

SEN report to Governors

Summer 2020

Name of School: Writhlington School

SENCo: Linda Zuanella

Date of report: Sept 2020

SEN Governor: Georgina Colbourne

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 (SENCO) is Linda Zuanella and the named Governor for SEN is Georgina Colbourne.

At Writhlington School, we strive to support all our students and enable them to reach their full potential. We believe that it is important to provide students with a balanced, yet challenging, curriculum and we are committed to making sure that all students, including those with Special Education needs and disabilities, are supported to this aim. In order to do this, many steps are taken to support the students through their learning journey, including both the development of academic knowledge and life skills to support them in future years.

Writhlington School Learning Support department 2019/20/21:

Linda Zuanella (SENCo)	Rebecca Jones (HLTA) - SEMH/Inclusion	Tracey Hunt (HLTA) Mendip/SALT	Sarah Smart (HLTA) KS3/4	Sarah Rick (HLTA - 3 days) ASC
HLTA	Rebecca Jones SEMH/Inclusion	Tracey Hunt Mendip/SALT	Sarah Smart KS3/4	Sarah Rick (3 days) ASC
LSA	Fiona McCrorie	Rachel O'Keefe	Hannah Chambers	
TA	Nicola Shreeves	Heidi Nowak	Bianca Potgieter	Laura Ingram

The Role of the SENCo:

The SEN Coordinator (SENCO), 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 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 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 SENDco (Code of Practice(2015) 6.90):

- Overseeing the day-to-day operation of the school's SEN policy
- Coordinating provision for children with SEN
- Identifying students with Special Educational Needs or disabilities
- Coordinating the provision for students with SEND, particularly those with EHC plans and students in the SEND Support category
- Monitoring the Progress of SEND students through regular meetings and learning walks, and offering advice to promote positive outcomes for SEND students
- Liaising with the relevant Designated Teacher where a looked after pupil 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 pupils' needs effectively
- Liaising with parents of children with SEN
- Liaising with Early years providers, other schools, Educational Psychologists, Health and Social care professionals and Independent or Voluntary bodies
- Being the 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 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 pupils with SEN up-to-date
- Managing learning support assistants and their performance management
- Contributing to the in-service training of staff to ensure Quality First Teaching for SEND students

How do we support students at Writhlington School?

At Writhlington School we aim to develop student independence allowing each individual to develop the skills required to allow them to be successful in both academic and social environments in preparation for adulthood.

The priorities for TA deployment are:

- Firstly to meet the needs of students with EHCPs (Educational, Health & Care Plans)
- Secondly to provide interventions for a range of pupils
- Thirdly to support a wide range of other pupils on the SEN register across the curriculum

The range of support offered by the SEN team:

The SEN staff team, comprising of the SENDco and a team of experienced Teaching Assistants, offer a cohesive and balanced range of support:

In-class support

The TA team work alongside the classroom teacher in the classroom to support students with their learning or social needs. Support may include individual withdrawal from the group, small groups or whole-class support.

Small group and 1:1 withdrawal interventions

A range of support is offered to students outside of the classroom environment. The types of interventions offered vary on an annual basis according to student needs but may include programmes to support literacy, numeracy, social needs, speech, language and communication, ASD, study skills and issues affecting social, emotional or mental health needs

Area of Need	Identification/Assessment	Universal	Group	1:1
SEMH	Progress Leader monitoring (progress/attendance/behaviour)	Liaison with primary school CAT/SATs results Differentiation Seating Plans Classroom Environment LSA Support	Play Therapy Seeing Red (Anger Management)	Mentoring Gardening External Agency Support ELSA Support
Cognition & Learning	Reading and Spelling assessment Dyslexia assessment Dyscalculia assessment WRAT 4 Literacy CTOPP processing LUCID Literacy SDMT processing	Pupil Profiles Exam Concessions Safeguarding Referrals Learning Walks Book Trawls Data Points/Progress Reviews Attendance Monitoring	Rapid Readers Literacy Intervention Units of Sound Homework Catch up Maths Intervention (KS3) KS4 Interventions (Core Subjects) Use of Exam Arrangements	Tutoring Mentoring Life Skills Reading Pens
Communication & Interaction	Feedback from teachers/parents/carers Progress reports Attendance Referrals to external agencies for assessment Referrals to ASD outreach Sp and Lang assessment Ed Psych referral		Music Therapy Craft Activities Social Skills Autism support group	Mentoring Individual Strategy Sessions (RAG rating timetable etc) Speech & Language Therapy Flexible Timetables Access to safe space External Agency Support

Physical & Sensory	Information from primary schools, parents/carers Feedback from teachers OT reports/assessment Paediatrician reports		Sports (Table Cricket)	Occupational Therapy Physiotherapy Enlarged resources External Agency Support
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Differentiating resources

An important aspect of the work of the SEN department is to liaise with subject teachers and curriculum departments to enable all students to access the learning environment appropriately. The SENDco and TA team offer advice and support across the school to differentiate or personalise 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 high quality teaching.

Mentoring

Members of the SEN and behaviour support team may provide mentoring for individual students who 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 on a regular basis. If necessary the school may involve an appropriate external professional counsellor to support a specific need.

Lunchtime Support

The learning Support area is staffed before school, break and lunchtimes to create a calm environment for students with SEN at KS3 to do homework, play games and eat their lunch, chat and build friendships (HU27). The Learning Support team who staff the club are very familiar with homework tasks and can support students. Students are referred by the SENDco. High expectations of behaviour and mutual respect are maintained.

COVID-19 - we are currently not able to mix bubbles and therefore bespoke rooms have been identified in each Year group bubble to allow for students to still have this quiet space. These rooms are manned by members of the LS team.

Supported Tutor Group

There is a small, supported tutor group based in Learning Support of carefully selected students across year groups. This tutor group is specifically for more vulnerable students who need a higher level of support at the start of the day. Students in this group meet with designated staff at the start of the school day and again at tutor time (this is a limited number of students).

Additional support for exams

Some students with identified educational needs are entitled to special access arrangements for all their public examinations. Support may include: use of a separate room, a reader, extra time, supervised rest-breaks, use of a prompt, word processor or a scribe. Students are assessed and appropriate support is put in place for GCSE or equivalent exams at KS4 and KS5. Teaching Assistants support students with special educational needs who are entitled to special arrangements for their public examinations.

Assessment

The assessments carried out by the learning support department are additional, and complementary to, the usual range of assessments carried out across the school to monitor and ensure the progress of all students in all subject areas.

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.

Communication between school staff, parents and students

The SEN department and the school recognise the importance of effective dialogue between teachers and parents.

Parents and students are invited to meet with the SENDco or relevant member of the team at various times throughout the academic year to encourage their involvement in establishing provision plans and in reviewing targets and support strategies. The school aims to provide at least three opportunities during the school year for parents to meet with key staff in school to discuss the needs, provision and progress of their child.

Parents are encouraged to contact the SENDco or Pastoral Staff by telephone if there are any SEN concerns or queries regarding the support of their child.

Students with an EHC Plan have a mandatory Annual Review meeting. Parents and other relevant professionals are formally invited to these meetings. Whenever Student provision plans are reviewed copies are sent home to parents.

Transition support

The school has a well established and successful transition programme for students with special educational needs.

Those students identified by primary schools as needing additional transition support, participate in a transition programme tailored to their needs which may include additional visits to the school prior to the September they start and 121 transition meetings where necessary.

Additional visits to the school to meet key staff or to become familiar with the routines and layout of the school can be arranged with the SENDco during the summer term. This is done in liaison with the primary school and the parents and is tailored to meet the individual needs of the student.

All parents of year 6 students are invited to a parents' evening at the school and parents of year 6 students with special educational needs are invited to meet the SENDco as part of this evening. This provides an opportunity to discuss any individual concerns.

There are opportunities for parents of students with SEN to meet with the SENDco to plan effective transition and review provision as students with SEN move between key stage 3 and key stage 4 and between key stage 4 and post 16 study or employment.

Students with an EHC Plan have a Transition Plan established at their Year 9 Annual Review. This meeting includes considerations for KS4 option choices, post-16 education or employment-based training. Students at

KS4 who have SEN are also prioritised to meet with the school's careers adviser, to ensure that a clear plan is in place to enable them to move on to an appropriate post-16 educational or employment-based training opportunity.

External Professional Agencies

The SEN Department works closely with a wide range of external professionals. Most of these agencies form part of the B&NES local authority Children's Service or Primary Care Trust. As Writhlington School has Academy status, the school may commission the services of a range of independent support agencies as appropriate. The SENDco has regular contact with the following agencies:

B&NES Local Authority services

Inclusion Support Service
Specialist Behaviour Support Service
Educational Psychology Service
Ethnic Minority Achievement Service - Kickstart
Hospital Education & Reintegration Service
Social Care Services
Looked After Children Support Team & Virtual School for LAC
Specialist 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
Children Unlimited – Occupational Therapy support service
ASD Outreach Service
Sporting Family Change
Speakeasy
Quest

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 who 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/CATS
- Baseline testing in the first half term which includes a spelling test, reading test and CAT testing.
- SENCo 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 via SENCO, information received from pastoral and subject meetings
- Parental concerns expressed about progress and difficulties
- SENCo will observe students in class
- SENCo will arrange for any necessary additional assessment
- SENCo will refer for outside agency support where necessary
- SENCo 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 Pastoral support teams in school. 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 Special Educational Needs Register. All students on the Register have an 'SEN Stage' with a specific PLASC code.

Statutory Publications:

The school has published on the Writhlington School website a number of key documents:

- The School information report regarding the school's offer which is reviewed annually in term 6.
- The SEN policy which is reviewed at the start of each new academic year.
- The report to the Governors formalised in term 6 and uploaded to the web-site once final data is available regarding the examination results. (This is uploaded during term 1 each academic year).

Equality:

Details of the school's admissions arrangements for students with SEND are incorporated into the whole school policy and are on the web-site.

- 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 are given including the development of individual risk assessments where necessary and support is allocated for individual students
- Staff training is provided to enable staff to meet the needs of the SEND students
- Special exam assessment arrangements are in place so SEND students can demonstrate their knowledge in exams and assessments

SEN register: % SEN per year group & whole school July 2020

Year group	Number on roll	% SEN			
		SEN Support 'K'	EHCP	Total	% of total
7	164	24	3	27	16.5
8	199	26	3	29	15
9	191	19	3	22	12
10	187	21	3	24	13
11	187	17	8	25	13
Totals	928	107	20	127	14
12&13	200	1	12	13	7
Totals	1128	119	21	140	12

The table above indicates an SEN population of 12% for the school as a whole (including 6th Form) or 14% for KS3 & KS4 (Y7 – Y11).

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 provision¹. 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 are SEN Support has** gone up from 11.9% to 12.1%.

1.8% of pupils in state-funded **secondary schools** 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, pupils in secondary schools with SEN account for 32.0% of all pupils with SEN, up from 31.4% in 2019

Source:

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england#releaseHeadlines-tables>

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

Comparing the national picture in England to Writhlington School:

- Writhlington School has 12% compared to 12.1% nationally for SEN within school when considering the SEN support students (K) .
- Number of students with EHCP is the same as the the national figure 1.8%.

Breakdown of need of students at Writhlington School school (yr7-13):

Main area of need	Number of students total	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12/13	% of total
SpLD	60	9	15	10	9	10	7	18%
SLCN	61	14	15	10	9	7	6	18%
ASD	23	3	2	6	6	5	1	7%
MLD	57	10	16	10	10	9	2	17%
SEMH	80	13	17	19	12	11	8	24%
HI	8	0	5	0	1	0	2	2%
VI	2	1	0	1	0	0	0	1%
Other (Med)	38	3	3	10	8	6	8	12%
	329	59	76	68	57	55	39	

Outcomes**Attainment and progress of SEND and how it compares with All (breakdown for each year group)**

Key stage 3: (Data analysis includes most recent data for each year group based on MRA and KS3 target grade)

Percentage of students who have received P or P+ in all subjects at most recent data point (February 2020):

*Please note that the school was closed from 23rd March 2020 due to Covid-19 and students were learning remotely.

Year group	All %	SEND %	Non SEND %
7	93	85	95
8	88	86	88
9	84	71	85

Discussion of results:

Year 7 SEND students 85% appear to be working on target or above target with regard to progress which is lower than ALL (93%) and Non SEN (95%).

Year 8 SEND students: 86% appear to be working on target or above target with regard to progress which is in line with ALL (88%) and Non SEN (88%)

Year 9 SEND students 71% appear to be working on target or above target with regard to progress which is lower than ALL (93%) and No SEN (95%).

SEND students at KS3 are not performing as well as their peers.

Actions:

- Appointment of a new SENDCO.
- Employ a more targeted focus for the SENDCO to support teaching staff to deliver quality first teaching to SEND students .
- Targeted CPD for staff who do not use specific strategies to support SEND students.
- Targeted deployment of learning support team to support the needs of specific students more efficiently.

Key stage 4: (data analysis includes most recent data point for each year group)

Total P8 using data from the **most likely score** and KS4 target at most recent data point -R2

Year group	Whole Cohort	SEND (SEN support and EHCP)
10	-0.156	-0.593
11	0.111	-0.332

Overall, SEND students do not perform in line with others.

Year 10

	English Attainment 8	English Progress 8	Maths Attainment 8	Maths progress 8	9-5 inc En/Ma	9-4 inc En/Ma
All	9.52	-0.46	8.69	-0.41	39.4%	66.0%
SEND	7.00	-0.67	5.17	-0.79	12.5%	25.0%

- SEND students in Year 10 (Year 11 2020-21) are not performing in line with others and indeed, progress of all students is below target.
- This SEND cohort will need targeted support in the coming academic year in order for them to close the gap to others.
- Students to be highlighted to staff so as to target quality first teaching and interventions that are appropriate to the students.

Year 11 GCSE exams analysis:

Overall:

	A8 pts	Ave A8 grade	A8 est	Eng P8	Ma P8	Ebacc P8	Open P8	P8
All	50.26	5.03	46.33	0.0	0.081	0.487	0.707	0.374
SEND	38.63	3.86	38.51	-0.590	-0.035	0.068	-0.082	-0.129
<i>SEND 2019</i>	30.04	3.00	38.87	-1.039	-0.958	-0.663	-0.809	-0.815

	English Attainment 8	English Progress 8	Maths Attainment 8	Maths progress 8	9-5 inc En/Ma	9-4 inc En/Ma
All	9.97	0.00	9.23	0.08	38.6	65.2
SEND	7.58	-0.59	7.67	-0.03	20.8	58.3
<i>SEND 2019</i>	6.40	-1.039	5.20	-0.958	4%	28%

SEN breakdown 19/20

Name	Filter Value	KS2 Prior	Stu Count	A8 Pts	Average A8 Grade	A8 Est	Eng P8	Mat P8	EBacc P8	Open P8	P8
SEN	SEND	4.38	24	38.63	3.86	38.51	-0.59	-0.035	0.068	-0.082	-0.129
Targets >			24	44.2	4.42	38.51	0.137	0.829	0.462	0.6	0.512
Difference >			0	-5.57	-0.56	0	-0.727	-0.864	-0.394	-0.682	-0.641
Summary	All students	4.77	184	50.26	5.03	46.33	0	0.081	0.487	0.707	0.374
Targets >			184	51.45	5.14	46.33	0.124	0.595	0.621	0.583	0.505
Difference >			0	-1.18	-0.12	0	-0.124	-0.514	-0.134	0.124	-0.131

Strengths:

- There has been an increase in the attainment of pupils overall from 2019 and also in progress (although still negative at -0.13)
- In English, SEND pupils performed better this year than last by half a grade overall
- SEND students have improved by almost a grade in Maths from 2019 and are nearly in line with others in the cohort. This was the first cohort to benefit from the mastery curriculum.
- SEND pupils achieved positive progress in EBacc subjects, improving by over half a grade on 2019.

- 9-4 inc Eng/Ma has increased by 30.3% for SEN students on the 2019 figure. 9-5 inc En/Ma remains low at 20.8%, although improved on 2019 figure.

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Areas for development:

- All measures of performance for SEND students are below target
- The gap in English remains large (and negative)

Interventions for yr10 & 11 for the academic year 2019-20:

- In subject targeted intervention / revision sessions
- LSA support for students with identified needs
- Targeted half term and Easter revision courses
- Mentoring on a termly basis by TA support team (HLTA)
- Exam access arrangements dispensation and support as part of normal way of working through some internal and all mock examinations
- More able SEND students to be targeted to increase 9-5 %.

Attendance

Term 4 data:

<i>source: school</i>						
Absence						
Breakdown	Sessions missed due to absence			Persistent absentees - absent for 10% or more sessions		
	No. of enrolments in the school	School %	National average % 17/18	No. of enrolments that are persistent absentees	School %	National average % 17/18
All Pupils	957	6.0	5.5	144	15.0	13.9
Male	478	5.7	5.5	70	14.6	13.9
Female	479	6.2	5.5	74	15.4	13.9
Ever 6 FSM	209	8.3	8.1	56	26.8	24.6
Non 6 FSM	748	5.4	4.5	88	11.8	9.3
SENWith EHC Plan	20	9.7	8.2	5	25.0	23.6
SEN Support	113	8.8	8	35	31.0	23.4
No SEN	217	7.1	5.1	47	21.7	12.2
English First Language	941	5.9	5.7	141	15.0	14.5
English Additional Language	5	2.2	4.7	1	20.0	10.8

	Writhlington Attendance	% Absence	<90% attendance	% Late to lessons
All		5.99	15.05	0.56
7-11	SENWith EHC Plan	9.74	25.00	1.05
	SEN Support	8.83	30.97	1.10
	No SEN	7.08	21.66	1.30
7	SENWith EHC Plan	3.70	0.00	0.62
	SEN Support	5.46	24.00	0.37
	No SEN	5.57	13.33	0.33
8	SENWith EHC Plan	4.78	33.33	1.84
	SEN Support	8.47	27.59	1.63
	No SEN	6.24	19.15	1.34
9	SENWith EHC Plan	7.89	33.33	1.03
	SEN Support	11.45	40.00	1.59
	No SEN	6.02	19.61	1.38
10	SENWith EHC Plan	25.71	33.33	0.83
	SEN Support	9.75	27.27	1.14
	No SEN	9.25	28.26	2.07
11	SENWith EHC Plan	8.94	25.00	1.02
	SEN Support	10.30	41.18	0.67
	No SEN	8.32	26.19	1.34

Areas for development

- SEN support attendance overall is in line with the expected standard for similar pupils but below that of all pupils.
- Persistent absence of SEN pupils is too high. Targeted interventions needed in 2020-21 by the attendance officer.
- Absence and Persistent absence in year 10 is of concern being well above national average. These pupils will be targeted at the start of the new academic year through the attendance procedure.

Behaviour

Term 4 data:

2019/20													
NOR Jan 20 census:		1138	Sole and Dual Main										
01/09 - 20/03	Permanent exclusions				Fixed period exclusions			Pupils with 1 or more fixed period exclusions			Pupils with 2 or more fixed period exclusions		
	No in cohort	No of pupils	School %	17/18 National %	No of FTE	School %	17/18 National %	No of pupils	School %	17/18 National %	No of pupils	School %	17/18 National %
All pupils	1138	5	0.44	0.2	73	6.41	10.13	48	4.22	4.71	17	1.49	1.91
Male	548	5	0.91	0.3	44	8.03	13.9	30	5.47	6.44	9	1.64	2.63
Female	590	0	0.00	0.1	29	4.92	6.33	18	3.05	2.96	8	1.36	1.18
Ever 6 FSM (7-11)	208	2	0.96	0.5	40	19.23	24.93	26	12.50	10.24	11	5.29	4.75
Non-Ever 6 FSM (7-11)	930	3	0.32	0.1	33	3.55	6.16	22	2.37	3.31	6	0.65	1.14
EHC	20	0	0.00	0.33	3	15.00	28.19	1	5.00	11.43	1	5.00	6.1
K	117	1	0.85	0.66	21	17.95	28.47	14	11.97	11.41	5	4.27	5.74
No SEN	1001	4	0.40	0.15	49	4.90	7.57	33	3.30	3.77	11	1.10	1.36
English first language	1119	5	0.45	0.22	71	6.34	10.92	47	4.20	4.88	16	1.43	2.06
EAL	19	0	0.00	0.13	2	10.53	6.14	1	5.26	3.85	1	5.26	1.11
Year 7	163	0	0.00	0.11	0	0.00	8.07	0	0.00	3.44	0	0.00	
Year 8	201	0	0.00	0.21	4	1.99	11.95	3	1.49	5.14	1	0.50	
Year 9	192	0	0.00	0.29	20	10.42	14.58	15	7.81	6.41	4	2.08	
Year 10	191	2	1.05	0.37	24	12.57	15.4	15	7.85	7.11	5	2.62	
Year 11	187	3	1.60	0.16	24	12.83	9.46	14	7.49	5.22	7	3.74	

Overview: Next steps

- SENDCO to lead on the improvement of teaching and learning of SEND pupils in the classroom (quality first teaching).
- Staff to have higher expectations of what SEND students can achieve in the classroom by using information on Individual Learning Plans and progress data to plan effectively for their needs.
- CPD by SENDCO on effective differentiation for SEND pupils to ensure that they are challenged appropriately in order to make better progress.
- Targeted support for SEND pupils to be given by all staff as a priority in the classroom.
- Introduction of Accelerated Reader as an intervention for SEND pupils in order to improve literacy and therefore access the curriculum more fully.
- In collaboration with Heads of subject, work to focus on the progress 8 measure in all buckets.
- Review of attendance of SEN (K) students to ensure early intervention (attendance officer).
- Review of the behaviour of SEN students looking at the school behaviour policy v the SEN policy; the support for those with SEMH needs and early identification of behaviour support for relevant students.
- Early identification of issues through increased Learning walks with SLT link & lesson observations for KS4 monitoring of progress of students of concern.
- Close monitoring of classes/ teachers working with groups where higher percentages of SEN students are included or where more complex SEN students are placed.
- Use data to be more directly linked to intervention work to help the development of the supporting fundamental skills at KS3 & KS4 such as those used in Maths.
- Address concerns re students attendance in collaboration with Attendance officer to minimise the impact of absence on exam results.
- SENDCo to work with cluster SENCo's within BANES .
- Collaborate in Secondary SENDCo meetings for MAT SENDCo's to broaden and expand knowledge and provision across the MAT.
- SEND MER to be completed
- All staff to receive training on the complex needs of the SEND students within the school.