEND students, whilst progress was below expectations, was above the cohort. SEND PP students found working online particularly challenging and will be the most important group to work with for catch up in 2020/21

Year 8 data suggests that students have made expected progress, despite online learning, and SEND students are in line with their peers. Like year 7, the group that have fallen behind are SEND students who are also PP, and they will be a priority group for catch up in 2020/21

Year 9 data suggests that students have not made as much progress overall due to online learning for several months. SEND students made expected progress and they were above the rest of the cohort.

Year 10 data shows that the main cohort of students were in line with expected progress, however a significant number of the SEND students failed to engage with online working despite all the schools interventions. One student in particular has been unable to engage in education throughout the year, despite heavy involvement from mental health teams, external agencies and significant pastoral support. Another student in this data started on the day that lockdown started, meaning her progress data was well below what we now know to be her ability level. Removing these two students from the SEND data would make the progress score for SEND -0.16 (see table below)

Showing data for:												
Cohort: 20/21												
Dataset: Year 10 FSR (Assessments)												
Filters:												
SEN: SEND												
P8 Overview												
ALL SEND												
	Name	Student ID	KS2 Prior	A8Pts	Average A	A8Est	Eng P8	Mat P8	EBacc P8	Open P8	P8	Tot Slots Filled
1			4.6	50.25	5.03	39.76	0.575	1.24	1.04	1.243	1.049	10
2				26.25	2.63	-	-	-	-	-	-	10
3			4.8	29.25	2.93	44.25	-1.85	-3.235	-1.127	-0.483	-1.5	10
4			3.7	26.25	2.63	26.54	-0.165	-1.19	-0.27	1.077	-0.029	10
5			4.9	13.25	1.33	46.51	-5.065	-4.47	-2.723	-2.007	-3.326	5
6			4.2	27.25	2.73	32.88	-0.785	-0.945	-1.23	0.507	-0.563	10
7			4.1	39.25	3.93	31.27	-0.63	2.255	0.94	0.64	0.798	10
8			4.8	40.25	4.03	44.25	-0.85	-1.235	-0.127	0.183	-0.4	10
9			5.2	41.25	4.13	54.85	-1.78	-2.42	-1.03	-0.707	-1.36	10
10			4.4	0	0	36.02	-4.075	-3.34	-3.22	-3.84	-3.576	0
11			3.4	31.25	3.13	23.97	0.175	0.02	0.95	1.347	0.728	10
	Summary		4.41	29.5	2.95	38.03	-1.445	-1.332	-0.68	-0.204	-0.818	8.64
P8 Overview												
REMOVING NO's 5&10												
	Name	Student ID	KS2 Prior	A8Pts	Average A	A8Est	Eng P8	Mat P8	EBacc P8	Open P8	P8	Tot Slots Filled
1			4.6	50.25	5.03	39.76	0.575	1.24	1.04	1.243	1.049	10
2				26.25	2.63	-	-	-	-	-	-	10
3			4.8	29.25	2.93	44.25	-1.85	-3.235	-1.127	-0.483	-1.5	10
4			3.7	26.25	2.63	26.54	-0.165	-1.19	-0.27	1.077	-0.029	10
6			4.2	27.25	2.73	32.88	-0.785	-0.945	-1.23	0.507	-0.563	10
7			4.1	39.25	3.93	31.27	-0.63	2.255	0.94	0.64	0.798	10
8			4.8	40.25	4.03	44.25	-0.85	-1.235	-0.127	0.183	-0.4	10
9			5.2	41.25	4.13	54.85	-1.78	-2.42	-1.03	-0.707	-1.36	10
11			3.4	31.25	3.13	23.97	0.175	0.02	0.95	1.347	0.728	10
	Summary		4.41	29.5	2.95	38.03	-1.445	-1.332	-0.68	-0.204	-0.15963	8.64

Year 11 Examinations in 2020 were based on centre assessed grades. The results for SEND students were above the progress of the main cohort and very pleasing. Although the SEND students with PP were only in line with national outcomes, this represents only two students who both struggled with English.

St Dunstan's School																	
Subject	No	All		Disadvantaged	LAC		SEND		Male		Female		Lower		Middle	Higher	
P8	56	0.639	21	0.444	#N/A	6	0.867	32	0.346	24	1.029	9	1.037	30	0.734	17	0.261
English		-0.185		-0.529	#N/A		-0.613		-0.741		0.556		0.44		-0.26		-0.384
Maths		0.564		0.614	#N/A		1.123		0.526		0.614		0.616		0.622		0.434
Ebacc		0.524		0.377	#N/A		0.621		0.275		0.856		0.849		0.663		0.105
Open		1.354		1.045	#N/A		1.931		1.023		1.795		1.907		1.541		0.73
VA	56		21			6		32		24		9		30		17	
Science		0.285		0.291	#N/A		0.18		0.137		0.483		0.246		0.505		-0.083
Language		-0.37		-0.248	#N/A		-1.5		-0.757		0.064				-0.104		-0.708
Humanity		0.598		0.197	#N/A		1.072		0.255		1.054		1.402		0.599		0.169
SPI																	
French	34	-0.19	8	-0.06		1	-1.38	18	-0.57	16	0.24			19	0.08	15	-0.53
Geography	45	0.56	16	0.13		4	0.65	27	0.16	18	1.15	6	1.25	23	0.51	16	0.36

History	36	0.46	14	0.15		5	0.78	19	0.29	17	0.63	6	1.19	17	0.4	11	0.17
Science Combined	116	0.56	42	0.47		12	0.34	68	0.46	48	0.69	18	0.28	60	0.65	34	0.54
Art	14	0.39	6	0.22				4	-0.24	10	0.64	2	0.17	7	0.36	5	0.52
CAM NAT Creative iMedia	56	1.37	19	0.42		5	3.25	33	1.14	23	1.68	8	1.64	29	1.29	17	1.38
Drama	18	0.16	8	-0.07		2	-0.26	11	0.08	7	0.27	5	0.03	9	0.43	2	-0.73
Food Studies	27	0.52	13	-0.18		6	0.67	17	0.28	10	0.93	7	0.79	15	0.53	5	0.12
Media	24	0.52	7	0.12		4	-0.01	14	0.04	10	1.2	6	0.68	10	0.78	8	0.09
Music	9	0.08	3	0.03				7	-0.99	2	2.74			5	0.65	2	-1.36
Rock School	57	1.24	21	1.23		6	1.84	34	1.15	23	1.37	8	2.68	30	1.45	17	0.2
Sport	22	0.05	7	-0.53		1	-0.57	17	-0.23	5	0.9	3	0.29	13	-0.08	4	0.3
<b>Basics</b>																	
<b>A8</b>	58	52.02	21	46.23	#N/A	6	42.63	34	51.05	24	53.39	9	32.58	30	49.58	17	67.13
English		9.41		8.1	#N/A		6.33		8.65		10.5		6.22		8.8		12.35
Maths		9.9		9.14	#N/A		8.33		10.24		9.42		4.67		9.27		13.88
9-5 E/M		26		7	#N/A		2		13		13		0		11		15
9-4 E/M		40		12	#N/A		2		24		16		1		20		17

### Strengths

- SEND students achieved significantly positive progress overall that exceeded their peers in the same year group.
- Except for English, Sport, Drama and French, SEND students more than expected progress.
- In Maths, Geography, History, I media, Food and Rock School SEND students made more progress than their peers in

Note: It is usual that Attainment for SEND students is below that of the whole cohort, so progress is primarily used to judge the effectiveness of SEND provision.

### Areas for development:

- To develop SEND pupil progress in Maths although it has improved –interventions groups throughout the school
- To develop SEND pupil progress in English- this gap is still too big – target students in Year 10 and 11 working with TA
- To develop SEND pupil progress in French
- 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)

### Interventions for Y10 & 11 for the academic year 2019-2020:

- 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- normal way of working- evidence for exam concessions
- Targeted intervention through subjects during quality first teaching , interventions and revision sessions
- TA support for targeted students
- More able SEN students to be targeted to increase 9-5 %

## Attendance

### Year 7 (1/09/2019- 20/03/20):

SEN stage	Pupils in group	Attendance	Authorised absence	Unauthorised absence	Late before	Late after
<b>EHCP</b>	<b>5</b>	<b>98.06</b>	<b>1.80</b>	<b>0.14</b>	<b>0.83</b>	<b>0.14</b>
SEN (N)	4	89.71	2.99	7.30	0.55	0.00
<b>SEN support (K)</b>	<b>16</b>	<b>95.58</b>	<b>3.75</b>	<b>0.67</b>	<b>1.26</b>	<b>0.00</b>
No SEN status	58	95.29	4.27	0.44	0.30	0.01

### Year 8 (1/09/2019- 13/03/20):

SEN stage	Pupils in group	Attendance	Authorised absence	Unauthorised absence	Late before	Late after
<b>EHCP</b>	<b>2</b>	<b>92.9</b>	<b>7.09</b>	<b>0.00</b>	<b>2.40</b>	<b>0.00</b>
SEN (N)	9	91.51	7.09	1.40	1.30	1.11
<b>SEN support (K)</b>	<b>12</b>	<b>87.8</b>	<b>9.31</b>	<b>2.89</b>	<b>0.58</b>	<b>0.07</b>
No SEN status	56	93.45	4.43	2.12	1.28	0.04

### Year 9 (1/09/2019- 13/03/20):

SEN stage	Pupils in group	Attendance	Authorised absence	Unauthorised absence	Late before	Late after
<b>EHCP</b>						
SEN (N)	5	86.13	3.85	10.02	8.60	0.00
<b>SEN support (K)</b>	<b>6</b>	<b>94.31</b>	<b>4.47</b>	<b>1.22</b>	<b>1.46</b>	<b>0.00</b>
No SEN status	46	93.74	5.25	1.01	1.01	0.10

**Year 10 (1/09/2019- 13/03/20):**

SEN stage	Pupils in group	Attendance	Authorised absence	Unauthorised absence	Late before	Late after
<b>EHCP</b>	<b>2</b>	<b>92.46</b>	<b>5.82</b>	<b>1.72</b>	<b>4.31</b>	<b>0.22</b>
SEN (N)	14	95.28	4.62	0.10	1.88	0.00
<b>SEN support (K)</b>	<b>10</b>	<b>90.89</b>	<b>8.64</b>	<b>0.46</b>	<b>2.51</b>	<b>0.28</b>
No SEN status	40	92.27	4.72	2.31	3.33	0.17

**Year 11 (1/09/2019- 20/03/20):**

SEN stage	Pupils in group	Attendance	Authorised absence	Unauthorised absence	Late before	Late after
<b>EHCP</b>	<b>1</b>	<b>21.23</b>	<b>0.94</b>	<b>77.83</b>	<b>0.47</b>	<b>18.40</b>
SEN (N)	8	93.23	5.06	1.09	3.55	0.21
<b>SEN support (K)</b>	<b>7</b>	<b>92.13</b>	<b>6.58</b>	<b>1.29</b>	<b>1.74</b>	<b>0.00</b>
No SEN status	46	92.41	4.97	2.27	2.27	0.58

Term 1/2/3 data highlights that students with EHCPs attendance is mixed and that 1 child in each year can seriously affect figures. There were 10 students with EHCPs at the beginning of this academic year and the student in Year 11 was a school refuser and was reluctant to engage despite the SENDCo working with the Father and outside agencies. SEN attendance is generally lower than cohort, however this is affected by 4 students who need to go to regular hospital check-ups and appointments. This is especially true in year 8.

The SENDCo has worked with attendance officer and other agencies to get children into school and worked with parents to give strategies and support

Attendance and punctuality for students with SEND support (K) is in line with or better than the rest of the cohort

**Exclusion data for SEND/PP students:**

3 Year Exclusion Report

September 2017 to July 2020

	<b>Total Number of Exclusions</b>	Total of SEN students	Total of PP students
2017 - 2018	<b>64</b>	12	3
2018 - 2019	<b>51</b>	10	5
2019 - 2020	<b>24</b>	8	9

Total of 3 SEN students who are also PP

Total of 3 SEN students who are also PP

Total of 4 SEN students who are also PP

Numbers of exclusions have fallen in recent years, which reflects the improvement in behaviour and high expectations across the school. Whilst the number of SEND students being excluded is higher than we would like, they too are falling. Individuals with challenging behaviour receive intensive support from both pastoral and the SEND team and their behaviour improves over time. In 2019-20 the SEND students excluded were for a range of reasons, mainly related to putting themselves or others in danger.

In every case, those students have improved and recidivism is rare. Exclusions continue to reduce across the school, and particularly for SEND students as their provision starts to help them with their individual needs, however exclusions will be used when necessary if students have put themselves beyond the care and control of staff.

#### **Next steps:**

- SENCO to lead on the improvement of teaching and learning for SEND students in the classroom (Quality First Teaching) in liaison with the Deputy Head.
- Resources, worksheets adapted and differentiated by TAs
- Keywords and visuals produced for students with poor memory recall (FASD)
- All staff to receive enhance training on the complex needs of the SEND students resulting from staff questionnaire- differentiation
- Improve the learning support area and adapt room 8A for Read Write INc and safe haven
- Improvement involvement of parents- information/ courses etc.
- Feedback from staff to inform training course
- TAs skills enhancement- improve staff morale- to be built into TA appraisal
- Staff training to be provided on the effective use of TA's in the classroom
- Academic Review meetings for identified underperforming SEND students
- School offer reviewed and updated if appropriate
- TA training for wave 3 literacy – Individualised Literacy Intervention
- TA refresher for wave 1 and 2 Numeracy –upskilling with TA available for all TAs (5x 1 hour)
- Update of SEN website page
- Improve procedures for referring to SENDCo for help and support- concern log on Google classroom
- Improve the ILPs pupil passports refer to Section F EHCP, staff more informed and aware of need. staff to have higher expectations of what SEND students can achieve using information on the ILP and progress fate to plan effectively for their needs
- Elsa trained TA by the end of the academic year
- Become involved in Secondary SENDCo meetings for the Mat- to broaden and expand knowledge and provision.
- Close monitoring of classes /teachers working with groups where higher percentages of SEN students are included or where more complex SEN students are placed- impact and affect.
- SENDCo to complete SENDCo award in the next academic year 2021-2022
- Improve SEND identification which will include training of TAs and teaching staff
- To work more closely with the Assistant Head (safeguarding lead) and Key stage 3 lead to develop transition for Year 7