



SEN Report to Governors: September 2021

Name of School: Somervale School	SENDCo: Sophie Charnaud
Date of report: September 2021	SEN Governors: Kate Wilson

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

The Special Educational Needs Co-ordinator (SENDCO) is Sophie Charnaud and the named Governor for SEN is Kate Wilson.

At Somervale School we believe it is essential to provide a well-balanced, challenging curriculum for all students. 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 student-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.

Somervale School Inclusion Department 2020-21:

Sophie Charnaud (SENDCo)	Lucy Latchem (Assistant to the SENDCo/TA)
Moira Woodland (Inclusion Support Manager)	Claire Kirby (TA)
Carrie Horler (TA)	Anna Vaughan (TA)
Kelly Hawkins (TA)	Katherine Ham (TA)
Sian Howell (TA)	Charlotte Fuller (TA)

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

The SENDCo, 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 SENDCO 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 SENDCo (Code of Practice (2015) 6.90):

The key responsibilities of the SENDCo may include:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked after student has 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 students' needs effectively
- Liaising with parents of students 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 student and their parents are informed about options and a smooth transition is planned

- Working with the Head Teacher 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 students with SEN up-to-date

How do we support students at Somervale School?

At Somervale 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 interventions for a range of students
- Thirdly to support a wide range of other students on the SEN register across the curriculum.

Range of support offered by the SEN team:

The SEN staff team, comprising of: the SENDCo, Inclusion Support Manager, Inclusion Support Assistant and a team of Teaching Assistants, offer a cohesive and balanced range of support: Provision in some areas of the support offered by the SEN team were adapted to ensure students were catered for in the unusual situation created by the school closures due to Covid-19 and these changes are identified in this report.

SEN interventions are evidence based and led by staff who have sufficient training in the delivery of them.

Teachers/intervention leads present subject matter in a clear and accessible format making adjustments where needed for SEN learners

Teachers/intervention leads check SEN learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback and make relevant adjustments to future planning.

Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.

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.

During the school closures all students were provided with virtual live lessons that followed their timetable. Teaching Assistants continued to follow their timetables and supported students within these lessons e.g. by breaking information down, providing additional resources where applicable or through providing both scaffolding and prompts, where required. Furthermore, the SENDCo carried out pupil pursuits and observations to check the suitability of live lessons for learners, feeding back to teachers where required.

Students with an EHCP or those identified as 'vulnerable' were invited into school and were supported by teaching assistants whilst following their virtual live lessons within school.

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, research and study skills, social & relationship skills and independent learning skills.

Small group or 1:1 support is also offered for speech & language skills, handwriting and to support curriculum catch-up if required.

During the school closures students who receive additional support but did not attend school as a 'key worker/vulnerable student' received additional resources and were able to access Literacy and numeracy packages from home. Where students had additional external agencies working with them e.g. Speech and Language therapists / Play Therapists, these sessions occurred virtually through video call with sessions recorded or a member of the SEN team present. In class small group support was provided to those SEN students (including some EHCP) students who attended during the whole school closure.

Mentoring and counselling support

From time to time individual students may need 1:1 support for a specific difficulty which they are facing in or out of school. Students may be assigned a mentor to meet with on a regular basis. If necessary, the school may involve an appropriate external professional counsellor to support a specific need. All students who have an EHCP will have an identified mentor, whom they meet weekly with.

During the school closures due to COVID -19, each student and their family on the SEN register received a weekly phone call from a member of the SEN team. During these phone calls, discussions were held regarding welfare checks, specific support for home learning and to review attendance and progress in home learning sessions.

Supported Time-Out

The school has a well-developed inclusive ethos. Support is provided to ensure students are able to attain their potential academically and socially, whilst maintaining the student in the classroom - the focus for teaching & learning. However, from time to time some students may require an opportunity for 'time-out'. Identified students may 'time out' briefly outside of the classroom. During this time students will refer to support strategies, such as breathing exercises to support self-regulation and enable them to return to class and their learning. In exceptional circumstances, the Inclusion Support Room offers a 'time-out' facility, by agreement, where students may complete their work in a calm, supportive environment away from other students, however it is expected that most students will be able to return to their lessons.

Homework Club

The SEN Department run a homework club every lunch-time for key stage 3 and 4 students. This involves members of staff who are able to assist students with their homework or revision. The TA team are very familiar with the homework tasks or the extended enquiries and research projects which student's undertake at KS3 and can offer valuable support.

During Covid-19 the home work club ran in year group 'bubbles' with each year group allocated a specific day. This year we have returned to joint year groups within home work club.

Inclusion Room 'social-club'

A lunch club takes place in the Inclusion Support Room every day. Identified students who may find lunchtime a stressful experience, or who need a calm place to spend their lunch-break are welcome to attend. The club is run by two 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. During Covid-19 the 'social' club ran in year group 'bubbles' with each year group allocated a specific day. This year we have returned to joint year groups within 'social-club'.

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. Students are assessed and appropriate support put in place for GCSE or equivalent exams at KS4 and KS5. The SEN team are involved in invigilating these students to enable them to reach their potential at this important time. The SENDCo is the Specialist Assessor for Somervale School and has completed a Level 7 course in Psychometric Testing, Assessment and Exam Access. Furthermore, the SENDCo is a member of the British Psychological Society. All member of the SEN Team who are involved in supporting students with special arrangements in public examinations receive annual training to comply with JCQ regulations.

Differentiating resources

An important aspect of the work of the SEN department is to offer advice and support across the school to differentiate or simplify resources for student use. This ensures that all students have appropriate work and resources available to support their learning in all subjects.

The SENDCo regularly audits the effectiveness of SEN support and works with departments or individuals to develop good practice and help teachers with their responsibility to deliver quality first teaching.

During Covid -19 Lock down period the SENDCo was involved in the monitoring of home learning and engagement of SEN learners to ensure that appropriate support was being offered and that the provision within the 'live; lessons was suitable and meeting the needs of all learners. .

To support with home learning, laptops were distributed to those students who did not have access to ICT at home.

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.

Teachers/intervention leads use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Where applicable, EAA support is given.

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, hearing impairment, co-ordination & motor awareness, handwriting skills and English as an additional language. There are TAs on the team who specialise in English, Mathematics, Science and Technology, who can offer specific support for these key faculty areas.

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 Somervale School:

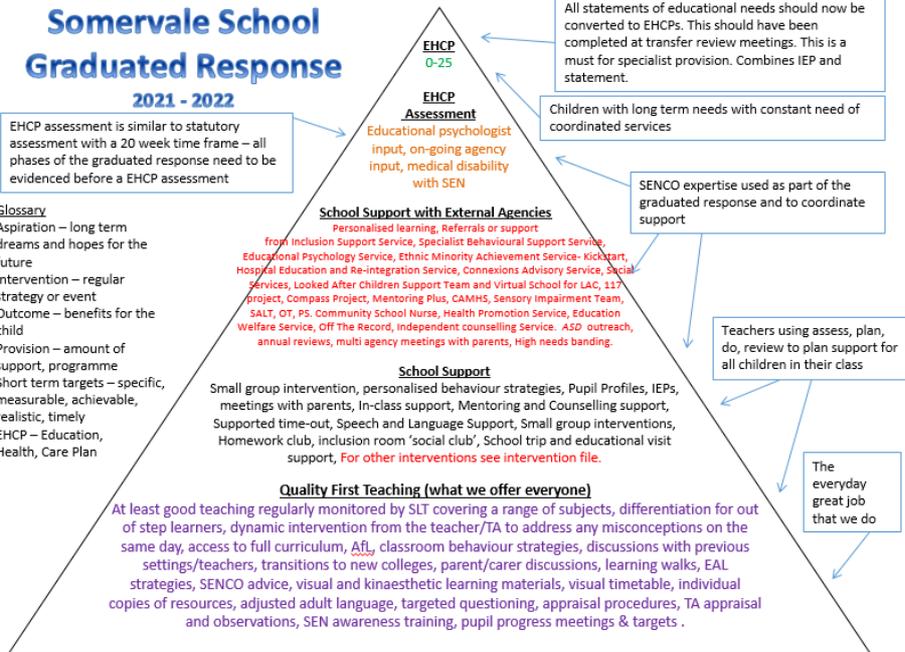
Somervale School Graduated Response

2021 - 2022

EHCP assessment is similar to statutory assessment with a 20 week time frame – all phases of the graduated response need to be evidenced before a EHCP assessment

Glossary

Aspiration – long term dreams and hopes for the future
 Intervention – regular strategy or event
 Outcome – benefits for the child
 Provision – amount of support, programme
 Short term targets – specific, measurable, achievable, realistic, timely
 EHCP – Education, Health, Care Plan



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. The school aims to provide at least three opportunities during the school year for parents to meet with key staff to discuss the needs, provision and progress of their child. The SENDCo and Inclusion Support Manager are available to meet with parents by appointment throughout the year on the school parents' evenings and Academic Review Evening. In addition, meetings can be arranged to discuss individual concerns around student support or progress in more depth.

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

Students with an EHCP plan have a mandatory EHCP review meeting. Parents and other relevant professionals are formally invited to these meetings and all paperwork related to the meeting is sent home 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 SENDCo is fully involved in this primary liaison programme, to ensure that all relevant information is successfully transferred for students with special educational needs.

A member of the transition team 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 Yr7. During Covid-19, where face –to-face visits were not possible, video calls were set up instead to support the transition process.

There are several opportunities for Yr 6 transitional students to experience life at Somervale 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 tours of the school and summer school.

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 Vocational Profile 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. Some of these agencies form part of the B&NES local authority Children's Service or the Primary Care Trust. As Somervale has Academy status, the school is increasingly commissioning the services of a range of independent support agencies as appropriate.

The SENDCo and Inclusion Manager have regular contact with the following agencies:

B&NES Local Authority services

Educational Psychologist Service

Hospital Education & Re-integration Service

Social Services

Looked After Children Support Team & Virtual School for LAC

Family Intervention Service

Compass Project

Mentoring Plus
Connecting Families
Integrated Working Team

Primary Care Trust (Health Authority services)

Child and Adolescent Mental Health Service (CAMHS)
Sensory Impairment Team
Speech & Language Therapy Service
Occupational Therapy Service
Physiotherapy Service
Community School Nurse
Health Promotion Service

Other services

Education Welfare Services (South West) Ltd
Off The Record
Independent counselling services
SASS (ASD Support Service)
Educational Psychologists
Children Unlimited – OT Support Service
Sporting Family Change
Speakeasy
Bath Area Play Project (BAPP)
Play Therapists
Forest School provision

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
- Parent Support Advisers – local authority support advisers cover the Bath, Norton Radstock and Chew Valley areas.

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.
- 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 needs are mainly managed via Inclusion Support. 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 SENDCo regularly updates the Additional Needs Register. All students on the Register have an 'SEN Stage' with a specific PLASC code.

Staff Skills and Training

Throughout the year staff are able to access a range of training to develop both their confidence and skills in meeting a range of needs. Training has been provided to staff to support all staff in developing quality first teaching for vulnerable groups. During Covid-19 it has not always been possible to hold face-to-face training, however in replace of this virtual training has been offered.

School training offered and attended by teachers / support staff in the academic year 2020-21:

- General Introduction to SEND and Supporting our students
- New Staff Training – Supporting students who are SEND within the classroom
- AET Making Sense of Autism
- An Introduction to Dyslexia
- AET Good Autism Practice
- AET Extending and enhancing good Autism Practice
- Barriers, Solutions and Silver Linings – Remote Learning for Students with SEND
- SEND Leadership
- Understanding Girls on the Autism Spectrum
- How to write Social Scripts
- Psychological First Aid- Supporting Children and Young People
- Securing Good Transitions – A resource Pack to support the next steps of KS4 Pupils with SEND
- Universal Strategies for pupils on the Autism Spectrum Secondary School and Post 16
- Improving Outcomes for Disadvantaged Young People at SEN Support
- Understanding and supporting children and young people with low mood or depression

- Anxiety KS3 and above- Classroom Strategies Behaviour Issues Supporting SEND
- Supporting children and young people with mental health issues
- Anxiety -children and young people with SEND / ASD
- Self-Harm and Suicidal behaviours- All key stages
- Planning for transitions-KS3 and above
- Building and maintaining resilience -staff, children and young people
- An introduction to Speech, Language and Communication
- On-going department support with differentiation and strategies for SEND.
- SEND Drop in's – weekly (Each Friday after school)

In addition to this sessions have been provided by the SENDCO and Inclusion Support Manager as part of the new staff meetings and support for ITT students.

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

This year support staff have accessed training through in school training and external courses. To comply with JCQ regulations each year all TAs have complete training on exam access arrangements and supporting students as readers and scribes. All TAs also complete an additional course on being an Invigilator within exams. TAs have accessed a number of courses through the Bath and Mendip Partnership Teaching School and through other external agencies. Details of the range of courses which have been attended are listed above.

The SENDCO is a member of NASEN, Whole School SEND, NASEN SEND Gateway and the local SEND network. Throughout the academic year the SENDCO has kept up to date with information regarding SEND and has attended a number of training sessions provided by the council, virtual School and SEND network. Information from these sessions has been disseminated to relevant staff within the school. Furthermore, the SENDCO has completed a Level 7 qualification in Certificate of Competence in Educational Testing and Access Arrangements and is a member of the British Psychological Society. Currently the school are part of an Education Endowment Foundation trial with Manchester Metropolitan University and Whole School SEND.

Statutory Publications:

- School has published its offer on the website and it is reviewed annually during term 6
- SEN policy is on the trust and school website and is reviewed at the start of each academic year
- Report to governors is updated annually and is uploaded to the website during Term 1
- A new accessibility plan will be formulated at the start of the next academic term.

Equality

Details of the schools admission arrangements for students with SEND are incorporated into the whole school policy and can be found on the school 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

For full details of the Accessibility Policy and Plan please refer to the following link and click on Partnership Policies:

<http://midsomernortonschoolspartnership.com/documents.htm>

Evaluation of the effectiveness of provision for students with SEN or disabilities:

The School evaluates the effectiveness of the provision for students with SEN or disabilities through the school self-evaluation procedures. This process includes: learning walks, lesson observations, student pursuits, book looks and student voice.

Resources:

SENDCo (Full time), Inclusion Support Manager (Full Time), Assistant to the SENDCO/TA (full time) TAs (4 x Full Time and 3 x Part Time)

Funding:

Academic Year 2020-2021:

Element 1 Funding	Element 2 Funding	Top up Funding
Provided to all students within the school- used to provide education and support for all students, including those with SEND.	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].	Additional funding for students with high needs. This is agreed by the LA according to the students banding.

What additional high needs funding has been spent on:

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

- TA Support within lessons
- Training for staff to lead specific interventions for students
- Staff training (whole school – SEND training)
- Play Therapy- Individual work with students
- Therapeutic activities (e.g. OTR, Sporting Family Change, Speak easy, mentoring etc.)
- Resources for Therapeutic activities and Nurture Group
- Speech and Language Therapist- Assessments and work with students
- 1:1 and Small group Intervention sessions
- Revision resources for KS4 Students
- Resources to support students within lessons
- SEN Network support – Educational Psychologist, Occupational Health and ASD Support Service
- Occupational Therapist – Additional assessments
- Educational Psychologist – Additional assessments

%SEN Register: % SEN per Year Group & Whole School: September 2021

Year Group	Number on roll	%SEN		
		SEN Support K	EHCP	Total
7	134	17.16	3.73	20.89
8	144	27.08	6.94	34.02
9	101	28.71	4.95	33.66
10	119	17.64	4.20	21.84
11	96	22.92	3.125	26.05
<u>TOTALS</u>	<u>594</u>	22.52% 134 students	4.71% 28 students	162 students
12&13	58 (Y12) and 16 (Y11)			
<u>TOTALS</u>	<u>668</u>			

Comparing the national picture in England to Somervale- Figures include whole school figures (Year 7-13)

Currently (September 2021) within KS3 and 4 there are 162 students who are on the SEND register, either at SEN Support, K or with an EHCP. This equates to 27.23% of KS3 and 4.

134 of the students on the SEND register are at SEN Support, K (22.52% of KS3 and 4) and 28 students have an EHCP (4.71% of KS3 and 4)

National figures (January 2021) demonstrate that both the percentage of pupils with an Education, Health and Care (EHC) plan and those identified as SEN Support have increased since the last census. Currently both our levels of EHCPs and SEN Support, K are above national figures.

	School %	National % (January 2021)
EHCP	4.7	3.7
SEN Support, K	22.52	12.2

Types of need of students at Somervale (Year 7-13):

National figures highlight that the most common type of need among pupils with SEN support are Speech, Language and Communication needs. This is followed by Moderate Learning Difficulties and Social, Emotional and Mental Health needs.

At Somervale School the most common type of need among pupils with SEN support is Social, Emotional and Mental Health needs, followed by Moderate Learning needs and Specific Learning Difficulties.

National figures show that the most common type of need for those with an EHC plan is Autistic Spectrum Disorders. At Somervale School the most common type of need for those with an EHC plan is also ASD.

Outcomes:

Intervention Progress 2020-21:

All progress is based on standardised assessments completed at the start and end of each intervention.

Literacy Support:

IDL Reading (10 week Intervention)

Year group	Progress made
7	average 7 months progress in reading
8	average 5 months progress in reading
9	average 4 months progress in reading

IDL Spelling (10 week Intervention)

Year group	Progress made
7	Average 4 months progress in spelling
8	Average 1.3 months progress in spelling
9	Average 8 months progress in spelling

Nurture Group:

Based on assessments done at the start and end of the intervention session:

60% of students showed improved self-esteem

40% of students showed improved emotional literacy skills

Based on feedback from teachers:

100% students have shown they are more emotionally resilient and their emotional wellbeing has improved

90% students have shown an improvement in behaviour in most or all lessons

100% students have improved their confidence within lessons

100% have improved their attitudes to learning in most or all lessons

Social Skills:

Year Group	Self-Esteem %	Emotional Literacy %	Both %
7	61.53	61.53	51.00
8	47.05	73.52	58.82
9	47.05	32.35	26.47
10	16.60	26.60	6.60
11	33.30	11.10	11.10

Students in KS4 receive shorter sessions during pm registrations which accounts for slower rates of improvement.

KS4: GCSE Exams Analysis:

Subject SEND data

SEND Data (Headlines do not contain data for 2 students as they did not have KS2 data)

Strengths:

Measure	SEND Date	Non SEND Data	Difference between SEND and Non SEND
Progress 8	0.40	0.70	-0.30
Attainment 8	36.29	56.81	-20.52
Open Progress 8	1.24	1.04	+0.20
EBacc P8	0.19	0.74	-0.55

Progress for SEND students is higher than the previous 2 years. For previous years data please see below.

Year	Progress 8 SEND	Progress 8 Non SEND	Difference between SEND and Non SEND
2019/20	0.22	0.91	0.69
2018/19	0.24	0.60	0.36

The gap between SEND and Non SEND students' progress 8 is smaller than the last two years.

SEND attainment 8 data is in line with attainment 8 for the last external GCSEs (2018/19), however there is a slight decline in average A8 data from last year. There continues to be a gap between SEND and Non SEND in attainment.

Open Progress 8: This year SEND students have achieved better than non-SEND students in their open progress 8.

SEND students do not perform as well over in the EBacc P8 when compared to Non-SEND students, however the gap between them has declined since last year.

Core Subjects Review:

Subject	Progress 8
English	-0.07

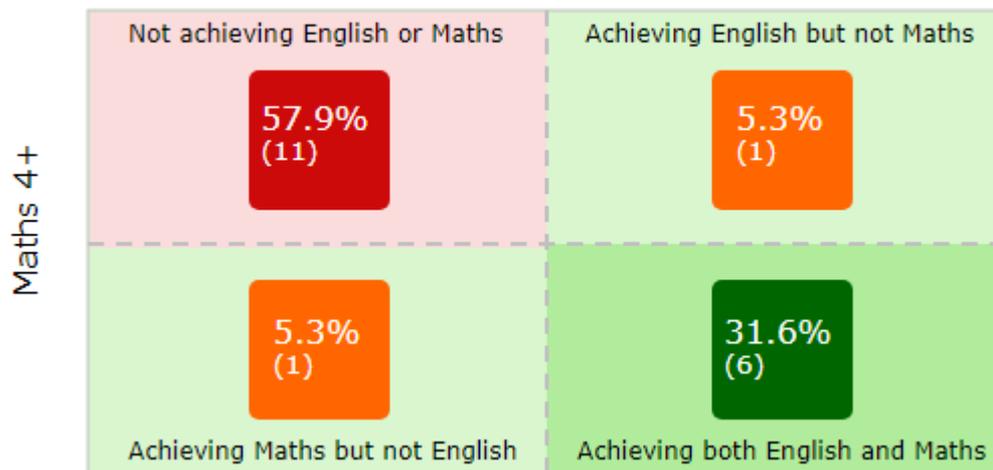
Maths	-0.09
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English and Maths P8 shows improvement on previous two years data, however there continues to be a gap between SEND and Non –SEND students and so this continues to be a focus area.

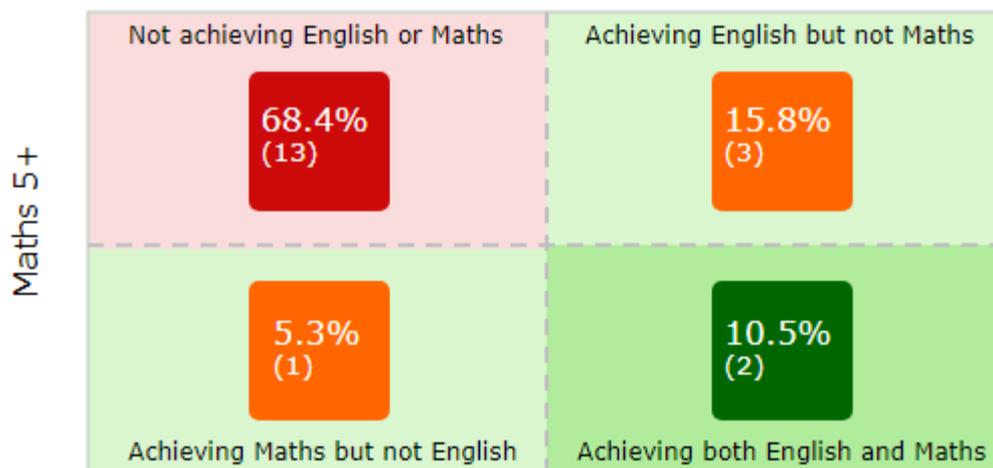
Basics Measures Review

Measure	Actual %	Target (FFT) %
9-5 English and Maths	10.5	15.8
9-4 English and Maths	31.6	42.1

English 4+



English 5+



Difference in attainment between girls' and boys:

Measure (SEND Data)	Girls' attainment	Boys' attainment
Progress 8	0.37	0.42
Attainment 8	40.04 (FFT Target: 42.07)	34.10 (FFT Target 34.71)
Open Progress 8	1.14	1.32 (FFT Target 0.27)
EBacc P8	0.39	0.05 (FFT Target: 0.850)

Areas for development for 2021-22:

Progress 8 scores for SEND in Maths and English have improved in 2020-21 but continue to be a concern and area of focus.

- To develop SEND student progress in English to be in line with that of non-SEND students
- To develop SEND student progress in Maths to be in line with that of non-SEND students
- To ensure that all SEND students achieve a positive progress 8 score

Interventions for Y10 & 11 for the academic year 2021-22

4 phase process:

1. Identify student and areas of need
2. See individual teachers/ departments to raise concerns and discuss interventions
3. Actions by subject staff. Monitoring via Student Pursuit / Learning walks
4. Measure impact at next data capture point

Additional interventions and support:

Regular book looks

Mentoring

Testing for exam dispensations

Exam support in mocks

Targeted intervention through subjects during quality first teaching

Targeted support for half term and Easter revision sessions

Core Subject SEN intervention sessions

Attendance:

SENStatus	Pupils in group	Attendances	Authorised	Unauthorised	Late Before	Late After
Education, Health	28	70.4	25	4.6	1.3	0
SEN Support	140	87.8	7.5	2	1.3	0
Whole School						
Group	Presents	AEA	Authorised	Unauthorised	Possible	% Attend
Whole School	91.2	1	6	1.8	100	92.2
Totals	91.2	1	6	1.8	100	92.2

Data highlights that all groups (SEND and Non SEND) fall below the school target of 96%. During lockdown all students with an EHCP were coded as absent if not attending school as a 'key worker / vulnerable' student, which has impacted on EHCP attendance. All students were encouraged to attend school, however some parents wanted their child to work at home. These students all accessed live lessons following their normal timetable with additional support put in place.

To support improved attendance for SEN Students in 2021-22 there will be close collaboration between the SENDCo and Assistant Head teacher (Pastoral)

Concerns regarding attendance will be discussed at attendance meetings and referrals made to the EWO and / or additional services, where required.

Covid-19 has had an impact on the attendance of some SEN students, where heightened levels of anxiety have arisen. A grant of additional funding was applied for to support ASC students and it is hoped that the planned support that will be put in place will support students to reduce their anxiety surrounding school and as a result increase attendance and engagement.

Exclusion Data:

The school always looks, where possible to an alternative to FTE and offers a range of support both within school and with external agencies to support positive behaviour.

	Number of FTE	% of FTE	National Figures % (18/19)
All Students	59	100	
EHCP	10	17	30.89
SEN Support, K	23	39	29.95
Non SEN	26	44	8

Reviewing figures for last academic year, 44% of the FTE exclusions received were by non – SEN students. 56% of FTE were received by SEN Students, although these were received by a small number of students.

Objectives for 2021-22:

- Whole school response to SEND to be embedded and effective
- All SEND students are supported to make progress in line with their peers through quality first teaching
- Ensure literacy strategies are used across the curriculum to develop students' vocabulary, comprehension and extended writing skills.

For more information on specific actions to be completed please see Whole School Improvement Plan.

Quality of Education

- Ensure the curriculum is broad and balanced and adapted appropriately to enable all learners to be successful
- Develop Quality First Teaching, reducing the need for additional intervention
- Review Training needs of Teaching staff and support appropriately to develop staff confidence and skills in meeting the needs of all learners / Ensuring Quality First Teaching
- Ensure SEND Students make progress in line with their peers / KS4 students to have positive P8 score
- SEND students acquire and apply a wide range of knowledge and skills, in reading, writing, communication and mathematics effectively to support them in their next stage of education, training or employment

Behaviour & Attitudes

- Ensure that all SEND students feel safe and valued as part of an inclusive school environment
- Ensure the needs of SEND students are known and understood by all staff to ensure that appropriate strategies are used to support learning and behaviour within the classroom
- Ensure all staff have high expectations of SEND learners in terms of both their learning ability and behaviour and that support strategies are deployed consistently by all staff
- Reduce exclusion of SEND students through greater understanding of student needs/ QFT and targeted intervention
- Increase the attendance of SEND learners and ensure it is in line with national, through development of parent partnerships and early intervention

Personal Development

- Ensure SEND students are supported to improve progress / behaviour and attendance through mentoring
- Ensure SEND students are supported with preparation for adulthood through collaboration with careers guidance / external agencies (where appropriate)

- Develop SEND participation in extra -curricular activities
- Support students with SEND to have high aspirations for themselves in terms of their achievement and behaviour (supported by mentoring, assemblies / tutor activities)

Leadership & Management

- Develop the role of the SEND governor to promote greater involvement to hold the school to account in order to have a positive impact on the outcomes of all SEND students
- Develop links between alternative provisions / off site education used to ensure close communication, effective tracking and successful transition of pupils with SEND back to mainstream setting
- Develop an effective whole school response to SEND through self-evaluation / action planning and review to ensure improved outcomes for SEND learners
- Promote a range of additional training sessions to develop staff confidence and skills in meeting the needs of SEND learners

Post-16

- Ensure that all relevant information is shared with post 16 centres / colleges as requested to ensure smooth transition to next steps in education for SEND students
- Develop partnerships with colleges/ 6th form / Appropriate agencies to provide enhanced transition for SEND students, where required