**SEND INFORMATION REPORT TO GOVERNORS**

**September 2020 – August 2021**

**The SEND Register page 2**

**SEND Student Progress and Outcomes page 4**

**Staffing and CPD page 5**

**Support and Interventions page 7**

**Number on SEND Register July 2020 July 2021**

Education, Health and Care Plans 14 18

SEN additional support 124 129

Total number 138 147

**Categories of need July 2020 July 2021**

Speech and Language 38 47

* with formal ASD/ASC diagnosis 20 36

Cognition and Learning 61 62

Social, Emotional and Mental Health 26 28

* with formal ADHD diagnosis 6 6

Physical and Sensory 13 10

**EHCP Funded Hours**  **July 20 July 2021**

Number of EHCPs with specified hours 14 17

Number of EHCP additionally funded hours 355 493

receiving monitoring visits from the Speech and Language Therapist

**Student Progress July 2021**

|  |  |  |  |
| --- | --- | --- | --- |
| Y7 |   | % met or exceeded target | Average VA |
|   | English | Maths |
| Not SEN | N | 49% | 81% | -0.4 |
| SEN Support (K) | K | 56% | 78% | -0.2 |
| EHCP (E) 8 students | E | 38% | 88% | -0.2 |
|  |  |  |  |  |
| Y8 |   | % met or exceeded target | Average VA |
|   | English | Maths |
| Not SEN | N | 57% | 61% | -0.5 |
| SEN Support (K) | K | 52% | 52% | -0.4 |
| EHCP (E) 2 students  | E | 0% |  0% | -0.3 |

|  |  |  |  |
| --- | --- | --- | --- |
| Y9 |   | % met or exceeded target | Average VA |
|   | English | Maths |
| Not SEN | N | 59% | 61% | -0.2 |
| SEN Support (K) | K | 37% | 53% | -0.5 |
| EHCP (E) no students | E | -  | -  | -  |

|  |  |  |  |
| --- | --- | --- | --- |
| Y10 |   | % met or exceeded target | Average VA |
|   | English | Maths |
| Not SEN | N | 61% | 61% | -0.2 |
| SEN Support (K) | K | 56% | 48% | -0.4 |
| EHCP (E) 4 students  | E | 75% | 75% | 0.0 |

**Year 11 Outcomes for 2020-21**

|  |  |  |  |
| --- | --- | --- | --- |
|   | All Students | SEN Students  | Not SEN Students |
| K | E | All SEN  |
|   |   |   |   |   |   |
| Number of Students | 303 | 27 | 3 | 30 | 273 |
|   |   |   |   |   |   |
| Ave VA | -0.4 | -0.5 | -0.5 | -0.5 | -0.4 |
|   |   |   |   |   |   |
| 5A\*-C/9-4 (EM) | 205 | 10 | 0 | 10 | 195 |
| 5A\*-C/9-4 | 222 | 11 | 0 | 11 | 211 |
| 5A\*-G/9-1 | 293 | 25 | 2 | 27 | 266 |
|   |   |   |   |   |   |
| P8 | 0.22 | 0.09 | -0.93 | -0.02 | 0.24 |
|   |   |   |   |   |   |
| English P8 | -0.04 | 0.04 | -0.04 | 0.03 | -0.04 |
| Maths P8 | 0.27 | 0.37 | -0.69 | 0.26 | 0.27 |
|   |   |   |   |   |   |

**Support for Learning Team July 20 July 2021**

SEND Coordinator Mrs C Gillman Mrs C Gillman

\*+ one primary trained teacher for 3 hours per week between 17 March and 18 July 2021

\*\* + one TA on unpaid leave since March 2021 until September 2021, having been signed off work by GP from 4 September 2020.

Specialist Teacher\* Mrs S Butler (0.75) Mrs S Butler (0.75)

Admin Assistant Mrs K Plaistowe (0.5) Mrs K Plaistowe (1.0)

Teaching Assistants Full Time 11 13\*\*

Teaching Assistants 0.6 2 2

Teaching Assistants 0.5 1 0

**Training and Continued Professional Development**

All members of the team completed statutory training: Safeguarding, Child Protection, Health and Safety, Fire Awareness and GDPR. In addition, TAs completed a range of courses were completed including:

* + Understanding Autism (13 TAs) Open University
	+ Introduction to British Sign Language (2 TAs) British-Sign.co.uk
	+ Awareness of Type 1 Diabetes in Schools (6 TAs) Virtual College Ltd
	+ Understanding Dyslexia (5 TAs) Open University
	+ From Sound to Meaning (1 TA) Open University
	+ Braille (1 TA) RNIB
	+ Professional Relationships with Young People Open University
	+ Multi-Sensory Impairment Training (1 TA) OLT NatSIP
	+ Making sense of Mental Health Problems Open University
	+ Modification training for VI (4 TAs) MK Specialist Team

The specialist teacher attended JCQ training and Exam Access training was provided for all TAs.

**SEN Support and Intervention**

**Provision was made in-line with the Milton Keynes Graduated Approach**

 

**Quality First Teaching**

Support to meet a range of educational needs was available to students through subject teachers’ use of Quality First Teaching strategies in mainstream lessons. The Staff Handbook provided teachers with examples of strategies and a hyperlink to the school’s SEND register which recorded brief descriptions of each student’s need. In addition, teachers were able to identify students with special educational needs through their Go4Schools seating plans.

All teachers attended a twilight SEN information and advice session giving them the opportunity to discuss the needs of individual students with members of the Support for Learning team.

**Targeted support and interventions delivered by the SEN team to students on the SEND register**

The Support for Learning Team delivered interventions to support students on the SEND register who required additional help to develop skills in Literacy, Numeracy, Social Skills and Resilience Building.

Additional in-class support from a teaching assistant was available to students on the SEND register in addition to those students with Education Health and Care plans.

**Personalised support and interventions delivered by the SEN team to students on the SEND register**

The following personalised support was available to students on the SEND register:

1:1 form time intervention for the development of literacy and numeracy, organisation and exam techniques.

1:1 withdrawal intervention and/or a 1:1 SfL option at the end of Year 8 for the delivery of Education Health and Care plans or programs recommended by external agency specialists.

On-line individualised face-to-face tutorial program: My Tutor

On-line individualised learning program: Ed Lounge

Personalised curriculum and/or resources

**Other support available to students on the SEND register**

Supervised activities before school, during break and during lunchtime

Quiet, time-limited space outside the classroom

Homework Club

Laptop provision

Exam access arrangements

**Additional information**

**September - December 2020**

* The 3 Support for Learning (SfL) classrooms were reorganised so that students withdrawn from lessons were able to receive EHCP interventions or supervised safe space provision before school, at breaks and lunchtimes within their year group bubbles.
* Start of day SENCo and Teaching Assistant (TA) team briefings moved from the SfL area to the upstairs canteen to accommodate distancing procedures.
* Maintaining year group bubbles meant a reduction in the number of students it was possible to provide with Form Time interventions.
* Social distancing made close proximity work between students and TAs impossible and limited the impact of in-class support.
* Two TAs were self-isolating at the start of term and throughout the period a further 5 TAs were required to self-isolate following close contact with suspected and/or confirmed Covid cases. There was a reduction in available additional support as a result.
* Staggered breaks and lunches had positive and negative effects.
	+ The range of students using SfL at break and lunch was limited to those with an essential need.
	+ Support before school and at unstructured times for essential need students was easier to deliver and was more focused on addressing their areas of difficulty.
* Nine exam access assessments postponed from lockdown in March – July 2020 were completed by the Specialist Teacher in time for a JCQ inspection of the school’s access arrangement paperwork in October 2020.
* Parental concerns raised during lockdown resulted in an increase in referrals for FACT, FACT+ and literacy (dyslexia) assessments.
* Docs Plus was used by 5 students in their exams, reducing the number of adults required to deliver access arrangements.

**January - March 2021**

* The Support for Learning (SfL) area remained open and staffed. The SENCo and a minimum of 3 other members of the team worked from the area and empty classrooms in Phase 1 to deliver face-to-face provision for one full-time and 13 part-time students throughout the period.
* In January, one student attended with his TA to complete his Functional Skills English qualification.
* Access arrangements were delivered by TAs for 4 students who attended school to sit a CNAT PE exam.
* One student attended school to complete a supervised EHCP Speech and Language Therapist’s assessment on Teams for their Annual Review.
* Fifteen students received their provision through 1:1 Teams delivered by TAs working from home.
* The SENCo met with MK College and 3 EHCP students and their parents for 3 separate Teams sessions to begin the process of transition to post 16 education. All 3 students were supported to submit applications for their chosen courses.
* Differentiated work was prepared on paper and collected by parents for 4 KS3 students unable to access whole-school online learning due to their cognition and learning needs.
* The SENCo made well-being contact phone calls for all EHCP students and 3 high need students throughout the period.
* Two TAs supported in Small School daily throughout the lockdown period.
* Three TAs were involved in making phone calls for students non engaging with on-line learning.
* Written responses were made to 25 MK Council requests for EHCP places in September 2021.
* The SENCo supported the Educational Psychology Service by serving as the MK schools’ representative on the panel interviewing for new EPs.

**March – April 2021**

* Form time provision resumed, and 26 students received interventions with impact measuring due in July.
* The staggered end-of-day allowed intervention sessions to take place for a further 14 students.
* A new Dyslexia Gold program was trialled with 23 students experiencing literacy difficulties, with impact measuring due in July.
* Three students accessed 1:1 online tuition from My Tutor or Accelerate.
* Autism intervention using The Big A or A is for Autism was completed for one student with a further two students on the waiting list.
* An average of 32 timetabled sessions each week were delivered 1:1 to 8 EHCP and 5 high need students. The KS3 focus was on the development of literacy and numeracy skills. The KS4 focus was on completion of specific assignments contributing to qualification outcomes. Two KS4 students were supported to complete drama coursework assessments, 4 to complete food technology, 5 to complete PE and one to complete Business Studies.
* Full-time supervision was available for two KS3 students, both with a formal diagnosis Autistic Spectrum Condition and Social, Emotional and Mental Health Needs.
* SEND Support Plans at different stages of development were developed for 6 students for whom EHCPs were being sought.
* Assessments by the Specialist Teacher for exam access, literacy or processing were completed for 10 students, with a further 10 students on the waiting list.

**April – July 2021**

* Three EHCP Y11 students were supported in their transition to MK College for Y12, including accompanied visits college. All 3 students secured places on their first choice of course.
* The summer term marked a growth in the breath of provision:
* Teaching assistant EHCP funded time was used to prepare 3 EHCP students for Functional Skills qualifications in English and/or Maths.
* Teaching assistant EHCP funded time was used to provide one EHCP student with an Entry Level Science qualification.
* The SENCo supported the member of staff with responsibility for Looked After students to prepare two referrals for EHCP assessment.
* The SENCo supported the Inclusion form tutor to prepare two referrals for EHCP assessment.
* The SENCo supported parents in the Way Forward meeting for one of the above Inclusion students to successful turn around the decision not to assess.
* Following the opening of schools, there was a growth in demand for aspects of SfL work
* The use of Teacher Assessments in place of GCSE examinations led to an increased use of teaching assistant time to support school assessments for all Y11 students who had exam access arrangements in place.
* FACT or FACT+ evaluations were completed for 16 students in response to parental requests for evidence to support GP referrals to the Consultant Paediatrician for formal assessment.
* Annual Reviews which are usually spread throughout the year were completed for 18 EHCP students during the Summer Term.
* Change of placement requests (special school) were successful for 2 EHCP students Both required meetings in July 21 after the end of the Summer Term. One change of placement has still not taken place and LA intervention has been sought to move this forward.
* SEN Support Plans leading to LA Specialist Teaching Team involvement were produced for 3 students in response to parental requests for EHCP assessment. Two students are currently having their needs met through the SEN Support Plan. One student is in now in the Way Forward stage.
* Y6 transition visits to school were organised for 10 ‘high need’ students and their parents which required working within the limitations imposed by Covid procedures in school.
* In addition to the SENCO’s attendance at Y6 Annual Reviews, the specialist SEN teacher took part in Way Forward meetings for 2 Y6 students. One student has now had a referral for EHCP assessment accepted.
* Teaching assistants received training in sighted guide training for a Y8 student unable to move safely around the school and resource modification for a Y6 student due to join us in September.
* Teaching assistants received IT training in the use of specialist equipment for 2 Y6 students due to join in September.
* The A for Autism program was delivered to 4 students following a growth in the number of students receiving a formal ASD diagnosis.