

REPORT TO THE GOVERNING BODY ON SEN PROVISION AND OUTCOMES 2014-15

Report by Rachel Cosgrove, SENCO/ Assistant Head Teacher, January 2016

The Warriner has a well-respected reputation for inclusion. In the Ofsted report from 2012 the quality of learning for pupils with special educational needs and/or disability was judged as good. The report noted that individual's needs are well planned for and Teaching Assistants utilised effectively. Ofsted stated that disabled pupils and pupils with special educational needs made similar progress to others pupils in lessons.

The Ofsted report 2014 refers again to the quality of SEN provision and highlights effective use of support. *'Disabled pupils and those who have special educational needs make good progress because teachers and assistants provide personalised support during lessons. The school ensures that pupils attending external provision are fully supported at all times. Disadvantaged pupils receive extra support to ensure they make good progress in every subject. Pupils who attend the specialist resource provision are given targeted support in mainstream lessons'*.

2014 heralded a significant change in the way Special Needs Services work nationally. The new SEN Code of Practice became law in September 2014 and both schools and Local Authorities have had limited time to get to grips with new expectations and systems. The Warriner School SEN Team were efficient in processing the changes inherent in the new code and prepared for the change during 2014. The main changes included rewriting the SEN Policy, producing an information report for parents and training school staff. The SEN Register was categorised in September using the new guidelines and all the new terminology and levels were in use ready for the Academic Year 2014-15.

The new Code of Practice promotes a different way of working with pupils with additional needs and puts much more onus on subject teachers to deliver intervention and differentiation. The guidelines for placing an individual child in the category of needing SEN provision are more structured and place more priority on teachers to try and meet need in the classroom before seeking specialist input from the SEN Team. The Government envisages that numbers of pupils being identified as having a special need will drop. All pupils on the SEN register have a Pupil Profile written by the SENCOs and updated annually or as new needs are identified. The 'Guide to Inclusion', contains comprehensive information about particular needs and details a range of strategies staff can use to cater for various pupils. This is updated every year. The school met the statutory guidance in the new Code of Practice regarding the SEN Information Report and worked with the partner primaries to aim for a common approach.

The previous categories of SEN were Statement, School Action Plus and School Action. The new code of practice identifies only 2 categories; Education Health Care Plan (equivalent to a statement) and SEN Support. The Warriner use the term School Support instead of SEN Support).

Numbers of Pupils with an identified SEN

2014 July

Year group	Statement	SAP	SA	Total
7	5	20	12	37
8	7	15	13	35
9	9	9	10	27
10	11	6	20	37
11	6	14	11	31
12	1	1	1	3
Total	40	65	67	153

Numbers of Pupils with an identified SEN

2015 July

Year group	Statement	School Support	Total
7	5	21	26
8	8	19	27
9	8	19	27
10	9	8	17
11	11	15	26
12	1	1	2
Total	40	83	123

Number of SEN pupils in 2014-15 who are also in receipt of pupil premium - 24

The percentage of pupils at SEN Support at Warriner is 7.4%. This is lower than the national average for the first time in a number of years. The percentage of pupils with an EHCP/Statement is 3.3% which is higher than the national average.

The school maintained the SEN Register during the period of 2013-14 as the new Code of Practice was due to be implemented in September 2014. The SENCo and Assistant SENCo reviewed the SEN Register in light of new guidelines in the Summer Term of 2014 and the new register was finalised in the September for the Academic Year 2014-15. Twenty-one pupils were removed from the Register as they had made good progress and no longer met the criteria. During the Academic Year of 2014-15 there were other movements; 1 pupil moved from a Statement to SEN Support due to great progress, 12 pupils were added at SEN Support due to identification of additional needs, 7 pupils with SEN left the school and 5 pupils with SEN transferred to The Warriner from other schools. The SEN Register is held on SIMS and is reviewed formally at the end of Term 5 each year. Information about the review process is in the SEN Information Report.

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The SEN Team have worked hard to reduce the numbers of pupils needing SEN support and have been vigilant in using the new Code of Practice to be specific about the criteria for placing a pupil on the Register. Looking at national figures it appears that many schools have simply compressed their School Action and School Action Plus into the one new category, SEN Support, without looking at whether all the pupils meet the criteria for the new single category. It is noticeable that fewer SEN Support pupils have transferred into Year 7 in 2014 than in the previous year and the Partnership have worked closely with The Warriner to review their Registers.

The school receives funding for pupils with SEN from the LA. The amount is calculated by a funding formula. The notional SEN funding for the Year 2014-2015 was £324,862. Pupil Premium funding was £156,895 which is slightly above funding allocation from the previous year.

The SEN Team in 2014-15 consisted of fourteen Teaching Assistants, one SEN Instructor (job share) and an Inclusion Room Manager. The Central School Budget funds the SENCo, Assistant SENCo, SEN Administrator and an SEN teacher to staff the nurture group. Pupil Premium funding was partly used to fund a TA with responsibility for LAC, an HLTA Literacy and additional staffing in Maths and English to run small groups and deliver interventions. Staffing was stretched in the 2014-15 year. The HLTA Literacy left education in October 2014 and was not replaced, the Assistant SENCo took maternity leave and only her teaching load was covered by a cover TA and the Department lent a part time TA to Student Support Services - this arrangement became permanent. By the end of 2014 the number of TAs was further reduced as the nurture teacher moved to the Maths Department and a former TA stepped up to the role of nurture teacher; the TA hours were not replaced. The Department managed with reduced capacity due to increasing responsibility and work load amongst the team. As the New Code of Practice placed a significantly greater demand on the SEN Team due to the transition to the new EHC plans; the strength of the team and the capacity for individual members to step up to the tasks required should be celebrated.

SEN capitation £2500 - spending is largely copying and admin costs, resources and travel.

Effectiveness and impact of SEN provision on pupil outcome

Exam Analysis 2014-15

64% of the cohort achieved 5 A*-Cs, compared to 56% nationally

6% of pupils on SEN Support achieved 5 A*- Cs, compared to 23% nationally

0% of pupils with a Statement achieved 5 A*- Cs compared with 11% nationally

Progress in Maths and English - % of Year 11 pupils making Expected Progress or above

	% EP School	% EP National
English - whole cohort	89	69
English - SEN Support	69	54
English EHC/ Statement	64	29
Maths -whole cohort	69	66
Maths – SEN Support	6	42
Maths EHC/Statement	18	21

Progress measures

SEN Status	2013	2014	2015	Comments
School Action	992.3	1005.1		Improvement over 2 years
School Action Plus	918.4	896.8		2014 -dip significantly low
SEN Support	n/a	n/a	927.5	Improvement from 2014 School Action Plus figure but below national.
Statement	929.9	916.2	902	Significantly low.

Alternative qualifications

Five pupils took the ASDAN Certificate of Personal Effectiveness course. Pupils achieved Level 1 and Level 2.

Four SEN pupils achieved Entry Level qualifications in maths. Fourteen SEN pupils achieved Entry Level qualification in Religious Studies.

A number of pupils with SEN took vocational courses alongside GCSEs in 2014-15 and all pupils involved passed the courses. One pupil with a Statement achieved Level 1 in Agriculture. Two pupils with Statements achieved Level 1 in Public Services. One pupil with a Statement achieved Level 1 in Hairdressing and one pupil on SEN Support achieved Level 1 in Catering. The school ran two successful vocational courses within school – Digital Media and Construction. One pupil with a Statement achieved Level 2 in Digital Media and one pupil with a Statement achieved Level 1 in Digital Media. One pupil on SEN Support achieved Level 1 in Digital Media. Two pupils with Statements achieved Level 1 in Construction.

Review of Pupil Progress

SEN pupils made very good progress in English Language across ability range. Early Entry IGCSE and targeted work in small groups and flexible sets motivated pupils. Coursework for SEN pupils was

supported by the English TA and the Study Zone Manager and this meant SEN pupils achieved their targets in this aspect of the GCSE. Good literacy support and time spent working on speech and language skills lower down the school in WIN helped SEN pupils build foundation skills in English. The high profile given to achieving a C in the exam made a big impact in galvanising the lower ability pupils to aim high. Three pupils with SEN (two Statements and one SEN Support) made incredible progress in English and achieved two grades above expected. SEN achievement A*-G improved by 5%. 90% of SEN pupils achieved their EP and 40% achieved EP+. In Maths the number of SEN pupils achieving A*-G improved from 2014 from 81% to 88% but the number of A*-C grades fell from 31% to 8%. 8% of SEN pupils made EP in Maths in 2015 compared to 46% in 2014. The national figures for Expected Progress for Statemented pupils in Maths are in line with The Warriner figures but the Warriner SEN Support results are below the National figures for 2014. The Maths Department worked hard to deliver appropriate teaching to the lower sets including SEN pupils and continue to develop interventions to target pupils who have gaps in their Maths skills. A small number of pupils with Statements transferred to secondary working at lower than level 2b levels. Pupils with low levels of numeracy skills lack the foundations needed to build up to GCSE and the Maths Department and WIN are reviewing the teaching of the lower sets and looking at ways of over teaching the basic foundations of numeracy in KS3 so the gaps at year 11 decrease. In staffing to provide more specialist support for the small groups should improve outcomes in the next set of exams. Many pupils with SEND not take 8 GCSE qualifications as they need a more appropriate pathway. In the 2013-14 SEN cohort there were also a number of pupils who arrived with a working at level of below level 3 of the National Curriculum so their starting point was level 2 or below.

The school provides suitable alternative qualifications for targeted pupils and therefore the number of possible GCSE entries is reduced. None of the Statemented pupils did eight subjects at GCSE so this will affect the progress values. The 2014 Year 11 SEN cohort included a high number of Statemented pupils. Two of these pupils were out of chronological year due to significant learning difficulties but both made EP. The cohort included a small number of pupils with complex mental health needs and this meant they were not taught in school during the vital Year 11 time. The school supported all these pupils to the full but despite a huge amount of intervention, it was not possible for these pupils to achieve their target grades. A small number of SEN pupils were disengaged in classroom learning and at risk of exclusion. The school worked hard to keep these pupils in school to the end of Year 11 and provided alternative timetables, but some pupils were too disengaged by then to fulfil their targets. Despite not achieving well, all these pupils are now at college or in apprenticeships and doing really well. A small number of the Statemented pupils who were accessing school full time did not make expected progress despite significant intervention.

Independent careers advice was provided for all the Statemented pupils and for most of the pupils on SEN Support. Two of the Statemented pupils transferred to a special school for sixth form, eighteen pupils transferred to college to do vocational courses, one pupil is on an apprenticeship, one pupil is in full time work and one pupil is NEET.

Performance in KS3 Analysis of Progress shows that SEN pupils make good progress over KS3. Focussing on Maths and English levels:

- In Year 7 41% of SEN Support pupils have made EP in English and 30% have made EP in Maths. In Year 7 75% of Statemented pupils have made EP in English and 63% have made EP in Maths.
- In Year 8 57% of SEN Support pupils made EP in English and 33% made EP in Maths. In Year 8, 0% of Statemented pupils made EP in English and 40% made EP in Maths.
- In Year 9 98% of SEN Support pupils made EP in English and 59% made EP in Maths. In Year 9 100% of Statemented pupils made EP in English and 16% made EP in Maths.

The school caters well for children with complex needs. The local authority and primaries in the area continue to promote the Warriner as an inclusive school. The school has good provision in KS3 to support literacy and this has impacted on the good English results. The gap in the Maths results is being addressed through targeted small group teaching and the analysis of gaps in understanding. The new Maths GCSE curriculum puts added pressure on pupils who transfer at KS3 with weak numeracy skills. The resourcing and staffing of a consistently high number of pupils with significant education and medical needs is a challenge each year.

Evaluation of SEN provision

The nurture class was set up in 2012 to enable lower ability and vulnerable pupils to access a more primary school style provision to ease the transition between secondary and primary school. The curriculum follows the mainstream Humanities curriculum, differentiated to cater for SEN pupils and with associated literacy and social skills teaching.

Fifty pupils accessed this provision in 2014-15. Feedback from TAs and teachers show that pupils in the nurture class are more engaged in the small groups than in mainstream classes. They contribute verbally at least once or more per lesson and complete written tasks independently more frequently. There was a staffing change mid-year as the nurture teacher moved across to teach small groups in Maths. Both teachers working in the nurture class have been observed teaching and the standard is consistently high. Lesson observations reported that pupils were doing well due to differentiation, the nurturing atmosphere in the class, opportunities for speaking and listening activities and improved access to the curriculum. Parent feedback at review meetings has been consistently positive. Professionals from other agencies have visited the class and been very positive about provision as have visiting parents. The nurture class has also been used to reintegrate some pupils with complex medical needs back into school.

WIN runs a number of interventions for small groups and individual pupils targeting literacy, social and emotional needs, numeracy and speech and language needs.

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'Read, Write, Inc', a long term intensive phonics programme, took place in timetabled English lessons with support and monitoring from the Assistant SENCo and HLTA Literacy. In total, nine pupils took part in the full course. 100% of pupils made progress with their reading accuracy. 77% made accelerated progress.

The Intensive Literacy Programme is a three week daily small group intervention targeting reading and spelling. Thirty pupils took part in this intervention over the year. In reading accuracy 86% of pupils made progress; 43% of whom made accelerated progress. 80% of pupils made progress in spelling of whom 76% made accelerated progress.

A further twenty pupils have tailored literacy programmes, consisting of a combination of reading and spelling. Nineteen of these pupils made progress in either reading or spelling.

Staffing affected the number of possible literacy interventions during 2014-15 as the HLTA left in October and was not replaced, and the Assistant SENCo (Literacy Specialist) was on maternity leave. However, the specialist TA attached to the English Department stepped up to do the training to deliver the Intensive literacy Programme so groups were able to continue on a reduced basis.

All Year 9s were tested by a group reading test to identify potential pupils needing exam arrangements. The Assistant SENCo then carried out more detailed testing on over forty pupils. Exam arrangements were completed before Christmas 2014. Sixty pupils in Year 10 and 11 qualified for some form of exam arrangement.

Thirty-two pupils accessed 1:1 work with the Engagement Mentor. Targeted work included work on self-control, anger management, targeted strategies to stay in class and learning about school and society's expectations. Thirteen pupils improved their overall engagement scores in lessons in school over the year. Targeted pupils showed a reduction in exclusions and detentions. Attendance at sessions was excellent. Pupil evaluation was positive and 100% pupils valued the 1:1 support. The Engagement Mentor was able to circulate strategies to teachers and support staff in school and liaise more regularly with outside agencies. The impact of 1-1 work is hard to unpick as pupils are often undergoing more than one type of intervention, however, feedback from teachers and pastoral staff as well as individual pupils shows that this work is valuable.

Study Zone is a provision designed to enable pupils to work individually on coursework, core subjects or exam revision. It is also used for pupils for whom a diet of full-time mainstream classes is not meeting their need. Fifteen pupils were timetabled in Study Zone from the beginning of 2014-15. Study Zone provided a safe and nurturing environment in which to study. For some pupils Study Zone represented a life line without which they would not have attended school. Some pupils appreciated the support to focus on core subjects if they were timetabled for a few periods in Study Zone. A big part of Study Zone is establishing what work Year 10 and 11 pupils need to do for coursework and then providing a structured plan for them to work to. In 2014-15, all coursework deadlines were achieved. In 2014-15 Study Zone was used in Terms 5/6 to cater for a number of

Year 11s who presented with challenging behaviour. This reduced the number of behaviour incidents in mainstream classes. Some pupils in this cohort enjoyed being able to work outside lessons and used their time productively to achieve their target grades. For others, this provision was less successful and added to their feelings of rejection.

Individual Behaviour Plans are used effectively to reduce exclusion. Collaboration between WIN, Intervention Department and the Heads of House is generally effective in managing high need pupils. In 2014-15 there were a very small number of pupils with complex and challenging needs that stretched the capacity of the pastoral network in school. All resources within school were used and outside agencies brought on board. Mental health needs contributed to a decline in attendance of a few SEN pupils and it was very challenging to support these pupils to achieve GCSE targets.

Pupils with Medical Needs were also supported by WIN in 2014-15 and the Assistant Head co-ordinated off site provision via the Oxfordshire Hospital Schools. A small number of pupils with SEN were supported in this way for either the whole, or long stretches of Year 11.

Attendance and Exclusion

The school has worked hard to combat persistence absenteeism. The absence figures for SEN pupils are shown below.

	2013-14 % of sessions missed due to overall absence		2013-14 % persistent absentees absent for more than 15% or more sessions.	
	<u>School</u>	<u>National</u>	<u>School</u>	<u>National</u>
School Action	6.6	6.5	2.9	9.4
School Action Plus	10.4	8.7	19.7	15.5
Statement	15.5	7.0	28.2	11.3
	2014-15 % of sessions missed due to overall absence		2014-15 % persistent absentees absent for more than 15% or more sessions.	
	<u>School</u>	<u>National</u>	<u>School</u>	<u>National</u>
SEN Support	8.1	7.4	13.3	11.1
Statement/EHC	15.2	7.3	35.1	11.0

The SEN Support figures are close to National figures. The Warriner follow the SEND Code of Practice guidelines by supporting some pupils with low attendance by placing them on the SEN Register, if an underlying issue with mental health is identified. This will in effect increase the

numbers of SEN Support pupils identified as having poor attendance because their attendance has triggered the intervention.

The Statement absence figures of both % attendance and persistent absenteeism are concerning but are caused by a small number of Year 11 Statemented pupils who were struggling with significant mental health and ASD related issues which worsened as Year 11 progressed. In the 2013-14 cohort the absence for Statements was also below average. The cohort was only six pupils and one pupil at the Base did not attend at all in Year 11, one pupil was below 85% due to health reasons and the other four had above 90% attendance. The Warriner has higher than average numbers of pupils with ASD on roll as there is an Autism Base on site. Some pupils with ASD struggled to manage Year 11 and withdrew from the stress of exam pressure by reducing their attendance in school and refusing to sit exams, despite numerous long term interventions being tried. The school often is directed to take pupils for whom attendance has been a long term issue, in the hope the Base can provide a nurturing and more conducive environment. This impacts on the figures as often the poor attendance is so entrenched.

The exclusion figures for SEN pupils are shown below:

Category of SEN	Fixed term exclusions as % of the pupil group		% of pupils with 1 or more fixed term exclusion		% of pupils with more than 1 fixed term exclusion		Permanent exclusion as % of the pupil group	
	School	National	School	National	School	National	School	National
SEN Support	3.79	19.36	3.79	9.44	0.00	4.16	0.00	0.45
Statement/EHC	12.82	22.31	7.69	10.04	0.00	4.97	0.00	0.27

The figures for exclusions for both SEN Support and Statement/EHC pupils are well below the national figures. The SENCo has worked hard to raise awareness of the impact of exclusion for pupils with SEN and this is now a much less frequent occurrence. There are good processes in place for reducing exclusion and the figure of 0.00% for pupils receiving more than one fixed term exclusion illustrate that as a school, The Warriner is not repeatedly excluding pupils for the same behaviours, but is looking at alternative solutions.

Effectiveness of Multi-agency interventions and support

The Warriner has established links with a wide range of outside agencies and in 2014-15 worked with:

- The Early Intervention Service (HUB)
- Speech and Language Service
- Educational Psychology Service
- Play Therapist

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- Autism Outreach (SENS)
- Physical Difficulties Service
- Hearing Impaired Service
- Social Services
- The Virtual School for LAC
- Occupational Therapy and Physiotherapy Service
- Local hospitals, including The Highfield in Oxford
- Oxfordshire Hospital Schools
- CAMHS/PCAMHS
- Local GPs
- Police
- School Counsellors

The needs of pupils with SEN are discussed in pupil action meetings and a collaborative approach between support services within school identifies the best course of action. These plans are evaluated at regular reviews and outcomes recorded. The school is well respected by outside agencies and continues to work to develop links with other schools and agencies.

The Assistant Head is a Lead Practitioner for Looked After Children which involves supporting other schools and providing training for Designated Teachers.

Development Plan Review

The school has a Development Plan for SEN provision. Key areas focussed on in 2014-15 were:

- Embedding the new SEN Code of Practice and train teaching staff to support SEN pupils in class
- increase parental engagement in the learning of SEN pupils
- Develop literacy and language interventions
- Develop accessible and appropriate marking for SEN pupils
- Raise awareness of Looked After Children
- Ensure SEN pupils made expected progress
- Develop provision for pupils with anxiety

Impact:

- CPD programme for staff delivered throughout the year and attended by all staff. Audit of the CPD showed that confidence of teaching SEN pupils improved and that staff are much more aware of different needs.
- Parental engagement - WIN tried a different approach from previous years and invited parents to a range of activities including a Saturday morning kick about, craft activities with pupils and

an Autism Parents' Support Group. The pupil involved activities were not well supported for some reason but the Autism Parents Group attracted a small number of regular parents who valued the input.

- Literacy interventions were developed through Read, Write Inc and the three week intensive programme both of which provide consistently good results.
- The WIN Department has developed a marking policy alongside the whole school policy which takes into account accessibility of teacher comments and encourages TAs to comment on work in pupils' books to feedback to the teacher. Pupils report that they can access this better than mainstream marking.
- Looked After Children have become a higher priority amongst staff through greater communication and inviting more staff to regular progress meetings. The Assistant Head Teacher has delivered training at conferences nationally and received positive feedback about the Warriner model.
- Work on anxiety has begun and there is now a small group intervention which pupils rated as impactful.
- Progress of SEN pupils is carefully monitored and is now one of the priorities of Raising Standards who now lead as well as the WIN Team. SEN pupils are making good progress in English in all years and results have improved at GCSE level. In Maths the progress is less consistent and the 2015 results are disappointing. However, Department Development Plans in Maths and SEN are targeting SEN pupils in the next cohorts and looking at ways of building numeracy understanding earlier in KS3.

The school was also part of an Achievement for All Project and the focus was on engaging lower ability and SEN boys, tracking vulnerable groups and raising awareness of vulnerable groups in SLT. This project highlighted the issues boys have at the lower end of the ability scale in motivating themselves in lessons. Work was done in small groups in English and Maths Departments to raise awareness of SEN strategies. Links were made between English and PE to look at galvanising boys' engagement in PE and translating it to being more motivated in English. The project raised the issue of key staff being able to track by year group and was taken further by SLT, resulting in restructuring the pastoral system from a house to a year system being driven by the two Deputy Heads leading on Raising Standards.

The 2015-16 WIN Development Plan is going full steam and involves further whole staff CPD and monitoring of differentiation, a big focus on improving outcomes for Years 10 and 11 SEN pupils, development of the review system for EHCPs and Looked After Children, further improve the literacy interventions, roll out a study skills programme, improve accessible homework for SEN pupils, include LAC and SEN pupils more effectively in their own meetings, increase parental engagement and continue to develop feedback and marking for SEN pupils. The SENCo is working closely with the new school Attendance Officer to raise the attendance for pupils with SEN. There are new guidelines for schools regarding pupils with medical needs. The WIN Development Plan

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includes training staff, ensuring Medical Plans are in place and ensuring provision is appropriate for these pupils. There is also a focus on raising awareness of anxiety where this is a barrier to accessing learning.

The SEN Department run effective review meetings for pupils on the SEN Register. The Annual Reviews for pupils with Statements were all carried out within deadlines set by the LA. The transition reviews to EHC plans for Year 11 and Year 9 pupils in 2014-15 were all completed to deadline. The administrative time for EHC transfers represents a work load issue for schools as they are more time consuming and involve collaboration with SEN Officers. The transfer process will take a further two years. The school actively engages with outside agencies to support pupils with additional needs. The Assistant Head Teacher/ SENCo is an Advisory Member of the National Association of SEN (NASEN). The Local Authority, Virtual School for Looked After Children, CAMHS and Social and Health Care recognise the support The Warriner provides.

All pupils value support from TAs and other members of support staff. Pupils on the SEN Register at Statement or School Action Plus are allocated a Key Worker and both pupils and parents find this valuable. Attendance of parents at SEN meetings is consistently high. WIN runs a range of activities to support parents and in particular attendance at the Autism Group has been positive. Parents were invited to attend a meeting about the new SEN Code of Practice in September 2014 and information was available at the time on the school website to help explain the changes. In the Whole School Parent Survey in 2014-15, parents of pupils with SEN provided very positive scores about provision. The overall average score was 82.6 which is outstanding, with strong parental engagement. The school is continually seeking to improve how we engage parents of SEND pupils.

Staff Training

The SEN Team delivered an extensive TA Training programme in 2014-15 for the third year in a row. The programme was available to all support staff within the Warriner Partnership and schools in the local area. Twenty-seven sessions were offered covering literacy, numeracy, behaviour, forest schools, autism, speech and language difficulties and child development. The professionals delivering the sessions widened to include local special school staff and the Educational Psychologist alongside Warriner SEN staff and some Partnership primary colleagues. The programme was advertised through the Oxfordshire Teaching Schools Alliance so participants came from across the county. The programme was very well received by the Primary Partnership and other local schools. TAs at Warriner have all received extensive training in all areas of SEN as well as wider issues such as safeguarding and attachment. TAs in the WIN Team take on areas of expertise and interest which is then shared amongst colleagues.

CPD for teaching staff was structured to take into account the role of teachers in the new SEN Code of Practice. A whole staff INSET on the new Code of Practice took place in September 2014 to give

staff the context and reasons behind the reforms. The SEN Team then delivered six compulsory CPD sessions over the year, covering the most common SEN barriers to learning. Each session was delivered twice so teachers could choose their times. An evaluation of the programme at the end of the year showed that all staff had improved their knowledge of barriers and strategies that could help improve outcomes for SEN pupils. The staff appreciated the session structure and reported that they liked the short sessions. An Inclusive Checklist was circulated and staff noted that they were using the strategies more often. A follow-up CPD programme for 2015-16 is being delivered, targeting areas identified by staff.

Strengths of the SEN Department

- Provision mapping and identifying appropriate interventions
- Knowledge and implementation of SEN and LAC National Agenda
- Identification and delivery of literacy, behaviour and study support
- CPD – for support staff and teachers
- Work with outside agencies
- ASDAN/Cope courses
- Nurture class for lower ability and vulnerable pupils
- Small group provision in English, Science and Maths
- In-class support
- Support outside class - lunchtime supervision, 1-1 mentoring, informal Key Worker support
- Key Worker role
- Engagement of parents in review process
- Advice and guidance regarding strategies for pupils
- Inclusive ethos and strong team identity and creative use of resources

Areas of Development

- Pupil progress - increase number of SEN pupils making EP or above
- Develop skills of mainstream teachers in teaching SEN pupils
- Develop strategies for working with pupils for whom anxiety is a barrier
- Interventions for numeracy
- CPD for new staff on providing for different SEN pupils
- Improve parent engagement in school activities
- Further develop provision for pupils with medical needs
- Attendance of SEN pupils in KS4
- Development of peer support in mainstream classes

Nationally the future for pupils with SEN is concerning. The new Code of Practice very clearly puts the onus on teachers to provide quality first teaching to pupils with schools relying less on support staff. Alongside this the new GCSE exam framework excludes pupils working at the lower end.

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Schools are going to have to work hard to make the experience of many SEN pupils meaningful and this could represent an opportunity, but also a real challenge, in terms of staffing and resourcing. The provision for SEND pupils at the Warriner is one of the strengths of the school and very much part of the inclusive and nurturing ethos. The progress SEND pupils make in national exams is an area the school needs to address. We need to be more consistent so that all subject areas deliver the quality first teaching and exam strategies that are working in some subject areas. The challenge will be to keep aspirations and optimism high in spite of the challenges ahead.

Rachel Cosgrove

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