

Report to Governing Body: SEND Cohort 2023-24

Report by SENCO: Philippa Cross

Learning Support Team Update (correct as of January 2025)

Philippa Cross (PCS) – Head of Learning Support, Special Educational Needs Coordinator (SENCO) (4 days a week)

Deputy SENCO – 3 or 4 days a week - tbc

Ceri Hopgood – Higher level teaching assistant (HLTA) – 3 days a week

Ellie Mills – HLTA – 5 days a week

Danni Edwards, Gemma Robinson, Sophie Ball, Kenzie Steptoe-Smith, David Wirdnam, Kerri Dixon, Alex Pearce, Georgia Ayres-South - TAs

Jo Jepson – SEN admin support (2.5 days)

SEND Register Update (correct as of January 2025)

Highlights:

- 190 students on SEN register (from Year 7-13)
- 135 – SEN support (K)
- 55 – Education, Health and Care Plan

	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		Total		
	On Roll: 180		On Roll: 180		On Roll: 166		On Roll: 144		On Roll: 144		On Roll: 68		On Roll: 69		On Roll: 951		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Non-SEN	123	68.3%	155	86.1%	120	72.3%	121	84.0%	115	79.9%	64	94.1%	63	91.3%	761	80.0%	
SEN	57	31.7%	25	13.9%	46	27.7%	23	16.0%	29	20.1%	4	5.9%	6	8.7%	190	20.0%	
E	EHCP	16	8.9%	8	4.4%	11	6.6%	7	4.9%	11	7.6%	1	1.5%	1	1.4%	55	5.8%
K	SEND support	41	22.8%	17	9.4%	35	21.1%	16	11.1%	18	12.5%	3	4.4%	5	7.2%	135	14.2%
EAL	English Additional Language	14	7.8%	16	8.9%	15	9.0%	13	9.0%	21	14.6%	21	30.9%	12	17.4%	112	11.8%
FSM	Free School Meals	39	21.7%	43	23.9%	29	17.5%	33	22.9%	26	18.1%	4	5.9%	7	10.1%	181	19.0%
Services		12	6.7%	5	2.8%	13	7.8%	9	6.3%	11	7.6%	6	8.8%	3	4.3%	59	6.2%
LAC	Looked After Child	0	0.0%	0	0.0%	1	0.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.1%
PP	Pupil premium	54	30.0%	49	27.2%	42	25.3%	42	29.2%	38	26.4%	0	0.0%	0	0.0%	225	23.7%

SEN and PP:

	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		Total	
	On Roll: 54		On Roll: 49		On Roll: 42		On Roll: 42		On Roll: 38		On Roll: 0		On Roll: 0		On Roll: 225	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Non-SEN	32	59.3%	36	73.5%	26	61.9%	30	71.4%	27	71.1%	0	0.0%	0	0.0%	151	67.1%
SEN	22	40.7%	13	26.5%	16	38.1%	12	28.6%	11	28.9%	0	0.0%	0	0.0%	74	32.9%
E	5	9.3%	3	6.1%	6	14.3%	5	11.9%	3	7.9%	0	0.0%	0	0.0%	22	9.8%
K	17	31.5%	10	20.4%	10	23.8%	7	16.7%	8	21.1%	0	0.0%	0	0.0%	52	23.1%
EAL	8	14.8%	5	10.2%	3	7.1%	4	9.5%	4	10.5%	0	0.0%	0	0.0%	24	10.7%
FSM	39	72.2%	43	87.8%	29	69.0%	33	78.6%	26	68.4%	0	0.0%	0	0.0%	170	75.6%
Services	12	22.2%	5	10.2%	13	31.0%	9	21.4%	11	28.9%	0	0.0%	0	0.0%	50	22.2%
LAC	0	0.0%	0	0.0%	1	2.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.4%
PP	54	100.0%	49	100.0%	42	100.0%	42	100.0%	38	100.0%	0	0.0%	0	0.0%	225	100.0%

Exam Review for SEN cohort 2023-24

Year 11:

In terms of need, 26 students were on the SEN register. 23 were at SEND support level and 3 were in receipt of an Education, Health and Care Plan. Please find details of the students with EHCPs below:

Student A – attended school full-time and achieved the following GCSE grades – English 2, English Lit 3, Maths 5, Science 5-5, Food 5, Electronics 2, Spanish 7.

Student B – attended alternative provision (Path Hill) 3 days a week and school for 2 hours on a Monday and Friday to complete English and Maths work 1:1. He achieved grade 1 in both English language, English Lit and Maths.

Student C – educated via the Hospital School, didn't sit any GCSEs.

The students at SEND support had primary needs as follows; 9 students with diagnoses of Autism, 2 students with Hearing impairments, 11 students with Social, Emotional and Mental Health needs and 1 student had a Specific Learning Difficulty (Dyslexia).

Students : SEND

	Whole Year			SEND		
	Actual	iTarget	Difference	Actual	iTarget	Difference
Eng & Maths 9-4	53.4%	78.3%	-24.8%	23.1%	65.4%	-42.3%
Eng 9-4	73.3%	87.0%	-13.7%	30.8%	76.9%	-46.2%
Maths 9-4	61.5%	82.6%	-21.1%	38.5%	73.1%	-34.6%
2 Sci 9-4	51.6%	80.7%	-29.2%	34.6%	61.5%	-26.9%

Whole Year 11 cohort.

Year 13:

Student A – EHCP, Tourette's, Functional Neurological Disorder, Autism, achieved DDC.

Student B – K, Autism, achieved DAB.

Student C – K, Physical disability, achieved CA*C.

Interventions

RALP (Raising Achievement in Literacy Panel) update:

Meetings are held termly to agree which students/classes need to be targeted and how resources can be best allocated. This meeting is attended by the SENCO, Inclusion DoL, Head of English and the Library Resource Centre Manager.

Reading ages are assessed throughout Years 7 to 9.

Rapid Plus program bought in – aimed at students who perform at a certain level in reading assessment. TAs and volunteers will be trained in this and will undertake as part of the reading intervention offer moving forward.

Phonics training and implementation to come (Read Write Ink).

Current Interventions

Intervention	Detail	Frequency	Staff	How is impact measured?
Group Reading	Reading Comprehension - based on STAR/NARA assessments. Shared text and discussion.	1x week for 2 terms	MG/ LS	Reading age /teacher observation
1:1 Reading	TAs, 6th Formers, volunteer readers, library staff support individual reading session	2/3x a week	Various	Reading age measured - STAR
Lexia	Online programme, placement test followed by individual activities - word level, grammar, reading comprehension	3/week, 20 minutes per session	TA (overseen by Specialist teacher)	LEXIA overview of progress
Mentoring	Details of session dependent on needs of child, done 1:1 basis	1 hour/week	TA	SDQ, attendance at school, in lessons
C and I mentoring	1 session a fortnight, based on need, work dependent on student, can be school focused, emotional literacy, organisation support...	1 hour/fortnight	HLTA	Baseline social skills assessment
C and I drop in	As above, but not a regular timetabled slot.	As required	HLTA	Baseline social skills assessment
Social skills group	Follows Talkabout For Teenagers programme.	1 hour/week	HLTA	Baseline social skills assessment
Transition group	Lead by C and I advisory support worker.	1 hour/week	Ken Bradshaw	Social skills questionnaire/SDQ
TA support	In lessons - not necessarily 1:1.		TA	Lesson engagement and participation. Tracking.

Development points

SEN register

- Are the students with K markers getting above and beyond Quality First Teaching (QFT)?
 - Currently not all students, this indicates the SEN register needs to be refined.
 - Assess, Plan, Do, Review
- Is QFT consistent and meeting the basic needs of all students? How well is the guidance from the EEF being embedded across the school?

Interventions

- Social skills groups – initial and impact assessments to include self-evaluation, tracking and attendance data. Impact assessed following 6-8 week intervention.
- Provision Map training to be completed and implemented.
- Costs.

Staffing

- Deputy SENCO recruitment.
- TA recruitment.
- Recruitment of staff should be thought about and planned for, with enough time to ensure a successful transition of rising Year 7 students and consistent support to current high needs students.

Provision mapping

- Launch of Provision Map.
- Individual provision mapping is important for staff and parental viewing, conversations, justification for K status, overview of support, consistency of support, spotting gaps.
- If interventions are undertaken in other departments, how is this recorded altogether for SEND students?
- Cost maps to ensure funding is managed and can be reimbursed at county level.

CPD opportunities for all staff and TAs

- Use of Educational psychology – TA training.
- Is QFT consistent and meeting the basic needs of all students?
- What CPD opportunities with a SEND focus are made available to all staff?
 - CAMHS In-Reach, C&I bitesize training, Educational Psychologist, OTSA.
- How is this recorded?

Data analysis and tracking

- Consistent model for review and follow-up by team, tutors and teachers

Post Tracking Analysis

- Post tracking analysis – use DoL Monster and SIBs to identify ‘watch students’ and ensure a focus on them.
- Identify ‘at risk students’:
 - Look at timetables – which lessons require further support?
 - Highlight in briefings – remind staff of need and corresponding strategies
 - Create display on SEN board in staffroom
 - Encourage attendance at Power Hour
 - Communicate with tutors – what support is in place, and do they communicate with home?
 - Targeted, more specific mentoring (if not already in place)
 - Ensure access arrangements in place if not already