



Annual SEND Report July 2017

Overview of Student numbers

Total Students on school roll Y7-11: **1,155**

Number on SEND Register: **115** - (10.04% of school population)

With Statement/EHCP: **17**

Without Statement/EHCP: **98**

Number on Additional Needs Register: **100**

Number of Y11,12 & 13 students formally assessed as officially entitled to exam access arrangements for national exams: **105**

Comparative Percentages – SEND – mainstream secondary schools

	National	Suffolk	SWA
With SEND	14.4%	11.6%	10.04%
With EHCP/statement of SEN	2.8%	2.0%	1.5%
School support	11.6	9.6	8.5%

SEND Code of Practice Categories of Need

Primary Category of Need	Numbers at SWA on SEND register
Cognition and Learning (CL)	61
Social, Emotional & Mental Health (SEMH)	22
Communication & Interaction (CI) (Includes autism)	16
Sensory/Physical Disability	16
TOTAL	115 (plus a further 100 with 'additional' needs)

Outline of SEND provision

Identification

Pupils with SEND are identified via: information from primary school, robust transition practices, group reading and spelling 'screening' tests, specialised individual assessments, scrutinising progress reports, referrals from school staff, concerns raised by parents, self-referral by students.

Provision currently offered:

- In-class support
- Small group extraction by specialist LSAs and Instructors (English, Maths, MFL)
- Small group and individual specialist teaching (literacy, numeracy, social skills, motor skills)
- Forest School groups
- Inclusion Officers – individual and group support for social, emotional and behavioural issues
- Alternative Education options: ASDAN, AoPE, Prince's Trust, Entry Level courses
- Specialist software networked across school and for use at home
- Touch-typing training
- Support from external agencies
- Assessment and application for exam access arrangements

Agencies providing support:

- Specialist Teachers for Visual Impairment
- Specialist Teachers for Hearing Impairment
- NHS professionals
- SENDAT Outreach Service
- County Inclusive Support Service CISS (pupils with diagnosed autism, and pupils with behavioral difficulties)
- Early Help Team
- Winchmore Tutors (for Children in Care)
- Other services may be accessed via the IYFAP panel, of which the SENDCo and Deputy Head Teacher are members

We would like greater access to specialist SALT services, but are unable to access this at present. We are hoping the SWTrust will consider employing a S&L therapist that trust schools could share.

Over the academic year 2016/17 – SEND pupils:

- One request for statutory assessment was made to the LA. This was agreed and a draft EHCP has been received.
- Three referrals were made for a place in a special school. All three pupils have an EHCP, all were accepted. One pupil has already formally transferred, the other two will formally transfer in September 2017.

Over the academic year 2016/17 – SEND staffing:

- A new SEND co-ordinator took up post in Sept 2016 and was seconded onto SLT January 2017
- A Tier 2 LSA was promoted to the position of Assistant to the SENDCo in November 2016, and was subsequently promoted to the role of Deputy SENDCo in June 2017
- One LSA went on maternity leave in April 2017
- One LSA is taking phased retirement
- One LSA has been newly recruited (June 2017)

Staff development and training:

- Three LSAs have been studying for a Level 5 qualification in SpLD, and are on track to complete this in the autumn term 2017

- All LSAs have received training in: Clicker 7 software, Read & Write Gold software
- One LSA has received training in manual handling and personal care
- One LSA has attended training on being an effective LSA in science lessons
- The SENDCo is studying for a Level 7 qualification as a specialist assessor for psychometric tests, and membership of the British Psychological Society. A further Level 7 qualification will then follow, to qualify as a JCQ accredited assessor, eligible to assess students for exam access arrangements.
- The SENDCo and Deputy SENDCo deliver SEND INSET sessions for trainee teachers, which any member of the Curriculum Support Team may attend
- The SENDCo works with the Deputy Headteacher to help staff develop positive behaviour management techniques
- Information meetings are held for staff who teach particular complex students
- The SENDCo and Deputy SENDCo support and advise staff on request, with any aspect of SEND
- The SENDCo sends regular 'SENDbites' to all staff, bringing to their attention small ideas and suggestions, information and strategies for supporting pupils with SEND.

Current SEND staffing:

- SENDCo,
- Deputy SENDCo
- Part-time dedicated SEN teacher (3 days per week)
- Part-time English/SEN teacher (2 days per week shared with English Dept.)
- Tier 2 LSAs (6),
- Tier 1 LSAs (6), plus 1 on maternity leave
- Apprentice LSAs (2).

Intervention data

Formalising assessment to show progress/impact of individual intervention was introduced in February 2017, and because retesting is unreliable if reassessments are less than 6 months apart, there is currently only baseline data available.

However, the non-standardised (informal) teacher assessments indicate that pupils taught in small groups or individually by SEND teachers are making good progress in the areas of reading fluency, decoding, spelling and reading comprehension.

We have a relatively small cohort of EAL learners, and only two this year requiring individual support. Both have been closely supported and overseen by our HLTA responsible for EAL provision. One student has just taken GCSEs and we await results. Her feedback for the younger student is:

'T is making excellent progress and has attained level 4 in his English and having spoken to his English teacher Mrs M, she says that a lot of his work at the current time is a level 5. He is doing well and attaining his target grades mostly level 4's in most of his subjects. At the beginning of year 9 he had a spelling age of 12+. This is an amazing achievement for someone who had no English when he started in May 2015 in the final term of Year 7.'

Curriculum Support Department Development

The following has been, or is currently being developed and put into place this year - 2016/17

- Appointment of Deputy SENDCo
- Auditing and rationalising whole school SEND information and documentation including on shared areas and SIMS (incl. SEND registers, 1PPs, Intervention and Provision maps, information-gathering, preparation for Annual Reviews, referral forms, etc)
- Improved resources
- Pilot of Sound Discovery synthetic phonics programme

- Formal performance appraisals and observations of all LSAs by either SENDCo and/or Heads of Department (needs identified, targets set and training investigated)
- Peer observations amongst LSAs
- Appointing a peer mentor for LSAs
- Making information and strategies more easily available to staff
- Solution-focused team meetings for LSAs working with challenging students
- Working with SLT to raise profile of SEND issues and school ethos of inclusion
- Pupil Care Team set up in July 2017 to ensure more robust approach to identification and support of pupils with additional needs
- Emailing of detailed information to relevant staff members after a pupil has been initially assessed
- Introduction of SENDbites to keep staff informed

The following will be put into place by the SENDCo during the next academic year:

- PD day INSET to all staff by SENDCo.
- PD day INSET to all staff by Hearing Impaired specialist.
- Increased liaison with SLT to keep SEND issues regularly on line-management agendas, to ensure SEND issues are tackled at senior and middle leadership levels.
- Introducing a key worker system – individual staff members will become the key advocate and ‘go-to’ person for a small number of children with SEND
- Deputy SENDCo will oversee students with SEND in Y7 and Y9. The SENDCo will oversee Years 8,10,11,12 and 13.
- An increased amount of specialist teaching will become available when the three LSAs complete their Level 5 SpLD qualification
- LEXIA literacy improvement programme will be introduced at school and home
- Catch-up Literacy programme will be available for appropriate students
- Sound Discovery phonics programme will be introduced.
- Appointment of person with responsibility for planning and delivering the Alternative Education option at KS4 (currently this is ad hoc)
- Developing and introducing a formal method of measuring progress and impact of SEND interventions
- Beginning ‘pupil pursuit’ investigations
- Audit and rationalisation of SEND registers
- Working with the Medical Needs Manager to create a better medical needs register, and improving communication/information around this
- Closer liaison with SIMS manager
- Production of SEND handbook for staff
- SEND INSET sessions will increase
- Supporting staff to implement ‘dyslexia-friendly’ practices in their classrooms
- The SENDCo will work with the English Lead Practitioner on differentiation
- Improvement to protocol for updating One Page Profiles

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 July 2017