



SAMUEL WARD

## Annual SEND Report July 2018

### Overview of Student numbers

SEND Data – 2017-18

Year group	Number of students	Number of students with SEND needs	Percentage: SEND students	Students with EHCPs	Percentage: EHCP students
7	230	25	10.4 %	3	1.3%
8	252	23	9.1 %	2	0.8%
9	252	16	5.9 %	3	1.2%
10	220	17	7.7 %	4	1.8%
11	213	14	6.6 %	0	0 %
<b>TOTAL</b>	<b>1167</b>	<b>95</b>	<b>8.0 %</b>	<b>12</b>	<b>1.0%</b>
		<b>Years 7-11</b>		<b>Overall % SEND and additional needs</b>	
<b>ADD Needs</b>	1167	139	11.9 %	<b>TOTAL students</b>	<b>Percentage</b>
				232	<b>19.9%</b>

- Plus one student in Year 12 with an EHCP
- Number of Y11,12 & 13 students formally assessed as officially entitled to exam access arrangements for national exams: 31

### Comparative Percentages – SEND – mainstream secondary schools

(does not include students with 'additional' needs)

% of pupils in secondary mainstream schools:	national	Suffolk	SWA
with EHCP/statement	1.7	1.8	1.0
SEND support	10.7	9.5	7.0
With SEND	12.4	11.3	8.0

### SEND Code of Practice Categories of Need

Primary Category of Need	Numbers at SWA on SEND register
Cognition and Learning (CL)	54
Social, Emotional & Mental Health (SEMH)	13
Communication & Interaction (CI) (Includes autism)	12
Sensory/Physical Disability	16
<b>TOTAL</b>	<b>95</b> (plus a further 139 with 'additional' needs)

## **SEND and Behaviour**

Data needs further analysis however initial impressions are that students with SEN or additional needs are disadvantaged by the behaviour management system that was introduced into the school last November. In a snapshot two week period of internally isolated students, students with SEND were four times more likely to receive a 'zero tolerance' sanction than students with no additional needs. The SENDCo will again be putting concerns forward to SLT.

## **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
- Small group and individual specialist teaching (literacy, numeracy, social skills, SLCN)
- Forest School groups
- Inclusion Officers – individual and group support for social, emotional and behavioural issues
- Alternative Education options: 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
- Speech and Language Service (SaLT)
- Educational Psychology
- SENDAT Outreach Service
- County Inclusive Support Service CISS
- Early Help Team / Social Care
- Winchmore Tutors (for Children in Care)
- Other services may be accessed via the IYFAP panel

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 SaLT therapist that trust schools could share.

#### **Over the academic year 2017- 2018 – SEND pupils:**

- Three request for statutory assessment were made to the LA, one at our own instigation, two at the request of parents'. Our own was accepted, the parental ones were both rejected.
- Two referrals were made for a place in a special school. Both students have an EHCP, both were accepted. One pupil has already formally transferred, the other will formally transfer in September 2018.

#### **Over the academic year 2017-2018 – SEND staffing:**

- Our SEN teacher went on maternity leave in June 2018, replaced by an HLTA.
- The redundancies announced in December 2017 meant that LSAs who left were not replaced. We lost both our Apprentice LSAs and altogether we are now 4 LSAs down on this time last year. This affects the amount of support we are able to offer to students without an EHCP or complex medical needs.

#### **Staff development and training:**

- During the Autumn Term of 2017 three LSAs qualified at Level 5 in SpLD
- Two LSAs have studied and achieved Level 3 in Dyslexia Awareness, although one has now left SWA
- Three LSAs have received training in manual handling and personal care
- One LSA has attended training on being an effective LSA in science lessons
- The SENDCo is in the second year of a Level 7 Masters Degree in SEND.
- The SENDCo and Deputy SENDCo deliver SEND INSET sessions for trainee teachers, which any member of the Curriculum Support Team may attend
- Whole staff training was given on September PD day.
- 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
- Tier 2 LSAs (6.6)
- Tier 1 LSAs (4)  
(0.6 SEN teacher on maternity leave)

## Student Progress

### School data

The table below shows progress for Y8,9,10 in English and maths. (Y7 data was unavailable at the time of writing.)

The data below is RAG rated, and shows that students with SEND are achieving extremely well in relation to their ability and starting points. They are exceeding the achievements of those without SEND relative to starting points.

### SEN

Year group	English: On or 1 below target grade		Gap: English	Maths on or 1 below target grade		Gap: Maths
	SEN	No SEN		SEN	No SEN	
10 (SEN: 17 Non- SEN: 201)	100%	79%	+21%	88%	85%	+3%
9 (SEN: 14 Non- SEN: 230)	100%	89%	+11%	86%	79%	+7%
8 (SEN: 23 Non- SEN: 221)	100%	88%	+12%	96%	86%	+10%

This table below shows students with SEND on track to achieve grade 4+ in English and Maths. This data is a reflection of the severity of the needs of our students with SEND. Combined, the table above and below show that our students with SEND have very low ability and high needs, but that they are performing very well in relation to their ability.

Year	Group	Percentage
Year 10	EHCP	0%
	SEN support	15%
	Non-SEN	79%
Year 9	EHCP	0%
	SEN support	25%
	Non-SEN	86%
Year 8	EHCP	50%
	SEN support	19%
	Non-SEN	80%

## Intervention data and progress

## SEN Intervention Tracker – Standardised scores

This anonymised table has been RAG-rated to show progress and impact of the specialist individual intervention programmes delivered by the SEND team in school. These programmes are designed for and delivered to the most complex students with the greatest need. The green shading shows where progress has been achieved, and the impact has been positive.

Student Name	Initial Assessment			Reassessment 1			Reassessment 2			Reassessment 3			Reassessment 4		
	WR	RC	SP	WR	RC	SP	WR	RC	SP	WR	RC	SP	WR	RC	SP
a	92	78	84	91	79	83									
b	74	71	-	76	79	72									
c	72	73	78	74	74	80									
d	81	86	87	87	80	87									
e	102	100	55	106	103	79									
f	69	91	82	85	84	81									
g	55	70	-	70	71	74									
h	79	85	84	84	79	89									
i	88	82	91	88	90	91									
j	98	79	97	96	82	97									
k	82	78	90	90	78	87									
l	75	75	92	95	78	100									
m	77	67	74	78	68	76									
n	84	72	77	89	94	91									
o	83	103	78	93	108	78									
p	86	81	89												
q	85	82	81	89	87	78									
r	84	89	78	93	97	84									
s	85	77	94	93	82	97									
t	89	94	55	90	100	81									
u	83	85	69	91	88	74									

Overall students with SEND at our school are making excellent progress.

### **Curriculum Support Department Development**

The following has been put into place this year to build on last year's developments:

- Implementation of LEXIA programme with the purchase of 60 licenses
- Introduction of The Prince's Trust programme at KS4, with co-ordinator appointed
- 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

- Making information and strategies more easily available to staff
- Key Worker system introduced
- Publication of a staff SEND strategy booklet.
- Solution-focused team meetings for LSAs working with challenging students
- Working with SLT to raise profile of SEND issues and school ethos of inclusion
- Improved information sharing amongst staff after a pupil has been initially assessed

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

- PD day INSET to staff by SENDCo.
- Maintained liaison with SLT to keep SEND issues regularly on line-management agendas, to ensure SEND issues are tackled at senior and middle leadership levels.
- An increased amount of specialist teaching will take place by LSAs with Level 5 SpLD qualification.
- The two LSAs appointed as Deputy SENDCo and Prince's Trust Co-ordinator have stepped into their roles with dedication and commitment and have both performed outstandingly.
- Updated SEND staff booklet published and distributed.
- Formalised SEND learning walks.
- Ongoing formalisation of responsibilities of the Medical Needs Manager to create a better medical needs register, and improving communication/information around this.

### **Challenges**

- This year challenges have been that the SENDCo has had a reduced amount of time to operate strategically, due to increased daily operational SLT duties and responsibilities. This has impacted on what has been achieved regarding strengthening SEND awareness and provision across school.
- The SENDCo is the school's only qualified specialist assessor approved by JCQ to assess for exam access arrangements. This is a very time-consuming role and impacts on what can be achieved at a more strategic level across school.
- Another challenge has been the redundancies announced in December; we are now operating with reduced LSA capacity, meaning fewer students without an EHCP are receiving support.
- The unsettled nature of the school this year and high turnover of staff has meant it is increasingly challenging to ensure staff understand students' needs. Staff morale has been low across school this year, impacting on motivation.

Overall however, in spite of the obvious challenges, students with SEND at our school have still achieved well, and our team has remained motivated and dedicated to ensuring the best provision is offered to our students.

Dawn Fenwick  
 SENDCo  
 July 2018